

Walthamstow Academy – Year 11 Curriculum Experience



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Welcome to the Curriculum Experience for Year 11!

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

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

| Term | ENGLISH Curriculum Content | Assessment(s) (assessment title, duration and approx date) | Extra-Curricular Options (Places to visit; wider reading; clubs to join) |
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| <p>Year 11 English Curriculum Overview: <i>In year 11, students begin the year with a study of Shakespeare’s Macbeth, and Jekyll and Hyde by Robert Louis Stevenson. Using the skills and knowledge acquired from their detailed study of poetry in year 10, the students become adept at using contextual knowledge to inform their analysis. The rest of the year is dedicated to targeted revision and practice for the four papers the students will sit in the summer. Revision strategies will be taught explicitly, with students being encouraged to draw parallels between the texts they are studying. When practicing for literature, students will be encouraged to take ownership of the knowledge they have acquired, developing clear and detailed premises outlining their understanding of the writer’s intentions. In preparation for the Language exams, students will be exposed to a wide range of unseen sources, approaching them forensically to decode how language is used to create meaning. In Year 11 Walthamstow Academy students are encouraged to become confident, fluent writers who are adept at conveying their own world view in writing.</i></p> | | | |
| <p>Year 11 HT1</p> | <p>Unit Title: Macbeth Students will study Shakespeare’s Macbeth through a focus on the assessment objectives: Key themes and authorial intention - Students will be able to read the text and create a convincing premise regarding their interpretation of its meaning Context - Students will understand how the literary and contextual factors around the text influenced meaning, and be able to draw direct links to language choices Analysis of language, structure and form - Students will be able to analyse the text, identifying methods and evaluating how this affects meaning</p> <p>Unit Title: The Strange Case of Dr Jekyll and Mr Hyde part 1 Students will study Stevenson’s Dr Jekyll and Mr Hyde following the same pattern and methodology as used for Macbeth. The unit will start with a focus on context and big ideas and move on to analysis in HT2.</p> | <p>Formative assessment based on theme.</p> <p>Formative (pre-seen) assessment based on theme.</p> | <p>Watch Macbeth (2015)</p> <p>National Theatre https://www.nationaltheatre.org.uk/shows/macbeth</p> <p>Documentary: https://www.bbc.co.uk/programmes/p00qhsr5</p> <p>Ian Rankin’s documentary on Jekyll and Hyde: https://www.bbc.co.uk/programmes/b007qzyv</p> |
| <p>Year 11 HT2</p> | <p>Unit Title: The Strange Case of Dr Jekyll and Mr Hyde part 2 Students will recap and revise the key themes of the text, before looking at alternative interpretations of the narrative. This unit will be concluded with exam practice.</p> <p>Unit Title: English Language – Writers’ Viewpoints and Perspectives</p> | <p>Formative pre-seen assessment based on theme.</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> |

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

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

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

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

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| Term | SCIENCE Curriculum Content | Assessment(s) (assessment title, duration and approx date) | Extra-Curricular Options (Places to visit; wider reading; clubs to join) |
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| | <p>Year 11 Science Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i></p> <p>Biology, chemistry, and physics should be studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives.</p> <p>After studying science, pupils should enable students to:</p> <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics. • develop understanding of the nature, processes, and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them. • develop and learn to apply observational, practical, modelling, enquiry, and problem-solving skills, both in the laboratory, in the field and in other learning environments. • develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence, and conclusions, both qualitatively and quantitatively. | | <ul style="list-style-type: none"> • CGP revision guide • CGP Student books for biology, chemistry, and physics • Oxford Revise revision guide <p>In school activities: Stem club to be set up next year</p> <p>Visit:</p> <ul style="list-style-type: none"> • Science museum • Natural History Museum • Horniman Museum • The Royal Observatory • Grant Museum of Zoology • Brunel Museum • St Bartholemew's Hospital Museum • Bletchley Park |
| Year 11 HT1 | <p>Organic Chemistry Students will learn about/ develop skills of: The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists can take organic</p> | <p>Fortnightly tests These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks' worth of learning. It provides pupils with</p> | |

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| <p>molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.</p> <ul style="list-style-type: none"> • Make models of alkane molecules using the molecular modelling kits. • Investigate the properties of different hydrocarbons. <p>Chemical Analysis Students will learn about/ develop skills of: Analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate. Instrumental methods provide fast, sensitive, and accurate means of analysing chemicals, and are particularly useful when the amount of chemical being analysed is small. Forensic scientists and drug control scientists rely on such instrumental methods in their work.</p> <ul style="list-style-type: none"> • Recognise and use expressions in decimal form. • Use ratios, fractions, and percentages. • Make estimates of the results of simple calculations. <p>Chemistry of the atmosphere Students will learn about/ develop skills of: The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Scientists use very complex software to predict weather and climate change as there are many variables that can influence this. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity.</p> <ul style="list-style-type: none"> • Recognise and use expressions in decimal form. • Use ratios, fractions, and percentages. • An opportunity to show that aquatic plants produce oxygen in daylight. <p>Using resources Students will learn about/ develop skills of: Industries use the Earth's natural resources to manufacture useful products. To operate sustainably, chemists seek to minimise the use of limited resources, use of energy, waste, and environmental impact in the manufacture of these products.</p> | <p>excellent exam practise and an opportunity to persistently succeed.</p> |
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Chemists also aim to develop ways of disposing of products at the end of their useful life in ways that ensure that materials and stored energy are utilised. Pollution, disposal of waste products and changing land use has a significant effect on the environment, and environmental chemists' study how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised.

- Translate information between graphical and numeric form.
- LCAs should be done as a comparison of the impact on the environment of the stages in the life of a product, and only quantified where data is readily available for energy, water, resources, and wastes.
- Interpret LCAs of materials or products given appropriate information.
- Recognise and use expressions in decimal form.

Homeostasis

Students will learn about/ develop skills of:

Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. To do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about changes. In this section we will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility.

- Students should be able to recognise expressions given in standard form.
- Evaluate information around the relationship between obesity and diabetes and make recommendations considering social and ethical issues.
- Show why issues around contraception cannot be answered by science alone.
- Explain every day and technological applications of science; evaluate associated personal, social, economic, and environmental implications; and make decisions based on the evaluation of evidence and arguments.
- Developments of microscopy techniques have enabled IVF treatments to develop.
- Understand social and ethical issues associated with IVF treatments.

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| | <ul style="list-style-type: none"> • Evaluate from the perspective of patients and doctors the methods of treating infertility. • Interpret and explain simple diagrams of negative feedback control. <p>Required practical activity 12: investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate Rf values.</p> <p>Required practical activity 13: analysis and purification of water samples from different sources, including pH, dissolved solids and distillation.</p> <p>Required practical activity 6: plan and carry out an investigation into the effect of a factor on human reaction time.</p> | | |
| <p style="text-align: center;">Year 11 HT2</p> | <p>Inheritance, variation and evolution Students will learn about/ develop skills of: In this section we will discover how the number of chromosomes is halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to several genetic disorders or death. Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve. An understanding of these processes has allowed scientists to intervene through selective breeding to produce livestock with favoured characteristics. Once new varieties of plants or animals have been produced it is possible to clone individuals to produce larger numbers of identical individuals all carrying the favourable characteristic. Scientists have now discovered how to take genes from one species and introduce them into the genome of another by a process called genetic engineering. Despite the huge potential benefits that this technology can offer, genetic modification remains highly controversial.</p> <ul style="list-style-type: none"> • Model behaviour of chromosomes during meiosis. • Appreciate that embryo screening and gene therapy may alleviate suffering but consider the ethical issues which arise. • Use the theory of evolution by natural selection in an explanation. | <p style="text-align: center;">Fortnightly tests</p> <p>These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks worth of learning. It provides pupils with excellent exam practise and an opportunity to persistently succeed.</p> <p style="text-align: center;">PPE 1</p> <p>Three full paper 1 mocks. 50% of total GCSEs</p> <p>What's assessed Biology topics:</p> <ul style="list-style-type: none"> • Cell Biology; | |

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| <ul style="list-style-type: none"> • Explain the benefits and risks of selective breeding given appropriate information and consider related ethical issues. • Interpret information about genetic engineering techniques and to make informed judgements about issues concerning cloning and genetic engineering, including GM crops. • Use data to support the theory of evolution. • Extract and interpret information from charts, graphs and tables. • Appreciate why the fossil record is incomplete. • Understand how scientific methods and theories develop over time. Interpret evolutionary trees. <p>Ecology Students will learn about/ develop skills of: The Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms, and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. To continue to benefit from these services humans need to engage with the environment in a sustainable way. In this section we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity, and well-being.</p> <ul style="list-style-type: none"> • Recording first-hand observations of organisms. • Extract and interpret information from charts, graphs and tables. • Interpret graphs used to model predator-prey cycles. • Explain how waste, deforestation and global warming have an impact on biodiversity. • Understand the conflict between the need for cheap available compost to increase food production and the need to conserve peat bogs and peatlands as habitats for biodiversity and to reduce carbon dioxide emissions. • Evaluate the environmental implications of deforestation. | <ul style="list-style-type: none"> • Organisation; • Infection and response; • Bioenergetics. <p>How it's assessed: Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none"> ○ Foundation ○ Higher Tier <p>Maximum marks = 70 marks which makes up 16.7% of GCSE Questions will be assessed using</p> <ul style="list-style-type: none"> • Multiple choice, • structured, • closed short answer, open response. <p>What's assessed Chemistry topics:</p> <ul style="list-style-type: none"> ○ Atomic structure and the periodic table; ○ Bonding, structure, and the properties of matter; ○ Quantitative chemistry; ○ Chemical changes; and ○ Energy changes. <p>How it's assessed: Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none"> ○ Foundation ○ Higher Tier |
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| | <ul style="list-style-type: none"> • Understand that the scientific consensus about global warming and climate change is based on systematic reviews of thousands of peer reviewed publications. • Explain why evidence is uncertain or incomplete in a complex context. • Evaluate given information about methods that can be used to tackle problems caused by human impacts on the environment. • Explain and evaluate the conflicting pressures on maintaining biodiversity given appropriate information. <p>Required practical activity 7: measure the population size of a common species in a habitat. Use sampling techniques to investigate the effect of a factor on the distribution of this species.</p> | <p>Maximum marks = 70 marks which makes up 16.7% of GCSE Questions will be assessed using</p> <ul style="list-style-type: none"> • Multiple choice, • structured, • closed short answer, open response. <p>What's assessed Physics topics:</p> <ul style="list-style-type: none"> • Energy; • Electricity; • Particle model of matter; • Atomic structure. <p>How it's assessed: Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none"> ○ Foundation ○ Higher Tier <p>Maximum marks = 70 marks which makes up 16.7% of GCSE Questions will be assessed using</p> <ul style="list-style-type: none"> • Multiple choice, • structured, • closed short answer, open response | |
| <p>Year 11 HT3</p> | <p>Forces Students will learn about/ develop skills of: Engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes. Anything mechanical can be analysed in this way. Recent developments in artificial limbs use the analysis of forces to make movement possible.</p> <ul style="list-style-type: none"> • Students should be able to recall and apply this equation. | <p>Fortnightly tests These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks' worth of</p> | |

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| | <ul style="list-style-type: none"> • Students should recognise and be able to use the symbol for proportionality, \propto • Students should be able to use ratios and proportional reasoning to convert units and to compute rates. • Measure the effect of distractions on reaction time. • Investigate collisions between laboratory trollies using light gates, data loggers or ticker timers to measure and record data. <p>Waves Students will learn about/ develop skills of: Wave behaviour is common in both natural and man-made systems. Waves carry energy from one place to another and can also carry information. Designing comfortable and safe structures such as bridges, houses and music performance halls requires an understanding of mechanical waves. Modern technologies such as imaging and communication systems show how we can make the most of electromagnetic waves.</p> <ul style="list-style-type: none"> • Students should be able to recall and apply this equation. <p>Required practical activity 18: investigate the relationship between force and extension for a spring.</p> <p>Required practical activity 19: investigate the effect of varying the force on the acceleration of an object of constant mass, and the effect of varying the mass of an object on the acceleration produced by a constant force.</p> <p>Required practical activity 20: make observations to identify the suitability of apparatus to measure the frequency, wavelength and speed of waves in a ripple tank and waves in a solid and take appropriate measurements.</p> <p>Required practical activity 21: investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.</p> | <p>learning. It provides pupils with excellent exam practise and an opportunity to persistently succeed.</p> | |
| Year 11 | Magnetism and electromagnetism | Fortnightly tests | |

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| <p>HT4</p> | <p>Students will learn about/ develop skills of: Electromagnetic effects are used in a wide variety of devices. Engineers make use of the fact that a magnet moving in a coil can produce electric current and also that when current flows around a magnet it can produce movement. It means that systems that involve control or communications can take full advantage of this.</p> <ul style="list-style-type: none"> • The use of models, as in the particle model of matter or the wave models of light and of sound • The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions • The phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic, and gravitational effects • That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change • That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science • That physical laws and models are expressed in mathematical form. | <p>These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks worth of learning. It provides pupils with excellent exam practise and an opportunity to persistently succeed.</p> <p style="text-align: center;">PPE 2</p> <p>Three full paper 1 mocks. 50% of total GCSEs</p> <p>What's assessed Biology topics:</p> <ul style="list-style-type: none"> • Homeostasis and response; • Inheritance, variation and evolution; • Ecology <p>How it's assessed: Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none"> ○ Foundation ○ Higher Tier <p>Maximum marks = 70 marks which makes up 16.7% of GCSE Questions will be assessed using</p> |
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| | | <ul style="list-style-type: none"> • Multiple choice, • structured, • closed short answer, open response. <p>What's assessed Chemistry topics:</p> <ul style="list-style-type: none"> • The rate and extent of chemical change; • Organic chemistry; • Chemical analysis; Chemistry of the atmosphere; • Using resources. <p>How it's assessed: Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none"> ○ Foundation ○ Higher Tier <p>Maximum marks = 70 marks which makes up 16.7% of GCSE Questions will be assessed using</p> <ul style="list-style-type: none"> • Multiple choice, • structured, • closed short answer, open response. <p>What's assessed Physics topics:</p> <ul style="list-style-type: none"> • Forces; • Waves; • Electromagnetism; <p>How it's assessed:</p> | |
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| | | <p>Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none"> ○ Foundation ○ Higher Tier <p>Maximum marks = 70 marks which makes up 16.7% of GCSE</p> <p>Questions will be assessed using</p> <ul style="list-style-type: none"> ● Multiple choice, ● structured, ● closed short answer, open response | |
| <p>Year 11 HT5</p> | <p>Revision and Exam prep</p> | | |

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| Term | RE Curriculum Content | Assessment(s) (assessment title, duration and approx date) | Extra-Curricular Options (Places to visit; wider reading; clubs to join) |
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| <p>Year 11 RE Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i></p> <p><i>Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 10, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.</i></p> <p><i>Students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ulAdha and Id-ul-Fitr; how they express Muslim beliefs, how they are practiced differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations, and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.</i></p> <p><i>Students will study religious, philosophical and ethical arguments pertaining to religion and life, human rights and social justice and relationships and families. Students will explore contrasting perspectives in contemporary British society and be able to explain them with reference to Christianity and Islam.</i></p> <p><i>Students will practice their skills in formulating arguments from different theological and world views, demonstrating their knowledge of divergent views and grasping the concept of counterarguing. Students will practice evaluating ethical and theological statements and reach clear evidence based judgments. They will continue to develop their critical thinking and curiosity and derive at their own evidence based judgements.</i></p> <p><i>Students will practice comparing the contrasts between different religious views in Christianity and Islam pertaining to various ethical issues. Students will use the diagnostic testing technique and complete low stakes quizzes.</i></p> | | | |
| Year 11 HT1 -2 | <p>Unit Title: Islam beliefs and practices Students will learn about/ develop skills of: 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. Students study the influence of the beliefs, teachings and practices on individuals, Muslim communities, and our society.</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</p> | <p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>REOnline Festivals calendar</p> |

Walthamstow Academy - Year 11 Curriculum Experience

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| | 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. | question which steadily increases in complexity of skill. | https://www.reonline.org.uk/festival-calendar/ REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/ Email a believer (REonline) http://pof.reonline.org.uk/ Guardian online - Religion https://www.theguardian.com/world/religion BBC GCSE RS videos https://drive.google.com/open?id=1rcCZolahqH4eFcPM6Nn1KxQ5flZgwD5wgSyrG6oxN0s Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF Truetube https://www.truetube.co.uk/REquest-Christianity https://request.org.uk/ The Bible society videos - Christian https://www.youtube.com/user/biblesocietytv/videos |
| Year 11 HT3 | <p>Unit Title: Religion, human rights and social justice</p> <p>Students will learn about/ develop skills of:</p> <p>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human rights, poverty and discrimination etc, and their impact and influence in the modern world. Students explore contrasting perspectives in contemporary British society on all of these issues. Students will also be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Status of women in religion. • The uses of wealth. <p>Freedom of religious expression.</p> | <p>Formative assessment</p> <p>5-10 mark small stakes retrieval quiz in each lesson</p> <p>Mid of year assessment</p> <p>Feature 3 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p> | |
| Year 11 HT4 | <p>Unit Title: Religion, relationships and families</p> <p>Students will learn about/ develop skills of:</p> <p>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human sexuality, women's rights in religion and divorce etc and their impact and influence in the modern world. Students develop their understanding of contrasting perspectives in contemporary British society on all of these issues. Students will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. | <p>Formative assessment</p> <p>5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p> <p>Feature 8 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p> | |
| Year 11 HT5 | <p>Unit Title:</p> <p>Students will develop skills of:</p> <p>RE revision in the study of religion and thematic studies</p> | GCSE (summative assessment) | The Bible project |

Walthamstow Academy - Year 11 Curriculum Experience

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| | <p>Revision techniques</p> <ul style="list-style-type: none"> • Small stake quizzes – key terms and key religious sources of wisdom • PLCs – diagnostic testing • | <p>Feature 8 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p> | <p>https://www.youtube.com/user/jointhe bibleproject/playlists</p> <p style="text-align: center;">Seneca</p> <p>https://www.senecalearning.com/</p> <p style="text-align: center;">Quizlet</p> <p>https://quizlet.com/en-gb</p> <p style="text-align: center;">MrMcMillanREvis</p> <p>https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>BBC - podcasts & programmes - Ethical theories</p> <p>https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</p> <p style="text-align: center;">University of Oxford podcasts - Theology & religion</p> <p>https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p style="text-align: center;">University of Oxford podcasts - Philosophy</p> <p>https://podcasts.ox.ac.uk/units/faculty-philosophy</p> <p>BBC - podcasts & programmes - Ethics</p> <p>https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxENER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som_N_us</p> |
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Walthamstow Academy - Year 11 Curriculum Experience

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| | | | <p>BBC - In our time - Religion https://www.bbc.co.uk/programmes/p01gvqlg</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p> |
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Walthamstow Academy - Year 11 Curriculum Experience

| Term | ART, DT AND PHOTOGRAPHY Curriculum Content | Assessment(s) (assessment title, duration and approx date) | Extra-Curricular Options (Places to visit; wider reading; clubs to join) |
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| <p>Year 11 Art, DT and Photography Curriculum Overview: Our curriculum continues to be sequenced methodically at KS4; pupils build on the knowledge and skills developed at KS3 through developing their own responses from primary imagery, developing through experimentation and adapting to new stimuli as their work progresses. At KS4 more complex materials and creative processes are introduced. Students learn a broad range of techniques in year 10 before they select their preferred mediums in year 11.</p> | | | |
| Year 11 HT1+2 Art, 3d design and Photography | <p>Unit Title: Unit 1 coursework component Students use the skills learnt in year 10 of the full creative and design processes from brief through to final outcome. Students choose one of their year 10 projects to develop into a full coursework unit.</p> | <p>Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in December after a 10 hour period of independent working in exam conditions (mock exam).</p> | <p>Tate Britain, London. https://www.tate.org.uk/visit/tate-britain Tate Modern, London. https://www.tate.org.uk/visit/tate-modern Victoria and Albert Museum, London. (V&A) https://www.vam.ac.uk/ The National Gallery, London. https://www.nationalgallery.org.uk/</p> |
| Year 11 HT3,4+5 Art, 3d design and Photography | <p>Unit Title: Unit 2 exam component. AQA our exam board, send out a list of exam titles in January. Students explore these and select which one best matches their strengths and interests, completing a full project from their chosen starting exam title.</p> | <p>This whole unit is an exam unit over a period of 10 weeks duration. Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in May after a 10 hour period of independent working in exam conditions.</p> | <p>These will be identified once the exam titles are released by our exam board AQA in January.</p> |

Walthamstow Academy - Year 11 Curriculum Experience

| Term | BTEC Business 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> |
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| <p>Year 11 BTEC Business Curriculum Overview:</p> <p><i>What will year 11s study and learn this academic year? Why this/ why now?</i></p> <p><i>Year 11 will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.</i></p> <p><i>Year 11 will develop skills in analysing information and giving advice for a specific purpose, which will support your progression to Level 2 or 3 vocational or academic qualification</i></p> <p><i>If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding.</i></p> | | | |
| Year 11 HT1 | <p>Unit Title: Promotion & Financial Records</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Elements of the promotional mix and their purposes • Targeting and segmenting the market • Factors influencing the choice of promotional methods • Financial records • Financial documents • Payment methods • Sources of revenue and costs • Terminology in financial statements • Statement of comprehensive income <p>Students learn about a range of Financial Documents and their uses. They also investigate the suitability of various Sources of Finance for different acquisitions. Numeracy skills are also developed in this Unit.</p> | <p>Summative</p> <p>2 hr Written Paper based on Business Case Studies</p> | <p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>Pearson Revise BTEC Tech Award Guide</p> |
| Year 11 HT2 | <p>Unit Title: Financial Planning and Forecasting</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Statement of financial position | <p>Summative</p> | <p>BTEC Tech Award Textbook</p> |

Walthamstow Academy - Year 11 Curriculum Experience

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| | <ul style="list-style-type: none"> • Profitability and liquidity • Financial planning and forecasting • Using cash flow data • Financial forecasting <p>Students learn how to understand Company Accounts to assess the Performance of a Business. Calculations and Ratio's are used which help develop students Numeracy skills.</p> | <p>2 hr Written Paper based on Business Case Studies in February</p> | <p>Pearson Revise BTEC Tech Award Guide</p> <p style="text-align: center;">www.bized.co.uk</p> |
| <p style="text-align: center;">Year 11 HT3</p> | <p>Unit Title: Financial Planning and Forecasting Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Suggesting improvements to cash flow problems • Break-even analysis and break-even point • Sources of business finance <p>Students learn how to use Cashflow and Breakeven Analysis to make decisions about the viability of a Business.</p> | <p style="text-align: center;">Summative 2 hr Written Paper based on Business Case Studies in February</p> | <p>BTEC Tech Award Textbook</p> <p>Pearson Revise BTEC Tech Award Guide</p> |
| <p style="text-align: center;">Year 11 HT4</p> | <p>Unit Title: Explore ideas and plan for a micro-enterprise activity Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • A1 Generating ideas for a micro-enterprise activity • Ideas could involve: • Factors to be considered when selecting final idea • A skills audit by learners, to consider • A2 Plan for a micro-enterprise activity • Aims of the micro-enterprise: • Product or service to be sold, • Identifying the target market • Methods of communication with the customer • Resources required: • Risk assessment, and contingency plans, | <p>Summative Assessment Explore ideas and plan for a micro-enterprise activity – Learning Aim A</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> | <p>Links to Business Websites in Teaching Slides</p> <p>Local Business Visits</p> <p>Dragon's Den videos on Youtube</p> <p style="text-align: center;">www.tutor2U.com</p> |

Walthamstow Academy - Year 11 Curriculum Experience

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| | <p>Students research various Business ideas and make a judgement on the most likely to be successful. Students Learn how to produce a Business Plan investigating all aspects of starting a Business.</p> | | |
| <p style="text-align: center;">Year 11 HT5</p> | <p>Unit Title: Pitch and Review a micro-enterprise activity Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Learning aim B: Pitch a micro-enterprise activity • B1 Pitching a micro-enterprise activity • B2 Presenting a business pitch • Presentation skills: • Communication skills: • Learning aim C: Review own pitch for a micro-enterprise activity • C1 Using feedback and review to identify possible changes to the pitch • Receive feedback from audience on: • Reviewing plan and personal performance, reflecting on feedback gathered from others: • Recommending improvements: <p>Students develop their Confidence, Public Speaking and Communication Skills in Presenting a Business Pitch similar in style to the 'Dragon's Den'</p> | <p style="text-align: center;">Summative Assessment Pitch and Review a micro-enterprise activity – Learning Aim B</p> <p style="text-align: center;">Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> | <p style="text-align: center;">BTEC Tech Award Textbook</p> <p style="text-align: center;">Dragon's Den videos on Youtube</p> |

Walthamstow Academy - Year 11 Curriculum Experience

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

Walthamstow Academy - Year 11 Curriculum Experience

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

Walthamstow Academy - Year 11 Curriculum Experience

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| <p>Year 11 HT5</p> | <p>Unit Title: Topic 2.5 Making human resource decisions Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Organisational structures • Effective recruitment • Effective training and development • Motivation | | |
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Walthamstow Academy - Year 11 Curriculum Experience

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

Walthamstow Academy - Year 11 Curriculum Experience

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| Year 11 HT5 | <p>Unit Title: Examination Preparation</p> <p>Students will review the course content, developing their understanding by completing SLR's and prepare for impending Examinations by answering carefully curated past examination questions.</p> <ul style="list-style-type: none"> • Revision • Exam Technique | SLR's | <p>PG Online Resources</p> <p>Course Textbook</p> <p>Craig & Dave Videos</p> <p>Quizlet</p> <p>OAK National</p> |
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Walthamstow Academy - Year 11 Curriculum Experience

| Term | DRAMA 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> |
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| <p>Year 11 Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i></p> <p><i>In year 11 students refine their performance skills and approaches to performance by revising many of the approaches explored in year 10 in preparation for the component 2 exam: performance from texts. Each student is given 2 texts which they learn and a monologue and group text which is rehearsed and performed in front of a visiting examiner; this exam is worth 20% of the total GCSE.</i></p> <p><i>Students also learn how the use of production elements are a vital aspect of live performance and how designers and directors utilise these to create meaning for an audience. Students are taught how to apply their knowledge of the production elements to the text DNA by Dennis Kelly in written form for section A of the component 3 exam. Student also learn how to analyse and evaluate a live performance by watching a live theatre performance in London in preparation for section B of the component 3 GCSE exam.</i></p> | | | |
| Year 11 HT1 | <p>Unit Title: Component 3 – section A: DNA Students will learn</p> <ul style="list-style-type: none"> • About the play DNA – the SHC context, characters and structure • How the performance skills are used to convey meaning about intention, motivation, and feelings • About the function of the production elements & how to apply these to DNA • About the requirements for | <p>Completion of component 1 portfolio Thursday 10th Nov 2022</p> <p>2 late starters to complete group piece and film Mon 10 October 2022</p> | |
| Year 11 HT2 | <p>Unit Title: Component 3 – section A: DNA / Component 2 (performance from text) Students will develop skills of:</p> <ul style="list-style-type: none"> • writing to meet the needs of all the section A questions • identifying moments of meaning and how the performance skills and elements help communicate are used to convey this. • Acting to meet the needs of a character • Researching the background of a text given for performance | <p>DNA for written Component 3</p> | |

Walthamstow Academy - Year 11 Curriculum Experience

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

Walthamstow Academy - Year 11 Curriculum Experience

| Term | FRENCH Curriculum Content | Assessment(s) (Assessment title, duration and approx date) |
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| <p>Year 11 Curriculum Overview:</p> <p><i>In year 11, students will continue to study some of the topics related to the three themes from the AQA GCSE French specification. More complex topics such as global and social issues will be covered. Students continue to revisit and build upon topics covered in KS3 but also revise some of the topics taught in year 10. Pupils will finalise answers for their speaking exam questions, engage in further reading and listening practice with the help of past exam papers. Pupil will have time to revise and prepare for their final exams with their teachers.</i></p> | | |
| Year 11 HT1 | <p>Unit: Global and Social Issues-Theme 2</p> <p>Students will study different social and global issues. They will study different problems around the world, and what can be done to protect the environment. They will continue to practice photo descriptions related to the content of the unit. This will prepare them for Theme 2 of their GCSE exam.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Revision of: <ul style="list-style-type: none"> ○ Home, town neighbourhood and region – Where I live, places to go, things to do and see. • Global Issues -environmental issues and consequences • Solutions-environmental issues • Global Issues – poverty and homelessness-Problems created by poverty • How to help others/Solutions • Revision, consolidation, and extension | |
| Year 11 HT2 | <p>Unit: Social Issues: Healthy and Unhealthy Living-Theme 2</p> <p>In this unit, pupils will complete work on charity and voluntary work,</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Charity and volunteer work • Health issues and illness • What you used to do that was healthy / unhealthy vs now • What you should do to stay healthy/Resolutions • Alcohol, cigarettes, and drugs-consequences | Year 11 French PPE1 |

Walthamstow Academy - Year 11 Curriculum Experience

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| Year 11 HT3 | <p>Unit- Education, Post 16+ jobs, Career choices and ambitions-Theme 2</p> <p>Students will learn about/ develop skills:</p> <ul style="list-style-type: none"> • Revision of jobs • Part time work • Applying for a job • Gap year • Future options and plans | |
| Year 11 HT4 | <p>Unit Title-Revision Me, family, friend, relationships-Theme 1 Exam Practice, PPE</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Revisions of: <ul style="list-style-type: none"> ○ Describing friends and family ○ What makes a good friend ○ Describing relationships with friends and family • Listening, reading, and writing paper practice • Speaking exam practice, role play, general conversation, and photo card. | Year 11 French PPE 2 |
| Year 11 HT5 | <p>Unit: Revision, Consolidation and Feedback.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Listening, reading, and writing paper practice • Speaking exam practice, role play, general conversation, and photo card. | AQA GCSE French Exam Series 2023 Speaking Exam |

Walthamstow Academy - Year 11 Curriculum Experience

| Term | GEOGRAPHY Curriculum Content | Assessment(s) (assessment title, duration and approx date) | Extra-Curricular Options (Places to visit; wider reading; clubs to join) |
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| | <p>Year 11 Geography Curriculum Overview: Students will continue their study of the Edexcel B Geography GCSE course. Pupils will start year 11 by exploring the UK's human geography by engaging with contemporary issues such as migration, inequality, and rural deprivation. Pupils will get an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus, students will explore the case study of London.</p> <p>Students will also complete Component 2: UK Geographical Issues. This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK. Pupils will look at UK Physical geography, including an overview of the UK Landscape, Coasts and Rivers. Next, pupils will explore the UK's human geography by engaging with contemporary issues such as migration, inequality, and rural deprivation.</p> <p>Fieldwork is an essential part of the GCSE course. Pupils will carry out two Geographical investigations based on the following topics: The UK's Evolving Physical Landscape -Coasts (taught last year) & The UK's evolving human landscape-Dynamic Urban areas (taught in term 1 of year 11). Student will attend two trips:</p> <ol style="list-style-type: none"> 1. Walton-on-the-Naze to investigate coastal processes. 2. To <p>Topic 2: Development dynamics- this will give them an understanding of the scale of global inequality. Plus a depth study of how one emerging country (India) is developing and the consequences this causes for people, environment and the country's relationship with the wider world.</p> <p>Topic 3: Challenges of an urbanising world – pupils will get an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of Mumbai.</p> | | <p>Detailed revision notes for all topics: https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-b/</p> |
| Year 11 HT1 | <p>Topic 5: The UK's evolving human landscape – pupils will get an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus, students will explore the case study of London.</p> <p><i>Part 1: the UK</i></p> <ul style="list-style-type: none"> • Comparing rural and urban areas of the UK (Comparing Cornwall to London) • Population density • Age structure | Paper 2 – 1hr 30mins | <p>Cornwall with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000pjgj/cornwall-with-simon-reeve-series-1-episode-2 Geography fieldtrip - Islington</p> |

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| | <ul style="list-style-type: none"> • Economic activities • Strategies to increase rural incomes • Causes and impacts of migration to the UK • Changing UK economy (North East vs. South East) • FDI in the UK <p><i>Part 2: London</i></p> <ul style="list-style-type: none"> • London's site, situation and connectivity • London's structure • Migration in London • Inequality • London decline and expansion • Regeneration (Olympic Park) • Strategies for a sustainable London • Rural-urban interdependence • Challenges faced by rural areas • Opportunities in rural areas | | |
| <p>Year 11 HT2</p> | <p>Topic 6: Geographical investigations – pupils will carry out two investigations, including fieldwork and research, carried out in contrasting environments, one from 'Coastal change and conflict' and another from 'Dynamic urban areas'</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>Year 11 HT3</p> | <p>Topic 2: Development dynamics – pupils will gain an understanding of the scale of global inequality. Plus, a depth study of how India is developing and the consequences for people, environment, and the country's relationship with the wider world.</p> <p><i>Global inequality</i></p> <ul style="list-style-type: none"> • Defining development – development indicators (e.g. GDP) | <p style="text-align: center;">Paper 1 – 1hr 30mins</p> | <p style="text-align: center;">The Americas with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5</p> |

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| | <ul style="list-style-type: none"> • Comparing indicators for Developed, Emerging and Developing countries (including population pyramids). • Causes of global inequalities (e.g. lack of education) • Consequences of global inequalities (e.g. conflict) • Theories of development (Rostow vs. Frank) • Bottom-up strategy for development (WaterAid) • Top-down strategy for development (IGO – Merowe Dam and TNC – Nike in India) <p><i>Case study: India</i></p> <ul style="list-style-type: none"> • India’s global connections • India’s context – social, environmental and political • Economic trends • Causes of rapid economic development • Impacts of economic development: <ul style="list-style-type: none"> • Demographics (fertility and death rates) • Regional differences (Bihar vs. Maharashtra) • Urbanisation • Different impacts on different groups (young vs. old + men vs. women) • Environmental impacts • India’s changing international role | | <p style="text-align: center;">Mediterranean with Simon Reeve -</p> <p style="text-align: center;">https://www.bbc.co.uk/iplayer/episode/b0bqn4g1/mediterranean-with-simon-reeve-series-1-episode-4</p> |
| <p style="text-align: center;">Year 11 HT4</p> | <p>Topic 3: Challenges of an urbanising world – pupils will get an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of Mumbai.</p> <p><i>Urban change across the world</i></p> <ul style="list-style-type: none"> • Trends in urbanisation • Economic change and migration (exploring growth and decline of cities across the world) • Comparing cities (formal/informal + employment structure) • How cities change • Urban land use <p><i>Mumbai</i></p> <ul style="list-style-type: none"> • Site and situation • Mumbai’s structure | | <p style="text-align: center;">Colombia with Simon Reeve -</p> <p style="text-align: center;">https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve</p> <p>Has Mumbai become India's most unliveable city?</p> <p style="text-align: center;">https://www.bbc.co.uk/news/world-asia-india-41464636</p> |

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| | <ul style="list-style-type: none"> • Population growth (rural-urban migration) • Spatial growth • Opportunities and challenges • Quality of life • Top-down + bottom-up | | |
| <p>Year 11 HT5</p> | <p>Revision – this is the half-term before the GCSE examinations. Pupils will use this time to revise knowledge and exam technique needed for the exam.</p> <ul style="list-style-type: none"> • Topic 7, 8, 9 • Topic 4, 5, 6 • Topic 1, 2, 3 | | |

Walthamstow Academy - Year 11 Curriculum Experience

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

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

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

Walthamstow Academy - Year 11 Curriculum Experience

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

Walthamstow Academy - Year 11 Curriculum Experience

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

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| <ul style="list-style-type: none"> • Background to Hitler and the DAP, 1919-20 • The development of the NSDAP, 1920 • Causes and consequences of the Munich Putsch, 1923 • Consequences of the Munich Putsch: Mein Kampf, 1925 • Reorganisation of the Nazi Party, 1925-28 • Bamberg Conference, 1926 • The 'Lean Years', 1925-28 <p>Unit Title: KT2 The Development of the Nazi Party, 1919-33</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • The causes and effects of the Wall Street Crash on Germany • The Great Depression 1929-32: The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. • Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. <p>Unit title: Key topic 3: Nazi control and dictatorship, 1933–39</p> <ul style="list-style-type: none"> • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. • The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). | <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning <p>Summative Assessment: Q3d: How far do you agree with Interpretation 2 about the reasons for the failure of the Munich Putsch? Explain your answer, using both interpretations and your knowledge of the historical context. (20)</p> | <p>https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p> |
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| | <ul style="list-style-type: none"> Nazi control of culture and the arts, including art, architecture, literature and film. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing the cause and effects of 3 factors of an event Analysing and evaluating 2 Historians interpretations and explaining their differing views using own contextual knowledge Analysing the utility of 2 sources using contextual own knowledge Making 2 supported inferences from a source | | |
| <p>Year 11 HT3</p> | <p>Unit Title: Key topic 4: Life in Nazi Germany, 1933–39</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance. Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers. Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing the cause and effects of 3 factors of an event Analysing and evaluating 2 Historians interpretations and explaining their differing views using own contextual knowledge Analysing the utility of 2 sources using contextual own knowledge Making 2 supported inferences from a source | <p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning <p>Summative Assessment:</p> <p>Q3d: How far do you agree with Interpretation 2 about Nazi policies towards young people?</p> <p>Explain your answer, using both interpretations and your knowledge of the historical context. (20)</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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| | <ul style="list-style-type: none"> The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). International reaction to Soviet measures in Czechoslovakia. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing and evaluating the effects consequences of 3 factors of an event in a narrative account over a short period of time Analysing the significance / importance of a key event during the Cold War | <p>Q3: Explain the importance of the construction of the Berlin Wall (8)</p> | |
| <p style="text-align: center;">Year 11 HT5</p> | <p>Unit title: Key topic 3: Superpower relations and the Cold War, 1941–91: Key topic 3: The end of the Cold War, 1970–91</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Attempts to reduce tension between East and West: Détente in the 1970s, SALT 1, Helsinki, and SALT 2. The significance of Reagan and Gorbachev's changing attitudes: Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987). Flashpoints: The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. Reagan and the 'Second Cold War', the Strategic Defence Initiative. The collapse of Soviet control of Eastern Europe: The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. The significance of the fall of the Berlin Wall. The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing and evaluating the effects consequences of 3 factors of an event in a narrative account over a short period of time Analysing the significance / importance of a key event during the Cold War <p>REVISION FOR THE REMAINDER OF THE TERM</p> | <p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Teacher questioning <p>Summative Assessment:</p> <p>Q2: Write a narrative account analysing the key events of détente in the years 1970-79. (8)</p> | |

Walthamstow Academy - Year 11 Curriculum Experience

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

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

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| Term | MUSIC 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> |
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| Year 11 Music Curriculum Overview: <i>What will year 7s study and learn this academic year? Why this/ why now?</i> | | | |
| Year 11 HT1 | Unit Title: Ensemble Performance NEA Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Ensemble awareness. • Roles within musical forces | NEA (15% of grade) | Performance opportunities at Agora and End of Year Concerts. |
| Year 11 HT2 | Unit Title: Conventions of Pop (aos) Students will learn about/ develop skills of: <ul style="list-style-type: none"> • The development of pop music from 1950's RnR to present day. • Use of voices, guitars and synthesisers in pop music. | Feb PPE | Tiny desk appraisals. |
| Year 11 HT3 | Unit Title: Film and Video Game Music (aos) Students will learn about/ develop skills of: <ul style="list-style-type: none"> • The role of music as a story teller and mood changer. • How composers manipulate musical elements. • Extended writing response | Feb PPE | Watching films scored by John Williams, Hans Zimmer, John Barry etc |
| Year 11 HT4 | Unit Title: Revision of all areas of study Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Bespoke revision techniques that are effective for the music exam. • Recap of all examined content. | June PPE | N/A |
| Year 11 HT5 | Unit Title: Exam practice and final revision Students will learn about/ develop skills of: <ul style="list-style-type: none"> • How to ace exam questions. • Quick wins of how to boost marks in a wide variety of questions. | N/A | N/A |

Walthamstow Academy - Year 11 Curriculum Experience

| Term | PE Curriculum Content | Assessment(s) <i>(assessment title, duration and approx date)</i> | Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i> |
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| Year 11 PE Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i> | | | |
| Year 11 HT1 | <p>Unit Title: Students will learn about/ develop skills of:</p> <p>PE GCSE <u>Applied anatomy and physiology</u></p> <ul style="list-style-type: none"> • Pathways of air and gaseous exchange • Blood vessels • Cardiac output & stroke volume • Structure of the heart • Cardiac cycle (pathway of blood and redistribution) • Mechanics of breathing <p>BTEC Sport <u>Applying the principles of personal training</u></p> <ul style="list-style-type: none"> • Personal fitness training programme <p>PE Core <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 | <p>PE GCSE – Paper 2 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 |

Walthamstow Academy - Year 11 Curriculum Experience

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| | <ul style="list-style-type: none"> • Handball • Table Tennis | | |
| <p style="text-align: center;">Year 11 HT2</p> | <p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <i>Socio-cultural influences</i></p> <ul style="list-style-type: none"> • Engagement patterns and factors affecting them • Commercialisation. sponsorship and media • Positive and negative impacts of sponsorship and media <p><u>BTEC Sport</u> <i>Applying the principles of personal training</i></p> <ul style="list-style-type: none"> • Personal fitness training programme • Evidencing • Performance evaluation <p><u>PE Core</u> <i>Pathway 1</i></p> <ul style="list-style-type: none"> • Football • Rugby • Basketball <p><i>Pathway 2</i></p> <ul style="list-style-type: none"> • Boxercise • Yoga <p><i>Pathway 3</i></p> <ul style="list-style-type: none"> • Trampolining • Handball • Table Tennis | | <ul style="list-style-type: none"> • Boys' and girls' football • Girls' netball • Boys' and girls' basketball • Indoor athletics • Badminton squad • Indoor girls' cricket • Boys' and girls' Handball |

Walthamstow Academy - Year 11 Curriculum Experience

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| <p>Year 11 HT3</p> | <p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <i>Revision Paper 1</i></p> <ul style="list-style-type: none"> • Paper 1 - Applied anatomy and physiology • Paper 1 – Physical training • Movement analysis <p><u>BTEC Sport</u> <i>Fitness for sport and exercise (External exam)</i></p> <ul style="list-style-type: none"> • Training methods (recap) • Principles of training (recap) • Exam style questions (recap) • Fitness components (recap) • Fitness testing (recap) <p><u>PE Core</u> <i>Pathway 1</i></p> <ul style="list-style-type: none"> • Handball • Table Tennis • Football <p><i>Pathway 2</i></p> <ul style="list-style-type: none"> • Pilates • Fitness <p><i>Pathway 3</i></p> <ul style="list-style-type: none"> • Softball • Danish Longball | <ul style="list-style-type: none"> • Boys' and girls' basketball • Indoor athletics • Boys' and girls' Handball • Trampoline squad |
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Walthamstow Academy - Year 11 Curriculum Experience

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| <p style="text-align: center;">Year 11 HT4</p> | <p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <i>Revision Paper 1</i></p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Physical training • Movement analysis <p><u>BTEC Sport</u> <i>Leadership</i></p> <ul style="list-style-type: none"> • What makes a good leader? • Leadership poster • What makes a good sports session? • Plan a sports session <p><u>PE Core</u> <i>Pathway 1</i></p> <ul style="list-style-type: none"> • Handball • Table Tennis • Football <p><i>Pathway 2</i></p> <ul style="list-style-type: none"> • Pilates • Fitness <p><i>Pathway 3</i></p> <ul style="list-style-type: none"> • Softball • Danish Longball | <p>PE GCSE – Paper 1 PPE, 75mins (78 marks), late February</p> | <ul style="list-style-type: none"> • Boys’ and girls’ football • Girls’ netball • Indoor athletics |
| <p style="text-align: center;">Year 11 HT5</p> | <p>Unit Title: Students will learn about/ develop skills of:</p> | | <ul style="list-style-type: none"> • Boys’ and girls’ athletics league (outdoor) • Boys Cricket |

Walthamstow Academy - Year 11 Curriculum Experience

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| <p><u>PE GCSE</u> <i>Revision Paper 2</i></p> <ul style="list-style-type: none"> • Health and Fitness • Socio-cultural influences • Data analysis <p><u>BTEC Sport</u> <i>Leading sports activity</i></p> <ul style="list-style-type: none"> • Practice sports session plan • Leading a sports session • Evaluate a sports session • Finalise BTEC folder <p><u>PE Core</u> <i>Pathway 1</i></p> <ul style="list-style-type: none"> • Athletics <p><i>Pathway 2</i></p> <ul style="list-style-type: none"> • Trampoline • Samba <p><i>Pathway 3</i></p> <ul style="list-style-type: none"> • Ultimate Frisbee • Diamond Cricket • Rounders | | |
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Walthamstow Academy - Year 11 Curriculum Experience

| Term | SOCIOLOGY Curriculum Content | Assessment(s) (assessment title, duration and approx date) | Extra-Curricular Options (Places to visit; wider reading; clubs to join) |
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| Year 11 Sociology Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i> | | | |
| Year 11 HT1 | Unit Title: Crime and Deviance Students will learn about/ develop skills of: <ul style="list-style-type: none"> Students will 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. 12.09.22 | https://www.bbc.com/future/article/20180430-the-unexpected-ways-prison-time-changes-people |
| Year 11 HT2 | Unit Title: Crime and Deviance Students will learn about/ develop skills of: <ul style="list-style-type: none"> Students will develop their knowledge of sociological perspectives, applying them to the role of crime in society, who does or does not benefit and why. Identify and analyse sources of statistical crime data and the validity of statistics. Students will begin to explore criminal activity according to different social groups (class, gender and ethnicity). | Mid Term Assessment – Crime and Deviance 30-40 minutes W.C. 17.10.22 | https://www.youtube.com/watch?v=foWKh_7sotU – Ethnic minorities and justice |
| Year 11 HT3 | Unit Title: Crime and Deviance / Social Stratification Students will learn about/ develop skills of: <ul style="list-style-type: none"> Students will continue to explore criminal activity according to different social groups (class, gender and ethnicity). Explore the media’s involvement in exacerbating crime in society. Introduction to Social Stratification. | PPE 1 – Crime and Deviance 1 hour W.C. 16.01.23 | Documentaries, including: ‘Professor green, Living in Poverty’, ‘Britain’s Broken Families’ |
| Year 11 HT4 | Unit Title: Social Stratification Students will learn about/ develop skills of: <ul style="list-style-type: none"> Explore sociological perspectives view on stratification Identify what ‘life chances’ are and inequality of life chances according to social groups (class, age, gender and ethnicity). | Mid Term Assessment – Crime and Deviance 30-40 minutes W.C. 20.03.23 | Freedom Writers (Amazon Prime) |

Walthamstow Academy - Year 11 Curriculum Experience

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| Year 11 HT5 | Unit Title: Social Stratification Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Wealth Distribution • Measuring and explaining poverty using sociological perspectives | PPE 2 – Crime and Deviance & Social Stratification 2 hours W.C. 17.04.23 | https://www.youtube.com/watch?v=s76iBP49-IQ – Why are so many children living in poverty in the UK? (BBC) |
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Walthamstow Academy - Year 11 Curriculum Experience

| Term | SPANISH Curriculum Content | Assessment(s) (Assessment title, duration and approx date) |
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| Year 11 Curriculum Overview: | | |
| <p><i>In year 11, students will continue to study some of the topics related to the three themes from the AQA GCSE Spanish specification. More complex topics such as global and social issues will be covered. Students continue to revisit and build upon topics covered in KS3 but also revise some of the topics taught in year 10. Pupils will finalise answers for their speaking exam questions, engage in further reading and listening practice with the help of past exam papers. Pupil will have time to revise and prepare for their final exams with their teachers.</i></p> | | |
| Year 11 HT1 | <p>Unit: Global and Social Issues-Theme 2</p> <p>Students will study different social and global issues. They will study different problems around the world, and what can be done to protect the environment. They will continue to practice photo descriptions related to the content of the unit. This will prepare them for Theme 2 of their GCSE exam.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Revision of: <ul style="list-style-type: none"> ○ Home, town neighbourhood and region – Where I live, places to go, things to do and see. • Global Issues -environmental issues and consequences • Solutions-environmental issues • Global Issues – poverty and homelessness-Problems created by poverty • How to help others/Solutions • Revision, consolidation, and extension | |
| Year 11 HT2 | <p>Unit: Social Issues: Healthy and Unhealthy Living-Theme 2</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Charity and volunteer work • Health issues and illness • What you used to do that was healthy / unhealthy vs now • What you should do to stay healthy/Resolutions • Alcohol, cigarettes, and drugs-consequences <p>Unit: Education, jobs, career choices and ambitions</p> | Year 11 Spanish PPE1 |
| Year 11 | Unit- Education, Post 16+ jobs, Career choices and ambitions-Theme 2 | |

Walthamstow Academy - Year 11 Curriculum Experience

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| <p>HT3</p> | <p>Students will learn about/ develop skills:</p> <ul style="list-style-type: none"> • Revision of jobs • Part time work • Applying for a job • Gap year • Future options and plans <p>FINISH TEACHING CONTENT</p> | |
| <p>Year 11 HT4</p> | <p>Unit Title-Revision Me, family, friend, relationships-Theme 1 Exam Practice, PPE</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Revisions of: <ul style="list-style-type: none"> ○ Describing friends and family ○ What makes a good friend ○ Describing relationships with friends and family • Listening, reading, and writing paper practice • Speaking exam practice, role play, general conversation, and photo card. | <p style="text-align: center;">Year 11 Spanish PPE 2</p> |
| <p>Year 11 HT5</p> | <p>Unit: Revision, Consolidation and Feedback.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Listening, reading, and writing paper practice • Speaking exam practice, role play, general conversation, and photo card. | <p style="text-align: center;">AQA GCSE Spanish Exam Series 2023 Speaking Exam</p> |