

Walthamstow Academy – Year 10 Curriculum Experience



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Welcome to the Curriculum Experience for Year 10!

In this Curriculum Experience you can look at everything you'll be studying this academic year: all the brilliant topics you'll be learning about and the knowledge and skills you will gain, in preparation for your GCSEs at the end of Year 11. You can also see what assessments are going to be set each half term in each subject, so you can plan your revision and prepare yourself for your assessments. Our teachers have also included information for you on what extra-curricular opportunities you can pursue in order to study subjects and topics in more depth – from books, to websites, to documentaries, to places to visit.

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

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

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	<ul style="list-style-type: none"> • Charge of the Light Brigade – Alfred Lord Tennyson • Bayonet Charge – Ted Hughes • Remains – Simon Armitage • The Emigree – Carol Rumens • Poppies – Jane Weir • War photographer – Carol Ann Duffy • Checkin’ out me History – John Agard 		<ul style="list-style-type: none"> • The Imperial War Museum • The National Portrait Gallery
Year 10 HT3	<p>First week of HT3 is Mid-Year PPE Weeks</p> <p>Unit Title: ‘An Inspector Calls’ – J.B. Priestley Students will read the play in class and learn about:</p> <ul style="list-style-type: none"> • The contexts of the play (e.g. the Edwardian and post WW2 eras) and Priestley’s ‘big ideas’ (e.g. socialism) • How the form, structure and language of the play create meaning • How the characters and themes of the play promote Priestley’s ‘big ideas’ <p>Students will also learn how to write about the play analytically.</p>	<p>PPE 1: Mid-Year Assessment. GCSE English Language Paper 1 (Full Paper)</p>	<p>Watch: ‘An Inspector Calls’ (2015) BBC film</p> <p>Visit: any play currently on stage in London or the UK. Seeing a play live give students an amazing opportunity to see live theatre and a full understanding and appreciation of the difference between a play and a novel.</p>
Year 10 HT4	<p>Unit Title: Writing to Argue or Persuade Students will learn how to structure and write a persuasive argument, which is both convincing and compelling, either in article, speech or letter form.</p>	<p>Formative assessment on AIC: Essay on either a character or a theme of ‘An Inspector Calls’</p>	<p>Students should read some form of current affairs every day in order to keep abreast of what is happening in the UK and around the world.</p> <p>Recommended websites: www.theday.co.uk</p>

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			<p>Username and password can be provided by English teacher</p> <p>https://www.bbc.co.uk/news</p>
<p>Year 10 HT5</p>	<p>Unit Title: Power and Conflict Poetry – part two Students will study the remaining poems from the AQA ‘Power and Conflict’ anthology.</p> <ul style="list-style-type: none"> • Storm on the Island – Seamus Heaney • Kamikaze – Beatrice Garland • Ozymandias – Percy Shelley • Extract from The Prelude – William Wordsworth <p>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>Unit Title: End of Year exam revision Students will revise and prepare for EOY exams in both English Literature Paper 2 (An Inspector Calls / Power & Conflict Poetry) and English Language Paper 1 (Explorations in creative reading and writing).</p>	<p>Formative assessment: Unseen Poetry Question</p>	<p>Visit: The British Museum to see the statue of Ramses II which inspired ‘Ozymandias’</p>
<p>Year 10 HT6</p>	<p>Week 1 of HT6 – End of Year PPEs</p> <p>Unit Title: Writing to Argue or Persuade Students will build their skills in writing to persuade.</p> <p>Unit Title: English Language – Writers’ Viewpoints and Perspectives Students will study a variety of unseen extracts from non-fiction texts (such as news articles, biographies and autobiographies) and learn how to:</p> <ul style="list-style-type: none"> - Read texts actively and read for meaning - Compare non-fiction texts in terms of content and writers’ perspectives <p>Analyse how writers’ choice of language and structure creates meaning.</p>	<p>End of Year exams: GCSE English Language Paper 1 GCSE English Literature Paper 2</p>	<p>Students should read some form of current affairs every day in order to keep abreast of what is happening in the UK and around the world.</p> <p>Recommended websites: www.theday.co.uk Username and password can be provided by English teacher https://www.bbc.co.uk/news</p>

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Term	MATHS Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 10 Curriculum Overview: <i>Y10 is the beginning of the GCSE path. Students learn the topics over 2 years which will be tested in the GCSE exam</i>			
Year 10 HT1	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Solving Equations (Foundation Only) • Rearrange formulae • Linear Graphs • Linear Simultaneous Equations • Volume 2 • Compound Measures (Higher Only) • Quadratics – Graphical (Higher Only) 	End of topic tests – 30 min at the end of most topics Progress Point 1 Test: Week Beginning 20 Oct 25	<ul style="list-style-type: none"> • Pupils encouraged to work on XP section of Sparx and explore the topics taught in greater depth. Maths games on Sparx
Year 10 HT2	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Compound Measure (Foundation Only) • Quadratics – Graphical (Foundation Only) • Quadratics – algebraic • Further graphs • Probability 2 (Higher Only) 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> • The theory of Everything • Imitation game • A beautiful mind • The Man who knew about infinity • Hidden figures
Year 10 HT3	Students will learn about/ develop skills of: Higher: <ul style="list-style-type: none"> • Statistics 2 • Cumulative Frequency and Box Plots • Growth & Decay • Ratio 2 Foundation: <ul style="list-style-type: none"> • Probability 2 • Statistics 2 	End of topic tests – 30 min at the end of most topics Pre Public Examinations (PPE1) Week Beginning 05 Jan 26	<ul style="list-style-type: none"> • UKMT clubs for selected pupils

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<p>Year 10 HT4</p>	<p>Students will learn about/ develop skills of:</p> <p>Higher</p> <ul style="list-style-type: none"> • Ratio 3 • Similar Shapes <p>Foundation</p> <ul style="list-style-type: none"> • Ratio 2 • Growth and Decay 	<p>End of topic tests – 30 min at the end of most topics</p>	<p>Visit</p> <ul style="list-style-type: none"> • Bank of England • Science Museum • V&A Museum • Bletchley Park
<p>Year 10 HT5</p>	<p>Students will learn about/ develop skills of:</p> <p>Higher</p> <ul style="list-style-type: none"> • Transformations 2 • Algebraic proportion • Surds • Right angled Trigonometry <p>Foundation</p> <ul style="list-style-type: none"> • Pythagoras Review • Bearings and scale drawings 	<p>End of topic tests – 30 min at the end of most topics</p> <p>Progress Point 2 Test: Week Beginning 13 April 26</p>	
<p>Year 10 HT6</p>	<p>Students will learn about/ develop skills of:</p> <p>Higher</p> <ul style="list-style-type: none"> • Bounds • Bearings and scale drawings • Recurring Decimals • Quadratic Sequences <p>Foundation</p> <ul style="list-style-type: none"> • Revision Programme based on Question Level Analysis 	<p>End of topic tests – 30 min at the end of most topics</p> <p>Pre Public Examinations (PPE2) Week Beginning 01 Jun 26</p>	

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Term	SCIENCE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 10 Curriculum Overview: Students will develop scientific knowledge in biology, chemistry, and physics, understand the nature of science, and apply observational, practical, and problem-solving skills. They will build on their skills through the year to critically analyse scientific claims and evaluate methodology, evidence, and conclusions. Topics include: Biology topics 2–4: Organisation; Infection and response; and Bioenergetics. Physics topics 1 - 4: Energy; Electricity; Particle model of matter; and Atomic structure. Chemistry topics 2-5: Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. Triple Science students will cover all of the topics that combined students will cover, they will also cover extra topics that are only found on the Triple Science specification.</p>			<ul style="list-style-type: none"> • CGP revision guide • CGP Student books for biology, chemistry, and physics • Oxford Revise revision guide
HT1	<p>Energy - Energy is a fundamental principle in physics that allows for the accomplishment of work. It exists in different forms or “stores” and can be transferred, dissipated, or stored in various ways. Energy transfers Kinetic, Elastic and Gravitational Potential energy Work done and Power Specific Heat Capacity RP Reducing Unwanted Energy Transfers Using energy resources Triple only : Thermal insulators Multistep calculations Gas pressure Pressure Volume</p>	Topic test- 30 to 50 marks	<p>Visit the science museum and check out their energy hall. Go the Technicians: The Davud Dainsbury at the science museum to learn about being a wind turbine technician.</p>
HT1	<p>Organisation In this section we will learn about the human digestive system which provides the body with nutrients and</p>	Topic test- 30 to 50 marks	<p>Visit the Natural History Museum in South Kensington, London, on weekends and during the holidays. Check out the latest exhibitions and attractions online at: www.nhm.ac.uk/visit.html.</p>

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	<p>the respiratory system that provides it with oxygen and removes carbon dioxide.</p> <ol style="list-style-type: none"> 1. Food tests 2. Digestive enzymes 3. Digestion and Absorption 4. Required practical on enzymes 5. The Lungs 6. Blood and blood vessels 7. Heart and Heart Disease 8. Lifestyle and disease including Cancer 9. Plant tissues and organs 10. Transpiration and Translocation <p>Triple students will also cover: The Eye Using the Eye Eye Defects The Brain Growing Microorganisms and Testing Antibiotics</p>		<p>Check out the Being Human exhibition at the Wellcome trust</p>
HT2	<p>Bonding, structure, and the properties of matter - Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Students will study the theories of bonding to explain how atoms are held together.</p> <ol style="list-style-type: none"> 1. Ionic Bonding and their Properties 2. Covalent bonding and the various types 3. Polymers 4. The structure and bonding of Carbon 5. Metallic bonding 6. Solids, liquids and gases <p>Triple only 1.17 Reaction trends 1.18 Transition metals 2.15 Nanoparticles</p>	<p>Topic test- 30 to 50 marks</p>	<p>Grow your own crystal e.g. salt http://www.sciencekids.co.nz/projects/saltcrystals.html</p>
HT2	<p>Electricity- Students will study how electric charge is a fundamental property of matter everywhere and how this is used to design components and build electric circuits.</p>	<p>Topic test- 30 to 50 marks</p>	<p>Visit the science museum and check out their energy hall. Go the Technicians: The Davud Dainsbury at the science museum to learn about being a wind turbine technician.</p>

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	<ol style="list-style-type: none"> 1. Current and charge 2. Ohm's law 3. Required practical resistance in a wire 4. Resistance in series circuits and parallel circuits 6. Required practical IV Characteristics 9. Light dependant resistors 10. Thermistor 11. Electricity in the home 12. Appliances: power and energy 14. National grid Triple Only Static electricity Electric fields		
HT2	<p>Infection and response - They learn how pathogens are microorganisms that cause infectious diseases, explore how we can avoid diseases, and how the body uses barriers against pathogens.</p> <ol style="list-style-type: none"> 1. Infectious disease 2. Viral bacterial disease 3. Fungal protist disease 4. Immune response 5. Vaccines 6. Medication to treat disease 7. Drug development Triple Only Monoclonal antibodies Plant disease and defences	Topic test- 30 to 50 marks	Visit Chessington or London Zoo to improve your knowledge of animals and their environments. https://www.zsl.org/zsl-london-zoo Go the Technicians: The Davud Dainsbury at the science museum to learn about being a lighting technicain.
<p>AW2PPE 1 1 paper x 75 mins that assesses the following topics Biology: Cell biology, Organisation Chemistry: Atomic structure and the periodic table, Bonding Physics: Energy, Electricity Revision resources can be found on google classroom</p>			
HT3	<p>Quantitative Chemistry – Students study how chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions.</p>	Topic test- 30 to 50 marks	

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	<ol style="list-style-type: none"> 1. Atomic and formula mass 2. Moles and Avogadro's (Higher) 3. Balancing equations 4. Reacting masses 6. Solutions 7. Limiting reactants (Higher) 8. Moles and gases <p>Triple only Atom Economy Percentage Yield Titrations Introductions Using volumes of gases</p>		
HT4	<p>Particle model of matter – Students will study the particle model to predict the behaviour of solids, liquids, and gases in everyday life.</p> <ol style="list-style-type: none"> 1. Particle model 2. Density solids 3. Density liquids 4. Internal energy 5. Specific latent heat 6. Gas pressure <p>Triple only Particle motion in gasses Increasing the pressure of a gas Pressure in Liquids Atmospheric pressure</p>	Topic test- 30 to 50 marks	Subscribe to the Whizz Pop Bang magazine; a new monthly children's science magazine. https://www.whizzpopbang.com
HT4 Triple only	<p>Space (Triple Only) - Students will explore how the various bodies in our solar system and universe have formed and the main evidence we have for the creation of the universe.</p> <p>The Solar System Orbits Life Cycle of Stars Element Synthesis Origins of the Universe CMBR</p>	Topic test- 30 to 50 marks	Visit the Exploring Space exhibition and the engineers exhibition at the Science Museum Visit the Royal Observatory in Greenwich!

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HT4	<p>Chemical Changes – Students study common chemical reactions and their applications. Students will use these ideas to predict what substances could form and understand the extraction of important resources from the earth.</p> <ol style="list-style-type: none"> 1. Oxidation and reduction 2. Metals, metal oxides, metal carbonates and acids reactions 3. Displacement reactions 6. Making salts 7. Acid-alkali reaction and 8. Strong and weak acids (Higher) 9. Binary compound electrolysis 11. Electrolysis of solutions and required practical <p>Triple only RP: Titration Fuel Cells Hydrogen Fuel Cells</p>	Topic test- 30 to 50 marks	Subscribe to the BBC Focus Magazine. http://www.sciencefocus.com/
HT4	<p>Bioenergetics - In this section we will explore how plants harness the Sun's energy in photosynthesis to make food and oxygen. Both animals and plants use this oxygen to oxidise food in a process called aerobic respiration.</p> <ol style="list-style-type: none"> 1. Photosynthesis 2. Required practical rate of photosynthesis 3. Required practical rate and limiting factor 4. Respiration and exercise 5. Anaerobic respiration 6. Metabolism <p>Triple only Biomass and Energy Transfer Food security and Farming RP Decay</p>	Topic test- 30 to 50 marks	Visit the Medicine: The Wellcome Galleries at the Science Museum
HT5	<p>Atomic Structure Students will understand how ionising radiation is hazardous but can be very useful and how it is made.</p> <ol style="list-style-type: none"> 1. Atoms and isotopes 	Topic test- 30 to 50 marks	Read: Marie Curie and Her Daughters: The Private Lives of Science's First Family

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	2. Development of atomic model 3. Radiation 4. Half life 5. Using radiation 6. Irradiation Triple only Nuclear fission and fusion		
HT5	<p>Energy Changes - Students study the interaction of particles often involves transfers of energy due to the breaking and formation of bonds. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications.</p> 1. Exothermic and endothermic 2. Required practical energy changes 4. energy level diagrams 5. Bond energies (higher) Triple only – Reactions of alkenes alcohols Combustion of alcohols	Topic test- 30 to 50 marks	See the effects of this at the London Transport Museum
HT5/6	<p>Ecology – Students learn to understand the interconnectedness of ecosystems and the services they provide. Discuss the significance of sustainable practices and actions we can take to protect biodiversity for our well-being and future generations.</p> 1. Communities 2. Biotic and Abiotic factors 3. Adaptations 4. Estimating populations RP 5. Nutrient cycles 6. Global warming 7. Biodiversity	Topic test- 30 to 50 marks	Visit Chessington or London Zoo to improve your knowledge of animals and their environments. https://www.zsl.org/zsl-london-zoo
<p>AW4 PPE 2 3 papers x 75 mins Triple 3 papers x 105 minutes Biology 1 – Cell biology, Organisation, Infection and Response, Bioenergetics Chemistry 1 – Atomic structure and periodic table, Bonding, Quantitative Chemistry, Chemical changes</p>			

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Physics 1 – Energy, Electricity, Particle model of matter, Atomic Structure
 Revision resources can be found on Google Classroom

Year 10	<p>Rates – Students learn methods to measure the rate of chemical reaction and investigate how different factors affect these rates.</p> <ol style="list-style-type: none"> 1. Measuring rates and Required practical 2. The effect of temperature 3. The effect of surface area 4. Pressure in gaseous reactions 5. The effects of catalysts 6. Reversible reactions 7. Le Chateliers Principle (HIGHER only) 8. Industrial conditions (HIGHER only) <p>Triple only: Carboxylic acids Synthetic Polymers Natural Polymers</p>	<p>Topic test- 30 to 50 marks</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)
<p>Year 10 Curriculum Overview:</p> <p><i>What will year 10s study and learn this academic year? Why this/ why now?</i></p> <p><i>Students will build upon their understanding of the core theological beliefs of Christianity studied in Year 7 by examining in depth the theological concepts of the nature of God. How Christians respond to the problem of evil, the Trinity, the Genesis creation story and how this is interpreted by different Christian denominations. The Incarnation, the Crucifixion and how this brought about salvation and atonement for Original Sin, Resurrection, how salvation can be achieved. How different Christian groups interpret salvation, eschatological beliefs and different Christian understandings of heaven and hell.</i></p> <p><i>Christian practices are then examined through gaining knowledge of the different types of Christian worship, role of sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today.</i></p> <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 9, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.</i></p> <p><i>Further building upon their study of Islam in year 8, students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ulAdha and Id-ul-Fitr; how they express Muslim beliefs, how they are practiced differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations, and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.</i></p>			
<p>Year 10 HT1 -3</p>	<p>Unit Title: Christian beliefs and practices</p> <p>Students will learn about/ develop skills of:</p> <p>Students will learn that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is</p>	<p>Formative assessment</p> <p>5-10 mark small stakes retrieval quiz in each lesson</p>	<p>Islam GCSE support material - https://www.reonline.org.uk/teaching-resources/islam-gcse-support-material/</p>

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

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			<p>MrMcMillanREvis https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>University of Oxford podcasts - Theology & religion https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>
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Term	ART Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 10 Curriculum Overview: All year 10 projects are designed to engrain our core principles, student experience across a wider range of materials, processes and techniques, and exposure to key subject genres.			
Year 10 HT1+2	Unit Title: Hands, faces and figures Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Genre: portraits • Themes: identity • Printmaking: extending students skills, with the addition of lino and dry point etching • Drawing, artists hacks: facial and figure proportions • Literacy: written image analysis addressing the areas of context, form, process and mood 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in December after a 2-hour period of independent working in exam conditions (PPE).	Places to Visit: <ul style="list-style-type: none"> • Local galleries or museums showcasing contemporary portrait and landscape photography (e.g., Steve McCurry's work) • Nature reserves or sculpture parks to observe and sketch natural forms (e.g., Andy Goldsworthy's installations) • Art centres or exhibitions featuring cultural and social documentary art • Botanical gardens or arboretums for studying natural shapes and textures
Year 10 HT3+4	Unit Title: Natural forms Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Genre: still life • Themes: ecology, nature • 3d processes: ceramics, casting, modelling 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in March after a 2-hour period of independent working in exam conditions (PPE).	Wider Reading / Viewing: <ul style="list-style-type: none"> • Books and articles on Ruth Allen, Kehinde Wiley, and Lynette Yiadom-Boakye's portraiture • Documentaries on environmental art and land artists like Andy Goldsworthy and Patrick Dougherty • Explore El Anatsui's work with recycled materials
Year 10 HT5+6	Unit Title: My surroundings Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Genre: landscape, urban/ cityscape • Themes: environment • Drawing in perspective, including aerial perspective • Digital arts- photography, editing 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in July after a 2-hour period of independent working in exam conditions (PPE).	

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			<p>and its connection to place and culture</p> <ul style="list-style-type: none"> • Online artist talks or interviews (YouTube, museum websites) • Tutorials on observational drawing and natural form sculpting techniques <p>Clubs to Join / Activities:</p> <ul style="list-style-type: none"> • Join Photography Club to explore portrait and environmental photography • Participate in Outdoor Sketching Groups or nature journaling activities • Sculpture or ceramics clubs focusing on natural materials and forms • Community projects or workshops on social or environmental art themes • Personal projects combining portraiture and landscape or natural forms
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Term	BUSINESS Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 10 Curriculum Overview: Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Students will be provided a framework to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, Year 10s will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. The Year 10s must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. The students must understand how these interdependencies and relationships underpin business decisions.</p>			
<p>Year 10 HT1</p>	<p>Unit Title: 1.1 Enterprise and entrepreneurship Students will learn about: Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.</p> <ul style="list-style-type: none"> • The dynamic nature of business • Risk and reward • The role of business enterprise 	<p>Reading comprehensions to assess understanding of Enterprise and entrepreneurship</p>	<p>Entrepreneur magazine (online also- www.entrepreneur.com)</p>
<p>Year 10 HT2</p>	<p>Unit Title: 1.2 Spotting a business opportunity Students will learn about: How new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.</p> <ul style="list-style-type: none"> • Customer needs • Market research • Market segmentation • The competitive environment 	<p>Quantitative and qualitative skills activities</p>	<p>https://www.bbc.co.uk/bitesize/examspecs/z98snbk</p>

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Year 10 HT3	<p>Unit Title: 1.3 Putting a business idea into practice Making a business idea happen through identifying aims and objectives and concentrating on the financial aspects. Students will learn about:</p> <ul style="list-style-type: none"> • Business aims and objectives • Business, revenues, costs and profits • Cash and cash flow • Sources of business finance 	<p>Quantitative processing skills Reading Comprehension PPE 1 Jan 23 1hr (Theme Topics 1.1-1.3)</p>	<p>https://www.bbc.co.uk/bitesize/examspecs/z98snbk Dragons Den</p>
Year 10 HT4	<p>Unit Title: 1.4 Making the business effective A range of factors that impact on the success of the business, including location, the marketing mix and the business plan. Students will learn about:</p> <ul style="list-style-type: none"> • The options for start-up and small businesses • Business location • The marketing mix • Business Plans 	<p>Group project- Water bottle market mix Reading comprehension Past paper questions</p>	<p>https://www.bbc.co.uk/bitesize/examspecs/z98snbk Dragons Den</p>
Year 10 HT5	<p>Unit Title: 1.5 Understanding external influences on business A range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences. Students will learn about:</p> <ul style="list-style-type: none"> • Business stakeholders • Technology and business • Legislation and business 	<p>Stakeholder conflict activities Case study contexts</p>	<p>www.tutor2u.co.uk</p>
Year 10 HT6	<p>Unit Title: 1.5 Understanding external influences on business</p>		

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	<p>A range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • The economy and business • External influences 	<p style="text-align: center;">Re-Cap activities PPE 2 Jun 23 1hr 30mins (Topics 1.1- 1.5)</p>	<p style="text-align: center;">www.tutor2u.co.uk</p>
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Term	COMPUTING Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 10 HT1	<p>Unit Title: Students will learn about the inner workings of a CPU, internal components that make up a Computer and how Memory and Storage (in particular) interact to provide a stable computing platform. Students will also have the opportunity to develop their Programming prowess.</p> <ul style="list-style-type: none"> ● SLR1.1 Systems Architecture ● SLR1.2 Memory and Storage ● Programming 	<p>Continual, formative, in-class assessment and feedback</p> <p>End of 1.1 Topic Test - Week 4</p>	<p>PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National</p>
Year 10 HT2	<p>Unit Title: Students will learn about the intricacies of Memory and Storage, how data is stored and manipulated in the digital realm. The Students will also learn the rudimentary operation of Computer Networks from a hardware perspective. Students will also have the opportunity to develop their Programming prowess.</p> <ul style="list-style-type: none"> ● SLR1.2 Memory and Storage ● SLR1.3 Computer Networks – Connections and Protocols ● Programming 	<p>Continual, formative, in-class assessment and feedback</p> <p>End of 1.2 Topic Test - Weeks 8 & 12 (two-parts)</p>	<p>PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National</p>
Year 10 HT3	<p>Unit Title: Students will develop their understanding of Computer Networks further by considering and exploring the use of Protocols and various, industry-standard, networking protocols and procedures. Students will also have the opportunity to develop their Programming prowess.</p> <ul style="list-style-type: none"> ● SLR1.3 Computer Networks – Connections and Protocols ● SLR1.4 Network Security ● Programming 	<p>Continual, formative, in-class assessment and feedback</p> <p>End of 1.3 Topic Test - Week 17</p> <p>End of 1.4 Topic Test - Week 20</p>	<p>PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National</p>
Year 10 HT4	<p>Unit Title: Students will develop skills of essential Systems Software that enable Technicians to manage the equipment. Students also consider the Ethical, Legal and Cultural issues that have arisen due to the adoption of Computing, per se. Students will also have the opportunity to develop their Programming prowess.</p> <ul style="list-style-type: none"> ● SLR1.5 Systems Software ● SLR1.6 Ethical, Legal and Cultural 	<p>Continual, formative, in-class assessment and feedback</p>	<p>PG Online Resources Course Textbook Craig & Dave Videos</p>

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

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Term	DRAMA Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 10 Curriculum Overview: <i>In Year 10 Drama, students will engage in a comprehensive and challenging curriculum that builds on their previous learning. The year begins with an "Introduction to GCSE: Techniques and Performance Skills," where students refine their foundational drama techniques and performance skills in preparation for the GCSE requirements. They will then delve into "Component 3 - Section A: Set Text 'DNA' by Dennis Kelly," analysing this play's narrative, characters, and context to enhance their understanding of dramatic literature and prepare themselves with the foundation knowledge for Component 3 Section A of their written exam. Following this, students will undertake a "Mock Component 2 - Scripted Performance," where they will rehearse and perform scripted scenes, simulating the assessment conditions for their final performances at the start of year 11 when an examiner will visit the Academy to watch and mark them. The focus will then shift to "Component 1 - Devising NEA (40% of Final GCSE Grade)," where students will create and develop their own original performances, documenting their process in a portfolio. The year will conclude with "Component 1 - Devising NEA: Performances and the Portfolio Deadline," where students will finalise their devised pieces and perform them to a live audience (worth 10% of their final GCSE grade) and submit their portfolios (worth 40% of their final GCSE grade). To end the year, we will go back to the Set Text and Section A of the Component 3 exam preparations in "Component 3 - Section A: Approaching the Exam Paper," ensuring they are well-prepared for the final written examination next academic year. This curriculum provides a robust blend of practical performance work, script analysis, and exam preparation, equipping students with the skills and knowledge needed for their GCSE Drama assessments.</i></p> <p><u>Drama Intent</u> By the end of Year 10 students will:</p> <ul style="list-style-type: none"> • Students will refine their foundational drama techniques and performance skills, building a strong base for the GCSE Drama curriculum. • Students will analyse and interpret the set text "DNA" by Dennis Kelly, focusing on narrative structure, character development, and contextual understanding to deepen their engagement with dramatic literature. • Students will rehearse and perform scripted scenes, simulating assessment conditions to enhance their performance skills and ability to deliver polished, effective presentations. • Students will create and develop original devised performances for Component 1, documenting their process and reflections in a portfolio to meet GCSE criteria. • Students will finalize their devised performances and portfolios, preparing for submission and reflecting on their creative process and outcomes to ensure high-quality work. • Students will prepare for the Component 3 exam by practicing exam techniques, reviewing sample questions, and developing strategies for effective time management and analysis. 			
Implementation			
Year 10 HT1	10HT1 Introduction to GCSE: Techniques and Performance Skills	Quiz and Practical assessment	Open Evening

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	<ul style="list-style-type: none"> Students will review and practice fundamental drama techniques, including voice projection, physicality, and character development to build a strong foundation for GCSE drama. Students will explore advanced performance skills such as ensemble work, character transformation, and emotional range. Students will engage in various exercises to develop their ability to apply these techniques in different performance contexts and styles. Students will participate in group and solo performances to demonstrate their understanding and application of the skills learned. Students will receive and incorporate feedback on their performances to refine their technique and performance skills. 	<p style="text-align: center;">Practice Exam questions (Component 3 Section A: 4 and 6 markers)</p>	<p style="text-align: center;">Black History Month- Cultural Gala</p>
<p>Year 10 HT2</p>	<p>10HT2 Component 3 - Section A: Set Text "DNA" by Dennis Kelly</p> <ul style="list-style-type: none"> Students will read and analyse the play "DNA" by Dennis Kelly, focusing on its narrative structure, themes, and characters. Students will explore the context in which "DNA" was written and performed, including historical, social, and cultural influences. Students will discuss and interpret the development of characters and their relationships within the play. Students will engage in practical exercises and workshops to explore key scenes and character interactions from "DNA." Students will complete written analyses and evaluations of the play, demonstrating their understanding of the text and its contextual significance. Students will watch a piece of live or live recorded theatre to begin preparations for the demands of the written exam Component 3 Section B. 	<p style="text-align: center;">Written assessment</p> <p style="text-align: center;">Practice Exam questions (Component 3 Section A: 4 and 6 markers) And Practice Exam questions (Component 3 Section B: i&ii)</p>	<p style="text-align: center;">Anti Bullying Week Monday 11th - Friday 15th November</p>
<p>Year 10 HT3</p>	<p>10HT3 Mock Component 2 - Scripted Performance: Rehearsals and Final Refined Performance</p> <ul style="list-style-type: none"> Students will participate in rehearsals for a scripted performance, applying advanced acting techniques to bring the text to life. Students will focus on refining their performances through targeted practice, including character development, staging, and interaction. Students will collaborate with peers to develop a cohesive and polished final performance. 	<p style="text-align: center;">Practical and written assessment</p> <p style="text-align: center;">Exam questions (Component 3 Section A: 4, 6, 9 and 12 markers)</p>	

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	<ul style="list-style-type: none"> Students will perform their scripted scenes in front of an audience, simulating the conditions of a formal assessment at the start of Year 11. Students will reflect on their performance through self-evaluation and peer feedback, using insights to improve future performances. 		
Year 10 HT4	<p>10HT4 Component 1 - Devising NEA (40% of Final GCSE Grade): Creating, Rehearsing, and Portfolio Completion Begins</p> <ul style="list-style-type: none"> Students will start the devising process by brainstorming and developing original performance ideas based on a given stimulus. Students will develop a clear intention derived from the stimulus and with their audience in mind. Students will create and structure their devised pieces, incorporating elements of narrative, character, language, style, form, structure and genre into their work. Students will engage in continuous rehearsal to refine their performances, focusing on coherence, creativity, and execution. Students will begin documenting their devising process in a 'rehearsal diary', including reflections, research, and development notes. This will be essential preparations for completion of the coursework Portfolio worth 30% of the overall GCSE grade. All diary entries submitted during the process will be allowed with students in the controlled conditions Portfolio completion lessons, so it is essential to keep up with Diary Entry homework's across HT4&5. Students will receive feedback on their devised work and diary entries/portfolio, making adjustments to enhance their final submission. 	<p>Practical and written assessment</p> <p>Exam questions (Component 3 Section A: 4, 6, 9 and 12 markers)</p>	<p>Academy production rehearsals</p>
Year 10 HT5	<p>10HT5 Component 1 - Devising NEA (40% of Final GCSE Grade): Performances and Portfolio Deadline</p> <ul style="list-style-type: none"> Students will finalise and rehearse their devised performances, ensuring that they meet the required standards and criteria for assessment. Students will present their completed devised performances to an audience, showcasing their creative and collaborative skills. Students will finalise their 2000word portfolios under controlled conditions through a series of computer room lessons and interventions. The portfolios will be focused reflections on the whole devising process completed by answering 6 questions. All diary entries submitted during the process will be 	<p>Component 1 Performance (30% of actual GCSE grade)</p> <p>Component 1 Portfolio (10% of actual GCSE grade)</p>	<p>Academy production rehearsals</p>

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	<p>allowed with students in the controlled conditions Portfolio completion lessons, so it is essential to keep up with Diary Entry homework's across HT4&5.</p> <ul style="list-style-type: none"> • Students will complete their written portfolio submissions, adhering to the GCSE criteria and guidelines for Component 1. • Students will review and reflect on their overall devising experience, considering feedback and learning outcomes for future development. 		
<p>Year 10 HT6</p>	<p>6. Component 3 – Section A: Approaching the Exam Paper</p> <ul style="list-style-type: none"> • Students will familiarize themselves with the exam paper structure for Component 3, including question types and assessment criteria. • Students will practice answering sample questions and model answers to develop effective exam techniques and time management skills. • Students will review key concepts and strategies for analysing set texts, including "DNA" and other relevant material. • Students will participate in mock exams and timed practice sessions to simulate real exam conditions. • Students will receive feedback on their exam practice, using it to refine their approach and improve their exam performance. 	<p>Exam questions (Component 3 Section A: 4, 6, 9, 12 and 14 markers)</p>	<p>Academy production rehearsals and showtime!</p>

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Term	DT Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 HT1	<p>GCSE: AQA Art & Design – 3D Design Focus: Collaborative set and prop design for Winter/Christmas Production</p> <p>Week 1: Project Launch (AO1) Students are introduced to the brief, explore the script and key themes, and begin noting initial ideas in their sketchbooks.</p> <p>Week 2: Contextual Research (AO1) Students investigate the time period, setting, and style of the production, and research professional set designers to inform their own ideas.</p> <p>Week 3: Mood boards & Visual Inspiration (AO1 & AO3) Students create annotated mood boards and sketches to visually explore key elements like colour, lighting, and textures.</p> <p>Week 4: Site Study & Scale (AO3) Students create a scaled floorplan or 3D sketch using correct dimensions of the performance space after observing and measuring the stage.</p> <p>Week 5: Group Design Charrette (AO1 & AO3) Students collaborate in design teams to develop shared ideas and assign roles for set, props, and backdrop elements.</p> <p>Week 6: Maquette Making (AO2) Students begin constructing a scaled model (maquette) of their set using card and mixed media to experiment with form and layout.</p> <p>Week 7: Prop and Visual Development (AO2) Students refine their prop designs and explore materials and textures while coordinating with the art department on backdrops.</p> <p>Week 8: Midpoint Critique & Feedback (AO2 & AO3)</p>	<p>Assessment on all objectives from AQA: portfolios marked in their entirety.</p> <p>Students will get a mid-way mark after HT1 based on work completed until that point.</p>	<p>TBC with the theme of the production</p> <ul style="list-style-type: none"> • “Model Making for the Stage” by Keith Orton <i>Focuses on making detailed scale models for theatre productions, great for developing maquette skills.</i> • “SketchUp for Set Design” by Robert Klingelhofer <i>A useful tool-based guide for students exploring CAD in set and spatial design.</i>

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	<p>Students present their progress to peers and staff, record feedback, and reflect on ways to improve their designs.</p> <p>Week 9: Refine Final Set Design (AO2 & AO3) Students adapt their designs in response to critique and finalise their prop and set plans with annotated drawings and updates to their maquettes.</p> <p>Week 10: Construction Begins (AO4) Students begin full-scale construction of their set and props, documenting the making process with photographs and notes.</p> <p>Week 11: Construction & Collaboration (AO4) Students continue building in teams, solving problems as they arise and checking in with Drama and Art staff for alignment with the production.</p> <p>Week 12: Backdrops, Paintwork & Finishing (AO4) Students complete visual finishing such as painting and backdrop work, ensuring quality and cohesion across all elements.</p> <p>Week 13: Dress Rehearsal & Install (AO4) Students install their completed work and assess the functionality and aesthetic impact of their designs during a live rehearsal.</p> <p>Week 14: Project Evaluation (AO4) Students evaluate the final outcomes of their work, reflecting on strengths, challenges, and areas for future improvement.</p> <p>Week 15: Portfolio Completion & Presentation (AO1–AO4) Students finalise their sketchbooks or digital portfolios, ensuring all assessment objectives are met and presented clearly for submission.</p>		
<p>Year 10 HT3&4</p>	<p>Y10 3D Design Project – Sensory Toy Design (11 Weeks) <u>Project Focus: Designing a safe, engaging sensory toy for children with autism</u> Materials & Equipment: Laser cutter, acrylic, wood, basic workshop tools</p> <p>Week 1: Project Launch & Empathy Research (AO1)</p>	<p>Assessment on all objectives from AQA: portfolios marked in their entirety.</p>	<p>Further reading: "The Reason I Jump" by Naoki Higashida <i>A firsthand account written by a 13-year-old non-verbal autistic</i></p>

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<p>Students are introduced to the brief, explore how autistic children may experience the world differently, and begin research into sensory needs and design considerations.</p> <p>Week 2&3: User Needs & Designer Research (AO1 & AO3) Students research existing sensory toys, inclusive play, and relevant designers, while recording observations and creating annotated moodboards in their sketchbooks.</p> <p>Week 4: Initial Ideas & User Scenarios (AO3) Students sketch a range of initial concepts based on specific sensory needs (e.g. sound, texture, movement) and develop simple user scenarios to test appropriateness.</p> <p>Week 5&6: Materials Exploration & Testing (AO2) Students experiment with wood, acrylic, and soft materials to test textures, laser cutting, bending acrylic, and safe joinery for toy-making.</p> <p>Week 7&8: Mechanisms & Interactivity (AO2) Students investigate simple mechanical features (e.g. spinning, sliding, flipping) and explore how interactivity can support sensory engagement.</p> <p>Week 8: Feedback & Iteration (AO1 & AO2) Students share designs for peer and/or teacher feedback and refine their idea through sketches and updated prototypes, documenting changes in their sketchbook.</p> <p>Week 9&10: Portfolio Completion (AO1–AO4) Students complete and refine their portfolios/sketchbooks, ensuring all assessment objectives are evidenced clearly with written and visual documentation.</p>	<p>Students will get a mid-way mark after HT3 based on work completed until that point</p>	<p><i>boy that helps students empathise with sensory overload and communication barriers.</i></p> <p>"Can You See Me?" by Libby Scott & Rebecca Westcott (fiction, KS3/4) <i>A novel co-written by a young autistic girl, exploring what it feels like to navigate school and friendships while being neurodivergent.</i></p> <p>National Autistic Society: 'What is Autism?' https://www.autism.org.uk/advice-and-guidance <i>Clear definitions and case studies to help students understand autism and sensory differences.</i></p> <p>The Young V&A (Bethnal Green) The Play Gallery</p> <ul style="list-style-type: none"> • <i>Features toys and games from across cultures and eras, allowing students to analyse how design has evolved for different users and needs.</i> • <i>Look for sensory or multi-sensory elements:</i>
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			<p><i>textures, movement, sound, interaction.</i></p>
<p>Year 10 HT5</p>	<p>GCSE: AQA Art & Design – 3D Design (13 weeks) Project Focus: Spatial design around real-world briefs – students choose one:</p> <ol style="list-style-type: none"> 1. Temporary shelter for a refugee 2. Affordable home (e.g. tiny house) 3. Pavilion/play structure for a primary school <p>Final Outcome: Series of models and a design portfolio</p> <p>Week 1: Project Launch & Choice (AO1) Students are introduced to the 3 brief options, consider ethical, social, and environmental factors, and choose their project direction.</p> <p>Week 2: Contextual & User Research (AO1) Students research user needs and real-world conditions (e.g. displacement, housing crises, child development) to build empathy and define a problem.</p> <p>Week 3&4: Designer & Architect Research (AO1 & AO3) Students study and record information on 4 relevant designers/architects (e.g. Shigeru Ban, Alejandro Aravena, Thomas Heatherwick, Assemble Studio) to influence their thinking.</p> <p>Week 5: Initial Ideas & Sketching (AO3) Students generate a wide range of ideas using 2D and 3D drawing techniques, considering space, function, and user experience.</p> <p>Week 6: First Model – Materials & Form (AO2) Students make their first exploratory model focusing on structure, space, or materiality, using card and foam</p> <p>Week 7: Second Model - User Function (AO2) Students make a second model focusing on how the user interacts with the space (e.g. scale, openings, zoning, light).</p> <p>Week 8: Third Model - Site & Surrounding (AO2) Students model their design in relation to its site or location, considering topography, weather, access, or landscape.</p> <p>Week 9: Fourth Model – Aesthetic Finish (AO2)</p>	<p style="text-align: center;">Assessment on all objectives from AQA: portfolios marked in their entirety.</p> <p style="text-align: center;">Students will get a mid-way mark after HT5 based on work completed until that point</p>	<p>Further reading:</p> <p>"Architecture for Humanity: Design Like You Give a Damn" – Architecture for Humanity <i>A brilliant collection of real-world design solutions for global crises, from shelters to schools.</i></p> <p>"Shelter: How We Live" – Lloyd Kahn <i>Inspiring visual book of self-built shelters, tiny homes, and adaptable spaces from around the world.</i></p> <p>UNHCR Shelter Design Manual (student-friendly summary online) https://www.unhcr.org – <i>Useful for understanding the constraints and conditions of refugee shelters.</i></p> <p>"The Playground Project" – Gabriela Burkhalter <i>A visual archive of playground structures from around the world – colourful, creative, and often user-built.</i></p>

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	<p>Students create a refined model showcasing finish, textures, and a well-resolved design identity, drawing from designer inspiration.</p> <p>Week 10: Presentation Sheets (AO3 & AO4) Students ensure their work is presented and the assessment objectives evidenced on digital slides: concept development, designer links, models, annotated sketches.</p> <p>Week 11: Evaluation & Reflection (AO4) Students evaluate their project against the brief, assess which ideas worked best, and reflect on how their design serves the user.</p> <p>Week 12: Portfolio Completion (AO1–AO4) Students ensure all assessment objectives are met in their sketchbooks or digital portfolio, reviewing teacher feedback and self-assessing progress.</p> <p>(2 weeks are left free for PPE2 and DIRT)</p>		<p>"Design for Children" – Kimberlie Birks <i>Explores how designers have responded to the needs of children – from toys to architecture.</i></p> <p>Visit: Design Museum (Kensington)</p> <ul style="list-style-type: none"> • <i>Exhibitions on architecture, social design, and sustainable building.</i> • <i>Visit:</i> https://designmuseum.org <p>RIBA Architecture Gallery (Portland Place)</p> <ul style="list-style-type: none"> • <i>Free exhibitions, models, and archive drawings from UK architects – often focused on housing or social spaces.</i>
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Term	MFL Curriculum Content	Assessment(s) (assessment title, duration and approx date)
Year 10 Curriculum Overview:		
Year 10 HT1	Unit Title: Lifestyle, Media and Technology <ul style="list-style-type: none"> - Free time activities - Discussing different types of technology such as social media - Talking about role models 	Formative assessment: Listening + Writing
Year 10 HT2	Unit Title: My Personal World <ul style="list-style-type: none"> - Describing yourself, your family and friends - Discussing different cultural traditions in a Francophone/Hispanic country 	
Year 10 HT3	Unit Title: Lifestyle and Wellbeing <ul style="list-style-type: none"> - Talking about living a healthy lifestyle - Discussing issues concerning young people 	Mid-Year exam: PPE1 Listening, Reading and Writing
Year 10 HT4	Unit Title: Studying and My Future <ul style="list-style-type: none"> - Discussing your life in school - Exploring your future plans and ambitions 	Formative assessment: Reading + Speaking
Year 10 HT5	Unit Title: Travel and Tourism <ul style="list-style-type: none"> - Talking about travelling and where you would like to visit - Discovering the importance of learning languages when travelling 	
Year 10 HT6	Unit Title: Revision and Skills Based Practise	End of Year assessment: PPE2 - Listening, Speaking, Reading and Writing

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Term	GEOGRAPHY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 10 Curriculum Overview:</p> <p>Students will study the AQA GCSE course. The two-year course starts with Changing Economic World this will give them an understanding of the scale of global inequality. Plus, a depth study of how one newly emerging economy (Nigeria) is developing and the consequences this causes for people, environment and the country's relationship with the wider world.</p> <p>The Living world (Ecosystems, hot deserts and rainforests). 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 (one human and one physical) We will visit Walton-on-the-Naze to investigate coastal processes and tourism in half term 6.</p>			<p>David Attenborough Boxsets (BBC iPlayer): Blue Planet, Life, Africa, Life on Earth, Frozen Planet, Planet Earth and Seven Worlds, One Planet</p>
Year 10 HT1	<p>Changing Economic World</p> <ul style="list-style-type: none"> • Defining development – development indicators (e.g. GDP) • Comparing indicators for Low-income countries, newly emerging economies and high-income countries (including population pyramids). • Causes of global inequalities (e.g. lack of education) • Consequences of global inequalities (e.g. conflict) • Strategies to reduce the development gap (e.g tourism in Kenya) <p>NEE Case study: Nigeria</p> <ul style="list-style-type: none"> • The location and importance of the country, regionally and globally • The wider political, social, cultural, and environmental context • The changing industrial structure. • Advantages and disadvantages of TNC(s) to the host country (Shell in Nigeria) • The changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country. • The environmental impacts of economic development <p>The effects of economic development on quality of life for the population.</p>	<p>November mid-topic test</p> <p>Changing Economic world 30 minutes</p>	<p>Human Planet: Surviving the Urban Jungle Documentary https://www.dailymotion.com/video/x2ecr8q</p> <p>Figures highlight divide between North and South (2018) https://news.sky.com/story/line-18-staggering-figures-lay-bare-deadly-divide-between-north-and-south-11388970</p>
Year 10 HT 2	<p>Changing Economic World</p> <p>UK Case study</p>		

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	<ul style="list-style-type: none"> • Causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies • Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks • Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable • Social and economic changes in the rural landscape in one area of population growth and one area of population decline • Improvements and new developments in road and rail infrastructure, port and airport capacity • The north–south divide. Strategies used in an attempt to resolve regional differences <p>The place of the UK in the wider world.</p>		
<p>Year 10 HT 3</p>	<p>The Living world In this section, students are required to study Ecosystems, Tropical rainforests and one from Hot deserts or Cold environments. We have chosen hot deserts.</p> <p>We will study an example of a small-scale UK ecosystem (Slapton Ley) to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.</p> <p>The balance between components. The impact on the ecosystem of changing one component.</p> <p>An overview of the distribution and characteristics of large scale natural global ecosystems. The importance/value of the rainforest Plant and animal adaptation in a rainforest and hot deserts Causes and effects of deforestation in the Amazon rainforest. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.</p>	<p>January PPE Changing Economic World 45 minutes</p>	<p>https://education.nationalgeographic.org/resource/rain-forest/</p> <p>https://www.worldwildlife.org/places/amazon</p> <p>https://wwf.panda.org/discover/knowledge-hub/where-we-work/amazon/about-the-amazon/why-amazon-important/</p> <p>https://time.com/amazon-rainforest-disappearing/</p> <p>https://www.wearewater.org/en/the-sahel-desertification-beyond-drought_318262</p>

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	<p>Opportunities and challenges for development in a hot desert environment (Sahara Desert) Causes and solutions of desertification.</p>		
HT 4	<p>Physical landscapes – Part 1</p> <p><i>Geology/overview of UK</i></p> <ul style="list-style-type: none"> • Geology (rock types) • Physical processes in uplands and lowlands <p><i>Rivers</i></p> <ul style="list-style-type: none"> • River processes • Landforms in the upper, middle and lower course • How a river changes from source to mouth • Hydrological cycle, hydrographs and flood risk • Increasing flood risk • Flood management • River landforms case study: River Tees • Flood management case study: River Eden <p>Fieldwork- pupils will carry out two fieldwork investigations</p> <ul style="list-style-type: none"> • Formulate enquiry questions • Sampling • Primary and secondary data collection 	<p>April assessment Living world Rivers 30 minutes</p>	<p>Geography fieldtrip – Walton-on-the-Naze</p>
HT 5	<p>Fieldwork- Primary and secondary data collection</p> <ul style="list-style-type: none"> • Analysis and presentation • Drawing conclusions • Evaluating the study <p>Physical landscapes – Part 2</p> <p><i>Coasts</i></p> <ul style="list-style-type: none"> • Waves coastal processes • Erosional and Depositional landforms • Coastal management – case study - Mappleton 		<p>Coasts landforms - https://www.youtube.com/watch?v=ZWEJq03NBao</p>

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	<ul style="list-style-type: none"> Landforms Case study: Dorset <p>Management Case study: Walton-on-the-Naze</p>		
<p>Year 10 HT6</p>	<p>Resource management & Water</p> <p>In this topic students will look at the significance of food, water and energy to economic and social well-being as well as gaining an overview of global inequalities in the supply and consumption of resources.</p> <p>An overview of resources in relation to the UK.</p> <p>Food:</p> <ul style="list-style-type: none"> the growing demand for high-value food exports from low-income countries and all-year demand for seasonal food and organic produce larger carbon footprints due to the increasing number of 'food miles' travelled and moves towards local sourcing of food. the trend towards agribusiness. <p>Water:</p> <ul style="list-style-type: none"> the changing demand for water water quality and pollution management matching supply and demand – areas of deficit and surplus the need for transfer to maintain supplies. <p>Energy:</p> <ul style="list-style-type: none"> the changing energy mix – reliance on fossil fuels, growing significance of renewables reduced domestic supplies of coal, gas and oil economic and environmental issues associated with exploitation of energy sources. 	<p>June PPE</p> <p>Changing Economic World, Living World, Rivers</p> <p>1 hour 30 minutes</p>	<p>Climate change & food https://reliefweb.int/report/world/climate-change-and-food-security-link-strong-enough</p> <p>Global Hotspots for water disputes https://www.wateronline.com/doc/global-hotspots-for-potential-water-disputes-0001</p> <p>Researchers use AI to predict outbreak of water wars in the future. https://www.wateronline.com/doc/global-hotspots-for-potential-water-disputes-0001</p>

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

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	<ul style="list-style-type: none"> • CASE STUDY: Causes, treatment and prevention of the plague during the Black Death (compare continuity and change in KT2 1665 to the Plague) • CASE STUDY: Development of hospitals c1250-c1500 as hospitality by priests and nuns (continued development between c1500-Present Day). <p>History Paper 1 Assessment Skills:</p> <ul style="list-style-type: none"> • Continuity and change (no change) of causes, treatment and prevention of disease c1250-c1500 <p>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1500-c1700 (Renaissance)</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Continuity of Galen’s ideas about the theory of opposites, bloodletting and purging for ordinary people • Decline in the power of the Church following the reformation however, many ordinary people still believe in the power of prayer. • Development of the printing press. • Vesalius and his challenge to Galen and his book the Fabric of the Human Body. • William Harvey and blood circulation and his book which challenges Galen, • Sydenham and diagnosis, and Humanist ideas challenge to Galen. • Royal Society and their journal ‘Philosophical Translations’. • Technology of the microscope – Leeuwenhoek and ‘Animalcules’. • Continuity of miasma. <p>History Paper 1 Assessment Skills:</p> <ul style="list-style-type: none"> • Continuity and change of causes, treatment and prevention of disease c1250-c1500 to c1500-c1700 • 		
<p style="text-align: center;">Year 10 HT2</p>	<p>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1500-c1700 (Renaissance)</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • CASE STUDY: Hospitals: Hospitality continuity and changes to Pest Houses • CASE STUDY: Black Death, 1348 causes, treatment and prevention compared to similarities and differences to the Plague, 1665 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Teacher questioning <p>Summative assessment:</p>	<p>The Science Museum: Understanding the Human Body Exhibition:</p>

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

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<ul style="list-style-type: none"> • 3 Problems with surgery: Bleeding, pain and infection. Solutions: Simpson and chloroform, 1847 and Lister and carbolic acid, 1867 leading to antiseptic surgery. • CASE STUDY: Florence Nightingale, Crimean war and infection in field hospitals, (1853-56). Development of nursing profession. Pavilion hospital design and germ-free hospital design based on Pasteur’s germ theory. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> - Continuity and change of causes, treatment and prevention of disease c1500-c1700 to c1700-c1900 - CASE STUDY: Hospitals: Explain Continuity and change of causes, treatment and prevention of disease in hospitals c1250-c1500 to c1500-c1700 and c1700-c1900 <p>Unit Title: Unit Title: Paper 1: Causes, treatment and prevention of disease, c1900 Present</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Fleming and antibiotics. Chain and Florey and Magic Bullets (antibiotics). • CASE STUDY: NHS 1948, NHS technology, prevention through healthy living campaigns. • CASE STUDY: Smoking and lung cancer – government and NHS anti-smoking campaigns. • Watson and Crick - Human genome project and genetics. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> - Explaining and Evaluating Continuity and change of causes, treatment and prevention of disease c1900 to Present - CASE STUDY: Hospitals: Explain and evaluate Continuity and change of causes, treatment and prevention of disease in hospitals c1900- Present <p>Unit title: The British Sector of the Western Front, 1914-18: Injuries, treatment of soldiers in the trenches:</p> <ul style="list-style-type: none"> • Background to trench warfare and conditions in the trenches. • Aseptic surgery • The work of the RAMC and FANY 	<p>Summative Assessment: Q5: ‘Pasteur’s germ theory was the most important development in medicine in the period between c1700-c1900 How far do you agree? (16)</p>	<p>medicines and any other medical support.</p> <p>The history of the NHS: https://www.nuffieldtrust.org.uk/health-and-social-care-explained/the-history-of-the-nhs</p> <p>History of Florence Nightingale: https://www.womenshistory.org/education-resources/biographies/florence-nightingale</p> <p>Mary Seacole:</p> <p>https://education.nationalgeographic.org/resource/mary-seacole</p> <p>The Battle of the Somme film: https://www.youtube.com/watch?v=9BlbdNq1UCE</p>
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	<ul style="list-style-type: none"> • The Chain of Evacuation and changes to Casualty Clearing Stations and Base hospitals • Types of weapons and injuries • Developments in blood transfusion, 1915-17 • Key battles and injuries to soldiers, including gas warfare if relevant • Gas warfare and injuries to soldiers (Chlorine gas, Mustard gas and Phosgene) • Developments in brain surgery, plastic surgery, and brain surgery. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Analysing the utility of 2 sources using contextual own knowledge • Explaining how a historical enquiry could be followed up. • Describing the key features of one aspect of the topic. 		<p>Afro=Caribbean, African and Indian soldiers on the Western Front: https://www.youtube.com/watch?v=l9_zzBqIXBA</p> <p>Revision doc: https://www.youtube.com/watch?v=iqehK_WpaLo</p>
<p>Year 10 HT4</p>	<p>Unit title: The British Sector of the Western Front, 1914-18: Injuries, treatment of soldiers in the trenches:</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Background to trench warfare and conditions in the trenches. • Aseptic surgery • The work of the RAMC and FANY • The Chain of Evacuation and changes to Casualty Clearing Stations and Base hospitals • Types of weapons and injuries • Developments in X rays • Developments in blood transfusion, 1915-17 • Key battles and injuries to soldiers, including gas warfare if relevant • Gas warfare and injuries to soldiers (Chlorine gas, Mustard gas and Phosgene) • Developments in brain surgery, plastic surgery, and brain surgery. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Teacher questioning <p>Summative Assessment: Q2a: How useful are Sources A and B for an enquiry about the FANY? (8)</p>	<p>REVISION Chain of evacuation explanation. Including stretcher bearers: https://www.youtube.com/watch?v=oFB7aSvVKeQ</p> <p>Developments in surgery, blood transfusions and surgery: https://www.youtube.com/watch?v=vPL9rOPUIEQ</p>

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	<p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analyzing the utility of 2 sources using contextual own knowledge Explaining how a historical enquiry could be followed up. Describing the key features of one aspect of the topic. <p>Unit title: Paper 3: Weimar and Nazi Germany, 1918-1939 KT1: Weimar Germany, 1918-23:</p> <ul style="list-style-type: none"> Background to Germany and the First World War German economic, social and political problems after WWI 		
<p style="text-align: center;">Year 10 HT5</p>	<p>Unit Title: KT1: Weimar Germany, 1918-23:</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Treaty of Versailles and its key terms. German reaction to the harshness of the terms of the treaty Dolchstoss and ‘Stab in the Back’ myth Spartacist Revolt, (Communists), 1919 and reasons for failure Kapp Putsch (Freikorps), 1920 and reasons for failure Evaluation of the weakness of the Weimar democratic government Strengths and weaknesses of the democratic Weimar Constitution 1923 the year of crisis: French invasion of the Ruhr and Passive Resistance. Causes and effects of hyperinflation <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analyzing the cause and effects of 3 factors of an event Analyzing the utility of 2 sources using contextual own knowledge Making 2 supported inferences from a source <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 	<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 why Germans hated the Treaty of Versailles. (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>

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	<ul style="list-style-type: none"> • Stresemann and the reasons for the solving of hyperinflation, 1924 • The Young Plan, 1929 • The effects of the Locarno Pact, 1925 and joining the League of Nations, 1926 • The effects of the Kellogg-Briand Pact, 1928 <ul style="list-style-type: none"> • Evaluation of Stresemann's economic and foreign policies <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Analysing the cause and effects of 3 factors of an event • Analysing the utility of 2 sources using contextual own knowledge • Making 2 supported inferences from a source 		
<p style="text-align: center;">Year 10 HT6</p>	<p>Unit title: Paper 3: Weimar and Nazi Germany, 1918-1939</p> <p>Unit Title: KT1: Weimar Germany, 1918-23:</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Spartacist Revolt, (Communists), 1919 and reasons for failure • Kapp Putsch (Freikorps), 1920 and reasons for failure • Evaluation of the weakness of the Weimar democratic government • Strengths and weaknesses of the democratic Weimar Constitution • 1923 the year of crisis: French invasion of the Ruhr and Passive Resistance. Causes and effects of hyperinflation <p>Unit Title: Weimar Germany, 1923-1929: Stresemann Recovery and 'Golden Period'</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Stresemann and the Dawes Plan, 1924 – Solving of the French Invasion of the Ruhr and paying reparations • Stresemann and the reasons for the solving of hyperinflation, 1924 • The Young Plan, 1929 • The effects of the Locarno Pact, 1925 and joining the League of Nations, 1926 • The effects of the Kellogg-Briand Pact, 1928 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning <p>Q3a: How useful are Sources A and B for an enquiry about Stresemann's foreign policy. (8)</p> <p>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>Rise of the Nazis BBC Documentary: https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p> <p>Rise of the Nazis BBC Documentary: https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>

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	<ul style="list-style-type: none"> • 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 <p>Making 2 supported inferences from a source</p>	<p>Summative Assessment: Q2: Explain the main challenges to the Weimar government between 1919-20. (12)</p>	
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Term	PE GCSE and CORE 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>
<p>Year 10 Curriculum Overview: All students will participate in PE lessons but will only be assessed in GCSE lessons if they have chosen our subject. The aim of the core PE lessons is for students to find a sport they love and one that they can continue beyond their time at school. We want students to enjoy participating in physical activity and understand the physical, mental and social benefits of being active. For GCSE lessons, we start with sport psychology as it is a topic students can relate to from their own personal experiences and allows students to critically analyse their own performance. We move through the content in this particular order as the topics link well and switch between the 2 papers which allows students to have a full breadth of knowledge in preparation for both written exams. We cover 1 or 2 sports per half term as part of the non-exam assessment (NEA) so that students have time to practice, know and master the skills they are expected to demonstrate as part of their exam.</p>			
Year 10 HT1	<p>PE GCSE <u>Sports psychology</u></p> <ul style="list-style-type: none"> • Goal setting • SMART targets and information processing model • Arousal and inverted-U theory • Stress management techniques • Aggression & personality • Motivation <p>PE Core Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Trampoline • Basketball • Netball 	<p>PE GCSE – NEA practical assessment in football and/or netball.</p>	<ul style="list-style-type: none"> • Football teams • Netball teams • Table tennis teams and club • Cross country squad • Basketball club • Girls only club • Badminton club • Pickle ball club
Year 10 HT2	<p>PE GCSE <u>Physical training</u></p> <ul style="list-style-type: none"> • Health and fitness • Components of fitness • Fitness testing • Principles of training and overload • Types of training advantages & disadvantages • Calculating intensities/training zones • Safety principles 	<p>PE GCSE – End of unit test on sport psychology and NEA practical assessment in handball.</p>	<ul style="list-style-type: none"> • Basketball teams and club • Indoor athletics squad • Badminton teams • Indoor cricket team • Handball teams • Girls only club • Badminton club

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	<ul style="list-style-type: none"> Seasonal aspects <p>PE Core Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Football Table Tennis Fitness 		
<p style="text-align: center;">Year 10 HT3</p>	<p>PE GCSE <i>Non-exam assessment</i></p> <ul style="list-style-type: none"> Coursework – Part 1 <p><i>Applied anatomy and physiology</i></p> <ul style="list-style-type: none"> Bones and functions of the Skelton Structure of synovial joints and types of freely moveable joints Antagonistic pairing <p>PE Core Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Handball Football 	<p>PE GCSE – PPE1 on sport psychology and physical training. Length of exam: 1h15. Marks available: 78.</p> <p>End of unit test on anatomy and physiology.</p>	<ul style="list-style-type: none"> Basketball teams and club Indoor athletics squad Badminton teams Indoor cricket team Handball teams Girls only club Badminton club Trampoline squad
<p style="text-align: center;">Year 10 HT4</p>	<p>PE GCSE <i>Anaerobic and aerobic exercise</i></p> <ul style="list-style-type: none"> Respiration EPOC Oxygen debt Recovery methods Effects of exercise <p>PE Core Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Badminton Handball 	<p>PE GCSE – End of unit test on anaerobic and aerobic exercise.</p>	<ul style="list-style-type: none"> Football teams Netball teams Basketball club Girls only club Badminton club Table tennis club

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Year 10 HT5	<p><u>PE GCSE</u> <i>Movement analysis</i></p> <ul style="list-style-type: none"> • Levers • Mechanical advantage • Planes and axis • Analysis of sporting movements <p><i>Cardiorespiratory system</i></p> <ul style="list-style-type: none"> • Structure of the heart and lungs • Gaseous exchange • Breathing • Lung volumes • Blood vessels • Cardiac output <p><u>PE Core</u> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Athletics • Cricket 	<p>PE GCSE – End of unit test on movement analysis and cardiorespiratory system.</p>	<ul style="list-style-type: none"> • Outdoor athletics squad • Cricket teams
Year 10 HT6	<p><u>PE GCSE</u> <i>Non-exam assessment</i></p> <ul style="list-style-type: none"> • Coursework – Part 2 <p><u>PE Core</u> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Softball • Rounders • Ultimate frisbee 	<p>PE GCSE – PPE2 on anatomy and physiology, anaerobic and aerobic exercise and movement analysis. Length of exam: 1h15. Marks available: 78.</p>	<ul style="list-style-type: none"> • Outdoor athletics squad • Cricket teams • Kwik cricket team • Rounders teams • Beach volleyball team

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

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

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

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

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	<ul style="list-style-type: none"> Students will analyse different types of statistical data to gain further understanding of academic achievement according to class, gender and ethnicity. <p>Students will explore internal and external factors that contribute to the underachievement of social groups.</p>		www.parliament.uk/about/mps-and-lords/members/parties/ www.simplepolitics.co.uk/questions-and-answers/who-are-the-parties-and-what-do-they-stand-for
Year 10 HT5	<p>Exam skills</p> <ul style="list-style-type: none"> Students will learn how to structure exam questions. Students will practice answering exam questions in timed conditions. 	12-mark exam questions test	
Year 10 HT6	<p>Begin year 11 content: Unit Title: Crime and Deviance</p> <p>Students will learn about/ develop skills of:</p> <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. 	<p>Year 10 Points Test – Recap test of year 10 knowledge</p> <p>25 minutes</p>	https://www.bbc.com/future/article/20180430-the-unexpected-ways-prison-time-changes-people