ABEUNT STUDIA IN MORES

Wanstead High School

Education with Character

Curriculum Content Booklet Year 10 & 11 2025 - 26

Contents

GCSE Art and Design - Year 10 and 11

Pupils receive 6 lessons of Art and Design each fortnight.

The importance of Art and Design in the curriculum enables pupils to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Art and Design inspires pupils to develop Education with Character by taking risks, producing creative work, exploring their ideas and recording their experiences inside or outside of the classroom.

Skills developed in Art are…

- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others
- to learn about history of art, craft, design and architecture, including periods, styles and major movements

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Pupils introduced to an exemplar portfolio outlining the full assessment criteria and objectives. **NEA Topic one: Identity/Portraiture** **Artist: Michael Hensley**	Autumn Term NEA September 4th - (on-going) up till the 1st January (Year11). How it's assessed No time limits 60%	Oracy is built into every lesson, in classroom discussions and questions designed to home critical thinking skills.	All pupils get to personalise their work through their own individual journey incorporating their own cultural narrative. This includes pupils performing a wider level of research, investigation and exploration of contextual sources.
NEA Topic One, cont.: Pupils continue with extended unit developing their portrait work. Artists: Jimmy Alonso, Monreal	As it's entirely NEA (Non-Exam Assessment) pupils continue working through the unit which commenced in Sept. (Year10) through to the 1st January. (Year11).	Line, Tone, Form, Colour, Pattern, Composition, Mood, Media. The following sentences are examples of who you might like to write about your artwork.	Pupils will go beyond the curriculum in this topic by using Art as a vehicle to redefine the conventions of "still-life" and re-adapt the way they see and analyse the world around them through purposeful and sustained development of ideas, drawing and painting. Examples of this include: ▪ set challenging goals/tackling more complex composition subject matter ▪ Study and analyse master artists to learn new approaches to apply in their studies ▪ Experiment with different mediums and techniques, enables pupils to expand their repertoire and discover new ways to express themselves in their still-life studies.

NEA Topic Three Year11 (Sept): Pupils introduced to the theme of Architecture, modern, contemporary and Classical styles. Artist: Antonio Gaudi Dan Mountford Pupils will develop and tailor their ideas from the checklist: Create a mind map/brainstorm Record ideas which are appropriate (20 photographs) Record through a variety of drawing styles your favourite 4 photographs. Produce an Artist research, written/visual analysis, translations sheet (A1), minimum 2 artists Produce two personal outcomes in the style of your two artists (from own photographs) Develop your two outcomes by modifying and adapting, refining your work as it progresses. Produce a series of experimental processes and techniques: Mono-print, poli-print, etching, ink and bleach, batik, continuous line/marker pen, dark-room photograms, collage, 2D/3D drawing/painting.	From 1st Jan. (External Assignment) Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. **Spring Term (Externally Set-Assignment)** How it's assessed • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE	Pupils are expected to record their insights relevant to their intentions/annotations as their work progresses. Emphasis on subject keywords/terminology	Pupils can engage in complex and comprehensive design projects that require them to consider various aspects of architecture: ▪ Sustainability ▪ Address real-world challenges ▪ Incorporate innovative solutions ▪ Aesthetics Pupils will be expected to respond to their chosen starting point applying knowledge and understanding of the assessment objectives. These are divided into equal bands elevating from: ▪ Just ▪ Adequate ▪ Clear ▪ Convincing They will lead their own independent enquiry/chosen question facilitated by their subject teacher. Here are some examples to be ambitious in their approach: ▪ Experiment with different media and techniques. ▪ Take risks and be innovative with your ideas ▪ Develop a personal style ▪ Explore meaningful concepts ▪ Show growth and progression ▪ Research and contextualise your work ▪ Seek feedback and critique. Pupils will also be supported by high quality examples/level 9 past, previous portfolios to guide them and share in good practice.

How are pupils informally and formally assessed?	What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.
Developing Independent and Home Learning Skills	Google Classroom/working from home, allows pupils greater autonomy as well as contributing to lessons or submitting work.

Useful e-Learning Resources (e.g., web links)	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance
Equipment for lessons	All pupils are expected to bring basic equipment to lessons. For example; A pencil, pen, rubber and sharpener. The Art and Design Technology Department, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase via the school.
Enrichment activities	An annual trip to a gallery/museum or location trip/enrichment is arranged each year. A prospective residential trip to Paris/Barcelona is also arranged to inform contextual and cultural understanding. Workshops and outside residencies are also planned to develop pupils' skills and processes.
Careers curriculum	There are a wide variety of jobs available in the field of art, ranging from traditional fine arts to more modern digital media. Trips to industry and outside speakers who specialise in the field are invited to deliver insightful programmes as well as running workshops to engage and stimulate pupils. Within the class-room we aim to develop pupils with transferable skills they can take out into the world: • Problem Solving • Observation Skills • Discipline • Organisational Skills • Self-Expression • Self-Appreciation • Courage
Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk Head of Department Art, Design and Technology

GCSE Biology - Year 10 and 11

Pupils receive 4 lessons of Biology each fortnight.

The importance of Biology in the curriculum: Biology holds a paramount position within our curriculum, serving as a cornerstone of scientific exploration and understanding. Through the lens of biology, pupils embark on a journey to unravel the intricate mechanisms of life, from the microscopic intricacies of cells to the vast ecosystems that shape our planet.

Central to our curriculum is the recognition that biology is not merely a subject of study but a pathway to developing Education with Character. By engaging with biological concepts, pupils cultivate resilience, curiosity, and an appreciation for the wonders of the natural world. They are challenged to think critically, question assumptions, and approach problems with ingenuity and perseverance.

Furthermore, the study of biology equips pupils with essential skills that transcend the classroom. From problem-solving to logical reasoning, biology fosters the development of analytical thinking and prepares pupils to navigate the complexities of the modern world with confidence and insight.

Our shift towards an integrated approach, where one teacher guides pupils through biology, chemistry, and physics, reflects our commitment to providing a holistic science education. By exploring the interconnectedness between scientific disciplines, pupils gain a deeper understanding of the principles that govern the universe. This sequential approach allows for a more profound exploration of each subject, laying a robust foundation of knowledge that extends beyond the confines of the classroom.

In essence, biology is not just a subject; it is a gateway to discovery, enlightenment, and personal growth. Through the study of biology, pupils embark on a transformative journey of exploration, understanding, and empowerment, preparing them to excel academically and thrive in an ever-changing world.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Cells and organisation	Term 1, Year 10	The Immortal Life of Henrietta Lacks by Rebecca Skloot	In Biology Paper 1, Topics 1 and 2 delve into fundamental concepts such as Cell Biology and Organisation. To infuse ambition into these Topics, we can introduce pupils to advanced research beyond the curriculum. This could involve exploring recent breakthroughs in cell biology, such as CRISPR gene editing or regenerative medicine. Additionally, we can offer opportunities for independent research projects where pupils investigate real-world applications of cellular processes, fostering critical thinking and scientific curiosity. By challenging pupils to engage with cutting-edge science, we aim to inspire a deeper understanding and passion for the subject.
Disease and bioenergetics	Term 2 and 3, Year 10	The Emperor of All Maladies: A Biography of Cancer by Siddhartha Mukherjee The Vital Question: Energy, Evolution, and the Origins of Complex Life by Nick Lane	In Biology Paper 1, Topic 3 explores Infection and Response, a crucial area where ambition can be instilled. Beyond the core curriculum, pupils can be exposed to advanced research on infectious diseases, including emerging pathogens and antibiotic resistance. This could involve analysing case studies of global health crises or exploring the development of vaccines and treatments. Furthermore, pupils can engage in debates on ethical considerations surrounding disease control measures or participate in simulations of epidemiological investigations. By delving into complex issues and real-world applications, we aim to cultivate a deeper appreciation for the complexities of microbiology and public health. In Biology Paper 1, Topic 4 delves into Bioenergetics, presenting ample opportunities for ambition. Beyond the standard curriculum, pupils can explore advanced

			concepts such as metabolic pathways, thermodynamics of cellular processes, and the role of enzymes in energy transfer. Ambitious tasks may include designing experiments to investigate factors affecting enzyme activity or analysing data from biochemical studies. Additionally, pupils can delve into current research on bioenergetics, such as metabolic adaptations in extreme environments or the development of biofuels. By engaging with cutting-edge science, pupils can develop a deeper understanding of the fundamental processes driving life.
Biological responses	Term 1, Year 11	The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma by Bessel van der Kolk	In Biology Paper 2, Topic 5, Homeostasis, pupils can be challenged to explore the complex mechanisms that maintain internal balance in living organisms. Beyond the basics of homeostatic control systems, pupils can investigate advanced Topics such as feedback mechanisms, hormonal regulation, and the role of homeostasis in health and disease. Ambitious tasks may include designing experiments to investigate the effects of external stimuli on physiological processes or analysing data to understand the relationship between homeostasis and various health conditions. Furthermore, pupils can explore interdisciplinary connections between homeostasis and other biological processes, such as metabolism, reproduction, and immune function, gaining a holistic understanding of the interconnected nature of living systems. By engaging with advanced concepts and real-world applications, pupils can develop a deeper appreciation for the complexity and resilience of living organisms.
Genetics and reproduction	Term 1 Year 10 and Term 2, Year 11	The Selfish Gene by Richard Dawkins	Moving on to Topic 6, Inheritance, Variation, and Evolution, pupils can explore the mechanisms of heredity and the processes that drive evolutionary change. Ambitious tasks may involve investigating genetic mutations, genetic disorders, and the role of natural selection in shaping biodiversity. Pupils can analyse real-world data sets to study patterns of inheritance and the evolutionary relationships between species. Furthermore, they can explore contemporary issues in genetics and evolution, such as genetic engineering and antibiotic resistance. By grappling with these complex Topics, pupils develop critical thinking skills and a deeper understanding of the mechanisms that underpin biological diversity and adaptation.
Ecology	Term 3, Year 11	The Sixth Extinction: An Unnatural History" by Elizabeth Kolbert.	For Topic 7, Ecology, pupils can be challenged to understand the intricate relationships between organisms and their environment. Ambitious tasks may involve investigating complex ecosystems and analysing the impact of human activities on biodiversity. Pupils can explore advanced ecological concepts such as succession, nutrient cycling, and population dynamics. Additionally, they can engage in fieldwork opportunities to collect data and develop their investigative skills. By studying ecology in depth, pupils gain a deeper appreciation for the interconnectedness of life on Earth and the importance of environmental stewardship.

How are pupils informally and formally assessed?	Fortnightly tests Challenge week assessments End of Year assessments, including Challenge Weeks In lesson exam questions

	Homework Teacher questioning Work in exercise books
Developing Independent and Home Learning Skills	"Prep booklet" - a booklet containing exam questions which help Pupils prepare for the fortnightly test at Key Stage 4. The use of online learning platforms such as Oak national academy and YouTube channels such as: Cognito.edu, Fuse School and free science lessons.
Useful e-Learning Resources (e.g. web links)	https://www.physicsandmathstutor.com/ - Physics and Maths Tutor https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7 - Triple Biology https://www.bbc.co.uk/bitesize/Topics/zthssrd - Combined Biology https://senecalearning.com/en-GB/blog/gcse-biology-revision/ - Seneca
Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Research tasks and after school activities.
Careers curriculum	NHS cadets after school once a week for 39 weeks.
Head of Department and email contact	Mr M Hadden m.hadden@wansteadhigh.co.uk

GCSE Chemistry - Year 10 and 11

Pupils receive 4 lessons of Chemistry each fortnight.

Chemistry is a cornerstone of our curriculum, essential for shaping a well-rounded understanding of the world. It empowers pupils with the tools to decipher the intricate mechanisms governing matter and its transformations, providing a lens through which they can navigate the complexities of the natural world.

The study of chemistry not only fosters scientific literacy but also nurtures vital skills such as problem-solving, logical reasoning, and analytical thinking. By grappling with chemical concepts and phenomena, pupils develop the cognitive agility needed to tackle real world challenges with confidence and efficacy.

In our integrated curriculum, where biology, chemistry, and physics are taught sequentially by a single teacher, chemistry plays a pivotal role in illuminating the interconnectedness of scientific disciplines. This holistic approach enables pupils to appreciate the synergy between different branches of science, fostering a deeper and more nuanced understanding of the world around them.

By embracing chemistry as a fundamental part of their education, pupils are not only better prepared for academic success but also equipped with the critical thinking skills and scientific acumen necessary to thrive in an increasingly complex and interconnected global society.

Skills developed in Chemistry are analytical, mathematical, logical. Pupils also develop their skills through performing a range of chemical practical's.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Atomic Structure and the Periodic Table	**Term 1, Year 10**	"The Disappearing Spoon: And Other True Tales of Madness, Love, and the History of the World from the Periodic Table of the Elements" by Sam Kean	Ambition in the curriculum for Atomic Structure and the Periodic Table can be found by delving into advanced atomic models and the quantum mechanical nature of atoms. To stretch pupils, we can introduce topics such as electron configuration beyond the basics, exploring orbitals and subshells, and investigating the historical development of the periodic table and its future evolution. Encouraging independent research on cutting-edge discoveries in atomic theory and the synthesis of new elements can also deepen their understanding.
Bonding, Structure and the Properties of Matter	**Term 2 Year 10**	"Stuff Matters: The Strange Stories of the Marvellous Materials that Shape Our Man-made World" by Mark Miodownik "The Elements of Murder: A History of Poison" by John Emsley	To add ambition in Bonding, Structure, and the Properties of Matter, pupils can explore the intricacies of intermolecular forces, metallic bonding, and advanced material science. Tasks such as comparing the properties of novel materials like graphene and carbon nanotubes with traditional materials can stretch their analytical skills. Additionally, challenging pupils to design experiments that investigate the relationship between molecular structure and physical properties can enhance their practical and critical thinking abilities.
Quantitative Chemistry	**Term 3, Year 10**	"Uncle Tungsten: Memories of a Chemical Boyhood" by Oliver Sacks	Ambition in Quantitative Chemistry can be fostered by tackling complex stoichiometry problems and exploring industrial applications of chemical calculations. Pupils can be stretched by engaging in projects that require precise quantitative analysis, such as titration experiments to determine concentrations in unknown samples. Introducing real-world scenarios where quantitative chemistry is crucial, such as pharmaceutical dosages or environmental monitoring, can also deepen their appreciation and understanding of the topic.

Chemical Changes	**Term 4 Year 10**	"The Alchemy of Air: A Jewish Genius, a Doomed Tycoon, and the Scientific Discovery that Fed the World but Fueled the Rise of Hitler " by Thomas Hager	In the area of Chemical Changes, adding ambition involves investigating redox reactions, electrochemistry, and the principles of chemical equilibrium. Pupils can be challenged by designing and conducting experiments on electroplating or battery construction. Encouraging pupils to explore the applications of chemical changes in industry, such as corrosion prevention and energy storage, can also enhance their grasp of the subject's real-world relevance.
Energy Changes	**Term 5, Year 10**	"Sustainable Energy – Without the Hot Air" by David JC MacKay	To stretch pupils in Energy Changes, we can delve into the thermodynamics of chemical reactions, including enthalpy, entropy, and Gibbs free energy. Ambitious tasks may involve calculating energy changes in complex reactions and exploring endothermic and exothermic processes in-depth. Pupils can also investigate the application of these principles in renewable energy technologies and the development of energy-efficient processes, fostering a deeper understanding of sustainability in chemistry.
The rate and extent of chemical change	**Term 6, Year 10**	"Ignition! An Informal History of Liquid Rocket Propellants" by John D. Clark	Ambition in studying the Rate and Extent of Chemical Change can be achieved by exploring reaction kinetics, mechanisms, and dynamic equilibria. Pupils can be challenged to model reaction rates mathematically and conduct experiments to determine the effects of various factors on reaction speed. Investigating real-world applications, such as the role of catalysts in industrial processes and enzyme kinetics in biological systems, can also deepen their comprehension and appreciation for the subject.
Organic Chemistry	**Term 1, Year 11**	"Molecules: The Elements and the Architecture of Everything" by Theodore Gray	In Organic Chemistry, ambition can be added by exploring complex reaction mechanisms, stereochemistry, and synthetic pathways. Pupils can be stretched by investigating the synthesis and properties of organic compounds, including pharmaceuticals and polymers. Engaging pupils in projects that involve designing multi-step synthesis or exploring the impact of organic chemistry on biotechnology and medicine can enhance their understanding and inspire further interest in the field.
Chemical Analysis	**Term 2, Year 11**	"The Poisoner's Handbook: Murder and the Birth of Forensic Medicine in Jazz Age New York" by Deborah Blum	To add ambition to Chemical Analysis, pupils can explore advanced analytical techniques such as chromatography, spectroscopy, and mass spectrometry. Challenging tasks may include interpreting complex data sets from these techniques and understanding their applications in forensic science, environmental monitoring, and quality control. Encouraging pupils to design and carry out their analytical experiments can also develop their practical skills and analytical thinking.
Chemistry of the Atmosphere	**Term 3, Year 11**	"The Weather Makers: Our Changing Climate and What It Means for Life on Earth" by Tim Flannery	In Chemistry of the Atmosphere, ambition can be found by investigating the chemical processes that govern atmospheric composition and climate change. Pupils can be challenged to analyse the impact of human activities on the atmosphere, exploring topics such as greenhouse gases, ozone depletion, and air pollution. Engaging in projects that involve modelling atmospheric changes or developing strategies for

			mitigating environmental impact can also deepen their understanding and commitment to sustainability.
Using Resources	**Term 4, Year 11**	"The Ends of the World: Volcanic Apocalypses, Lethal Oceans, and Our Quest to Understand Earth's Past Mass Extinctions" by Peter Brannen	Ambition in Using Resources can be added by exploring the principles of sustainable chemistry and resource management. Pupils can be challenged to analyse the life cycle of products, investigate renewable resources, and develop methods for recycling and waste reduction. Projects that involve assessing the environmental impact of different materials or designing sustainable processes can foster critical thinking and a deeper appreciation for the role of chemistry in addressing global issues.
Revision for paper 1 and 2	**Term 5, Year 11**		Use data, collected from challenge weeks and end of topic tests and all other assessments, to provide targeted revision.
Revision for paper 1 and 2	**Term 6, Year 11**		Use data, collected from challenge weeks and end of topic tests and all other assessments, to provide targeted revision.

How are pupils informally and formally assessed?	Fortnightly tests Challenge week assessments End of Year assessments, including Challenge Weeks. In lesson exam questions Homework Teacher questioning Work in exercise books
Developing Independent and Home Learning Skills	"Prep booklet" - a booklet containing exam questions which help pupils prepare for the fortnightly test at Key Stage 4. The use of online learning platforms such as Oak national academy and YouTube channels such as: Cognito.edu, Fuse School and free science lessons.
Useful e-Learning Resources (e.g. web links)	https://www.physicsandmathstutor.com/ - Physics and Maths Tutor https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7 - Triple Biology https://www.bbc.co.uk/bitesize/topics/zthssrd - Combined Biology https://senecalearning.com/en-GB/blog/gcse-biology-revision/ - Seneca

Equipment for lessons	Black and blue pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Research tasks and after school activities.
Careers curriculum	NHS cadets after school once a week for 39 weeks.

Head of Department and email contact	Mr M Hadden m.hadden@wansteadhigh.co.uk

GCSE Combined Science - Year 10 and 11

Pupils receive 7 lessons of science a fortnight in Year 10 and 9 lessons, over 2 weeks in Year 11.

The importance of Biology in the curriculum: Studying science is an essential component of our curriculum, influencing various aspects of knowledge and understanding. It equips pupils with the tools to comprehend and interpret the complexities of the world around them, laying the foundation for navigating everyday challenges that require scientific literacy.

Science education encourages the development of Education with Character by fostering resilience, challenging pupils to think critically and independently.

Moreover, studying science cultivates skills such as problem solving, logical reasoning, and analytical thinking, preparing pupils to tackle real-world problems with confidence and efficacy.
Moving away from the previous model of having separate teachers for biology, chemistry, and physics, we now have one teacher instructing pupils across all three disciplines. This change is crucial as it promotes a holistic understanding of science, allowing pupils to see the interconnectedness between different scientific concepts. By teaching all three sciences sequentially, pupils can delve deeper into each subject, building a solid foundation of knowledge.

Overall, this integrated approach enhances engagement, efficiency in teaching, and prepares pupils more effectively for their exams and future endeavours.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Cells and organisation	Term 5 in Year 9	The Immortal Life of Henrietta Lacks by Rebecca Skloot	In Biology Paper 1, Topics 1 and 2 delve into fundamental concepts such as Cell Biology and Organisation. To infuse ambition into these Topics, we can introduce pupils to advanced research beyond the curriculum. This could involve exploring recent breakthroughs in cell biology, such as CRISPR gene editing or regenerative medicine. Additionally, we can offer opportunities for independent research projects where pupils investigate real-world applications of cellular processes, fostering critical thinking and scientific curiosity. By challenging pupils to engage with cutting-edge science, we aim to inspire a deeper understanding and passion for the subject.
Organisation and Disease	Term 6 in Year 9	The Emperor of All Maladies: A Biography of Cancer by Siddhartha Mukherjee	In Biology Paper 1, Topic 3 explores Infection and Response, a crucial area where ambition can be instilled. Beyond the core curriculum, pupils can be exposed to advanced research on infectious diseases, including emerging pathogens and antibiotic resistance. This could involve analysing case studies of global health crises or exploring the development of vaccines and treatments. Furthermore, pupils can engage in debates on ethical considerations surrounding disease control measures or participate in simulations of epidemiological investigations. By delving into complex issues and real-world applications, we aim to cultivate a deeper appreciation for the complexities of microbiology and public health.
Bioenergetics and Atomic structure/periodic table	Term 1, Year 10	The Vital Question: Energy, Evolution, and the Origins of Complex Life by Nick Lane and The Disappearing Spoon: And Other True Tales of	In Biology Paper 1, Topic 4 delves into Bioenergetics, presenting ample opportunities for ambition. Beyond the standard curriculum, pupils can explore advanced concepts such as metabolic pathways, thermodynamics of cellular processes, and the role of enzymes in energy transfer. Ambitious tasks may include designing experiments to investigate factors affecting enzyme activity or analysing data from biochemical studies. Additionally, pupils can delve into current research on bioenergetics, such as metabolic adaptations in extreme environments or the development of biofuels. By engaging with cutting-edge science, pupils can develop a deeper understanding of the fundamental processes driving life.

		Madness, Love, and the History of the World from the Periodic Table of the Elements by Sam Kean	In Chemistry Paper 1, Topic 1 covers Atomic Structure and the Periodic Table, offering scope for ambition. Beyond the basic curriculum, pupils can explore the historical development of atomic theory, from Dalton to modern quantum mechanics. Ambitious tasks may include analysing spectroscopic data to determine atomic structure or investigating the properties of elements beyond the periodic table. Furthermore, pupils can explore applications of atomic structure in fields such as nuclear chemistry or materials science, engaging with real-world challenges and innovations. By delving into advanced concepts and applications, pupils can develop a broader appreciation for the role of chemistry in understanding the universe.
Bonding, Structure and the Properties of Matter and Quantitative Chemistry	Term 2, Year 10	Naked Chemistry: The Essential Guide for Chemists by Peter Wothers	In Chemistry Paper 1, Topics 2 and 3 cover Bonding, Structure, and the Properties of Matter, as well as Quantitative Chemistry. These Topics offer ample opportunities for ambition and challenge. Beyond the core curriculum, pupils can explore advanced concepts such as molecular orbital theory, intermolecular forces, and the relationship between structure and properties of materials. Ambitious tasks may include designing experiments to investigate the effect of bonding on physical properties or analysing data from chemical reactions to determine reaction kinetics and stoichiometry. Furthermore, pupils can explore applications of quantitative chemistry in areas such as environmental analysis or pharmaceutical development, engaging with real-world problems and innovations. By delving into advanced concepts and applications, pupils can develop a deeper understanding of the principles that govern chemical behaviour and its practical implications.
Chemical Changes and Energy	Term 4, Year 10	Chemical Reactions (Material Matters) by Christopher Cooper	In Chemistry Paper 1, Topic 4 explores Chemical Changes, where opportunities for ambition and challenge abound. Beyond the standard curriculum, pupils can delve into more complex chemical reactions, such as redox reactions and acid-base titrations, exploring their mechanisms and applications in industry and environmental science. Ambitious tasks may involve designing investigations to optimise reaction conditions or analysing chemical processes in biological systems. Furthermore, pupils can explore cutting-edge research in areas like catalysis and green chemistry, gaining insights into current scientific advancements and their implications for sustainability and innovation. In Physics Paper 1, Topic 1 covers Energy, where ambition can be infused to stretch pupils further. Beyond the basic concepts, pupils can explore advanced Topics such as energy transfer mechanisms, efficiency calculations, and energy conservation principles. Ambitious tasks may include designing experiments to investigate energy transformations in different systems or analysing energy diagrams to understand complex processes like nuclear fission and fusion. Furthermore, pupils can explore interdisciplinary applications of energy concepts, such as renewable energy technologies and their role in addressing global energy challenges. By engaging with advanced concepts and real-world applications, pupils can develop a deeper understanding of energy principles and their significance in modern society.

Electricity and Particle model of matter	Term 5, Year 10	Stuff Matters: Exploring the Marvellous Materials That Shape Our Man-Made World by Mark Miodownik	In Physics Paper 1, Topic 2 delves into Electricity, offering ample opportunities to infuse ambition and challenge into the curriculum. Beyond the basics of circuits and electrical components, pupils can explore advanced concepts such as electromagnetism, electrical power, and electrical safety regulations. Ambitious tasks may involve designing and building complex circuits to achieve specific functions or investigating the applications of electricity in industries like telecommunications and electronics. Furthermore, pupils can explore emerging technologies such as renewable energy systems and electric vehicles, gaining insights into the future of energy production and consumption. Moving on to Topic 3, the Particle Model of Matter, pupils can be challenged to explore the microscopic world in depth. Beyond the fundamentals of particle behaviour, pupils can investigate advanced Topics such as kinetic theory, phase transitions, and the behaviour of gases under different conditions. Ambitious tasks may include designing experiments to explore the relationship between temperature and pressure in gases or analysing data to understand the properties of materials at the atomic level. Furthermore, pupils can explore cutting-edge research in areas like nanotechnology and quantum mechanics, gaining insights into the forefront of scientific exploration and its potential applications in technology and industry. By engaging with advanced concepts and real-world applications, pupils can develop a deeper understanding of the fundamental principles that govern the behaviour of matter.
Atomic structure and Homeostasis	Term 6, Year 10	The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma by Bessel van der Kolk	In Physics Paper 1, Topic 4, Atomic Structure, pupils can be challenged to explore the intricate details of the atom and its constituents. Beyond the basics of atomic structure, pupils can delve into advanced concepts such as isotopes, electron configuration, and nuclear reactions. Ambitious tasks may involve investigating the properties of different elements and their isotopes or exploring the applications of nuclear physics in medicine, energy production, and environmental science. Furthermore, pupils can engage with cutting-edge research in particle physics, gaining insights into the fundamental building blocks of the universe and the mysteries of the subatomic world. In Biology Paper 2, Topic 5, Homeostasis, pupils can be challenged to explore the complex mechanisms that maintain internal balance in living organisms. Beyond the basics of homeostatic control systems, pupils can investigate advanced Topics such as feedback mechanisms, hormonal regulation, and the role of homeostasis in health and disease. Ambitious tasks may include designing experiments to investigate the effects of external stimuli on physiological processes or analysing data to understand the relationship between homeostasis and various health conditions. Furthermore, pupils can explore interdisciplinary connections between homeostasis and other biological processes, such as metabolism, reproduction, and immune function, gaining a holistic understanding of the interconnected nature of living systems. By engaging with advanced concepts and real-world applications, pupils can develop a deeper appreciation for the complexity and resilience of living organisms.

Inheritance, Variation and Evolution and Ecology	Term 1, Year 11	The Selfish Gene by Richard Dawkins	In Biology Paper 2, Topics 6 and 7, pupils have the opportunity to explore two crucial areas: Ecology and Inheritance, Variation, and Evolution. For Topic 6, Ecology, pupils can be challenged to understand the intricate relationships between organisms and their environment. Ambitious tasks may involve investigating complex ecosystems and analysing the impact of human activities on biodiversity. Pupils can explore advanced ecological concepts such as succession, nutrient cycling, and population dynamics. Additionally, they can engage in fieldwork opportunities to collect data and develop their investigative skills. By studying ecology in depth, pupils gain a deeper appreciation for the interconnectedness of life on Earth and the importance of environmental stewardship. Moving on to Topic 7, Inheritance, Variation, and Evolution, pupils can explore the mechanisms of heredity and the processes that drive evolutionary change. Ambitious tasks may involve investigating genetic mutations, genetic disorders, and the role of natural selection in shaping biodiversity. Pupils can analyse real-world data sets to study patterns of inheritance and the evolutionary relationships between species. Furthermore, they can explore contemporary issues in genetics and evolution, such as genetic engineering and antibiotic resistance. By grappling with these complex Topics, pupils develop critical thinking skills and a deeper understanding of the mechanisms that underpin biological diversity and adaptation.
The Rate and Extent of Chemical Change and Organic Chemistry	Term 2, Year 11	Organic Chemistry: A Very Short Introduction by Graham Patrick	In Chemistry Paper 2, Topics 6 and 7 cover Rates of Reaction and Organic Chemistry, respectively. For Topic 6, Rates of Reaction, pupils can be challenged to explore the factors affecting the speed of chemical reactions and the methods used to measure reaction rates. Ambitious tasks may involve designing and conducting experiments to investigate the effect of concentration, temperature, and surface area on reaction rates. Pupils can analyse experimental data to draw conclusions and identify patterns, developing their analytical and investigative skills. Furthermore, they can explore advanced concepts such as reaction mechanisms and the role of catalysts in accelerating reactions. By delving into the intricacies of reaction kinetics, pupils gain a deeper understanding of chemical processes and their practical applications. Moving on to Topic 7, Organic Chemistry, pupils can explore the vast and diverse world of organic compounds and their reactions. Ambitious tasks may involve synthesising organic molecules through multi-step reactions and analysing their structures using spectroscopic techniques. Pupils can investigate functional groups, isomerism, and stereochemistry, gaining insight into the complexity of organic molecules and their role in biological systems. Furthermore, they can explore contemporary Topics such as green chemistry and sustainable synthesis methods. By engaging with organic chemistry at an advanced level, pupils develop problem-solving skills and a deeper appreciation for the importance of organic compounds in everyday life and industry.

Chemical Analysis Chemistry of the Atmosphere Using Resources	Term 3, Year 11	"The Sixth Extinction: An Unnatural History by Elizabeth Kolbert	In Chemistry Paper 2, Topics 8, 9, and 10 encompass Chemical Analysis, Chemistry of the Atmosphere, and Using Resources, respectively. For Topic 8, Chemical Analysis, pupils can be challenged to explore advanced analytical techniques used to identify and quantify substances. Ambitious tasks may involve conducting complex titrations, spectroscopic analyses, or chromatographic separations to determine the composition of unknown samples. Pupils can interpret experimental data, draw conclusions, and evaluate the reliability of their results, developing critical thinking and problem-solving skills. Furthermore, they can explore cutting-edge analytical methods such as mass spectrometry and nuclear magnetic resonance spectroscopy, gaining insight into their applications in forensic science, environmental monitoring, and pharmaceutical analysis. Moving on to Topic 9, Chemistry of the Atmosphere, pupils can delve into the complex interactions that govern Earth's atmosphere and climate. Ambitious tasks may involve analysing atmospheric data to understand the causes and consequences of air pollution, climate change, and ozone depletion. Pupils can explore the chemistry behind phenomena such as acid rain formation, greenhouse gas emissions, and stratospheric ozone chemistry, gaining a deeper understanding of their environmental impact. Furthermore, they can investigate strategies for mitigating atmospheric pollution and promoting sustainable development, engaging with interdisciplinary concepts in environmental science and policy. Finally, in Topic 10, Using Resources, pupils can explore the principles of sustainable resource management and the chemistry behind industrial processes. Ambitious tasks may involve analysing life cycle assessments to evaluate the environmental impact of resource extraction, processing, and disposal. Pupils can investigate the chemistry of key industrial processes such as Haber process for ammonia production, Contact process for sulfuric acid manufacture, and electrolysis for aluminium extraction, gaining insight into their efficiency, sustainability, and societal implications. Furthermore, they can explore emerging technologies and green chemistry principles to develop innovative solutions for resource conservation and waste reduction. By engaging with these Topics, pupils develop a holistic understanding of the role of chemistry in shaping our interactions with the environment and society.
Forces	Term 4, Year 11	Forces of Nature by Brian Cox and Andrew Cohen	To infuse ambition into this Topic, pupils can be challenged with advanced applications and real-world scenarios that extend beyond basic concepts. Ambitious tasks may involve analysing complex force diagrams in three dimensions, considering the effects of friction, tension, and air resistance in dynamic situations. Pupils can explore advanced Topics such as moments, equilibrium, and resultant forces, applying mathematical modelling to solve problems involving multiple interacting forces. Furthermore, pupils can investigate the role of forces in engineering and technology, exploring applications in areas such as structural design, transportation, and biomechanics. Ambitious projects may involve designing and testing prototypes for structures or devices that optimise force distribution, minimise energy consumption, or enhance performance. By engaging with these Topics, pupils develop

			critical thinking skills and problem-solving abilities while gaining insight into the practical applications of physics in various fields.
Waves, Magnetism and Electromagnetism	Term 5, Year 11	Six Easy Pieces: Essentials of Physics Explained by Its Most Brilliant Teacher by Richard P. Feynman	In Physics Paper 2, Topics 6 and 7 cover Waves and Electromagnetism, respectively. To introduce ambition into these Topics, pupils can be presented with challenging concepts and practical applications that extend beyond the basic curriculum. For Waves (Topic 6), ambitious tasks may include exploring advanced wave phenomena such as interference, diffraction, and standing waves. Pupils can investigate the principles of wave behaviour in different mediums and analyse complex wave interactions. Ambitious projects may involve designing experiments to demonstrate wave properties or researching cutting-edge technologies that rely on wave phenomena, such as medical imaging techniques or telecommunications systems. In Electromagnetism (Topic 7), pupils can be challenged to explore the deeper principles underlying electromagnetic phenomena. Ambitious tasks may involve studying electromagnetic induction, electromagnetic waves, and the relationship between electricity and magnetism. Pupils can investigate real-world applications of electromagnetism, such as generators, motors, and electromagnetic radiation. Ambitious projects may include designing and building electromechanical devices or investigating the role of electromagnetic fields in modern technologies such as wireless communication and renewable energy systems. By engaging with these ambitious tasks, pupils develop a deeper understanding of the fundamental principles of physics and gain insight into the diverse applications of waves and electromagnetism in science and technology.
Revision and exams	Term 6, Year 11		

How are pupils informally and formally assessed?	Fortnightly tests Challenge week assessments End of year assessments, including Challenge Weeks In lesson exam questions Homework Teacher questioning Work in exercise books
Developing Independent and Home Learning Skills	“Prep booklet” - a booklet containing exam questions which help pupils prepare for the fortnightly test at Key Stage 4. The use of online learning platforms such as Oak national academy and YouTube channels such as: Cognito.edu, Fuse School and free science lessons.
Useful e-Learning Resources (e.g., web links)	https://www.physicsandmathstutor.com/ - Physics and Maths Tutor https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7 - Triple Biology https://www.bbc.co.uk/bitesize/Topics/zthssrd - Combined Biology https://senecalearning.com/en-GB/blog/gcse-biology-revision/ - Seneca

Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Research tasks and after school activities.
Careers curriculum	NHS cadets after school once a week for 39 weeks.
Head of Department and email contact	Mr M Hadden m.hadden@wansteadhigh.co.uk

GCSE Computer Science - Year 10 and 11

Pupils receive six lessons of Computer Science each fortnight.

GCSE Computer Science is important for pupils as it equips pupils with essential skills and knowledge for the digital age, prepares them for future career opportunities and promotes critical thinking and creativity. It is a subject that empowers pupils to thrive in our technology driven society.

Computing inspires pupils to develop Education with Character in several ways. It often involves problem solving and debugging which can be challenging. Facing and overcoming these challenges can cultivate resilience and perseverance in pupils. The subject offers opportunities for creative expression through coding, game design and web development. Encouraging creativity helps pupils develop an innovative and imaginative character. Learning about online safety promotes responsible online behaviour and a character founded on respect, empathy and kindness in the digital world.

Skills developed in Computing are: coding, algorithmic thinking, computational thinking, digital literacy, internet safety, problem solving, creativity, critical thinking, collaboration.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
1.1 Systems architecture **2.1 Algorithms**	**Autumn Term 1 (Year 10)**	GCSE Computer Science for OCR pupil book (David Waller) GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	System architecture delves into the inner workings of computers, teaching them about the CPU, memory, storage, and input/output devices. Teaching these foundational concepts early fosters a comprehensive understanding of computer systems, preparing pupils to troubleshoot technical issues effectively. Similarly, algorithms challenge pupils to engage in critical and logical thinking by constructing step-by-step procedures for problem-solving. This process improves pupil analytical skills.
1.2 Memory and Storage **2.1 Algorithms**	**Autumn Term 2** **Spring Term 1 (Year 10)**	GCSE Computer Science for OCR pupil book (David Waller) GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Memory and storage concepts have direct relevance to pupil's everyday experiences, as they interact with a multitude of devices such as smartphones, laptops, and tablets. Proficiency in comprehending the processes of data storage and retrieval holds immense significance in our contemporary, technology-driven society. Furthermore, conversations centred on memory and storage can encompass ethical dimensions, including concerns related to data privacy, data security, and the responsible management of data. These ethical considerations are progressively paramount in the digital era.
1.3 Computer networks, connections and protocols	**Spring Term 1 (Year 10)**	GCSE Computer Science for OCR pupil book (David Waller) GCSE Computer Science OCR Complete Revision & Practice (CGP)	Knowledge of computer networks empowers pupils to become informed and responsible users of technology, guiding decisions on network security, online behaviour, and data management. This unit creates global

2.2 Programming Fundamentals		https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	awareness and digital citizenship, revealing how information flows globally. Programming empowers pupils to create software, games, and applications. It nurtures creativity and innovation as pupils design and build projects, encouraging them to explore their unique ideas.
1.4 Network security **2.2 Programming Fundamentals**	**Spring Term 2 (Year 10)**	GCSE Computer Science for OCR pupil book (David Waller) GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Pupils will develop the knowledge to protect themselves and their digital assets from cyber threats such as viruses, malware, phishing attacks, and data breaches. Network security challenges pupils to think critically and solve complex problems related to cybersecurity. They learn to analyse security vulnerabilities and develop countermeasures.
1.5 Systems software **2.2 Programming Fundamentals**	**Summer Term 1 & 2** **(Year 10)**	GCSE Computer Science for OCR pupil book (David Waller) GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	The topic will equip pupils with essential knowledge about the software that powers computers and devices, enabling them to navigate and use technology effectively. Pupils gain insights into how software interacts with hardware, operating systems, and applications, providing a holistic view of computing.
1.6 Ethical, legal, cultural and environmental impacts of digital technology **2.3 Producing robust programs**	**Autumn Term 1 (Year 11)**	GCSE Computer Science for OCR pupil book (David Waller) GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Pupils will learn to analyse complex issues, consider different perspectives, and make informed decisions. They will understand the potential consequences of their actions in the digital world, including legal and societal impacts. Additionally, pupils will grasp the importance of precise coding practices, which are vital in programming. This emphasis on precision sets a high standard for code reliability and efficiency. They will learn to anticipate potential issues and develop solutions, fostering essential problem-solving skills.

2.4 Boolean Logic	**Autumn Term 2 (Year 11)**	GCSE Computer Science for OCR pupil book (David Waller) GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Boolean logic forms the basis of digital electronics and computer systems. Teaching it provides pupils with the understanding of how computers process and manipulate information at the most fundamental level. It encourages pupils to approach problems systematically and design algorithmic solutions.
2.5 Programming languages and Integrated Development Environments	**Spring Term 1 (Year 11)**	GCSE Computer Science for OCR pupil book (David Waller) GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Pupils become more versatile in their approach to coding and can easily switch between different programming languages as needed.

How are pupils informally and formally assessed?	This qualification comprises two exam papers, each lasting 90 minutes. Throughout the course, pupils will encounter past exam questions at the conclusion of each unit. These assessments are conducted under exam conditions. In the Summer Term of Year 10, pupils will undertake a comprehensive Paper 1 exam. Past exam questions are seamlessly integrated into the course units, and pupils receive both verbal and written feedback. Each unit culminates in an end-of-topic assessment, where pupils are provided with grades and detailed feedback tailored to their targets and exam assessment criteria.
Developing Independent and Home Learning Skills	Projects will be assigned that require pupils to research, design, and implement solutions independently. These open-ended tasks encourage self-directed learning and problem-solving. Pupils will be provided coding challenges that require them to solve problems using programming. Websites like w3schools, HackerRank, and Codeforces offer a wide range of challenges for various skill levels.
Useful e-Learning Resources (e.g. web links)	**The course specification can be found at:** https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf **BBC bitesize:** https://www.bbc.co.uk/bitesize/examspecs/zmtchbk **https://code.org/**
Equipment for lessons	Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Coding club
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned. Career choices could include software developer, data scientist, Cyber security analyst, AI ethics consultant IT project manager and Game developer
Head of Department and email contact	Mr B Alom b.alom@wansteadhigh.co.uk

GCSE Dance - Year 10

Pupils receive 6 lessons of Dance each fortnight - 2 hours practical and 1 hour theory per week.
The GCSE specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. The course is 60% practical and 40% theoretical and pupils' study six professional works within a dance anthology. The anthology's mix of artistic, cultural and aesthetically diverse works, has been selected by the AQA exam board to broaden pupils' knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Practical: Introduction into performance **Theory:** Section A (performance)	**Autumn Term 1**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments GCSE Revision Guide.docx	Pupils in practical lessons will develop phrases taught by the teacher and use motif development to create duets and trios. Pupils will create a whole class choreography and be assessed in the skills below. • Technical skills • Expressive skills • Physical skills • Mental Skills • Knowledge of ASDR • Choreographic devices • Motif development Pupils in theory lessons will develop • Identifying and defining performance skills • ASDR • Safe practice • How to be a safe dancer • Injury prevention • Nutrition and hydration • Good studio practice
Practical: Choreography **Theory:** Section A (choreography)	**Autumn Term 2**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments GCSE Revision Guide.docx	Pupils in practical lessons will develop their skills and understanding in the role of choreographer and choose a stimulus and create a 2-3 minutes choreography in response using the following tools: • Working with a stimulus • ASDR • Accompaniment • Structuring devices • Choreographic processes • Knowledge of ASDR • Choreographic devices • Motif development Pupils in theory lessons will develop knowledge in how to analyse a professional work and through

			interpretation answer exam style questions about the constituent features. Identifying and defining performance skills ASDR Choreographic intent Stimulus Hypothetical choreography Choreographic devices Motif development
Practical: Set Phrase **Theory:** Section C: A Linha Curva	**Spring Term 1**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments GCSE Revision Guide.docx	Pupils in practical lessons will learn the AQA set phrases Breathe and Scoop and understand how to demonstrate and identify the following skills **Technical skills** **Expressive skills** **Physical skills** **Mental Skills** Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features. **Costume** **Lighting** **Accompaniment** **Set** **Movement** **Choreographic intention** **Interpretation and analysis skills**
Practical: Set Phrase and Section B: Analysis of own work **Theory:** Section C: Shadows	**Spring Term 2**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments GCSE Revision Guide.docx	Pupils in practical lessons will learn the AQA set phrases Breathe and Scoop and understand how to demonstrate and identify the following skills • Technical skills • Expressive skills • Physical skills • Mental Skills Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features. • Costume • Lighting • Accompaniment • Set • Movement • Choreographic intention • Interpretation and analysis skills

Practical: Set Phrase and Section B: Analysis of own work **Theory:** Section C: Emancipation of Expressionism	**Summer Term 1**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments GCSE Revision Guide.docx	Pupils in practical lessons will learn the AQA set phrases Breathe and Scoop and understand how to demonstrate and identify the following skills • Technical skills • Expressive skills • Physical skills • Mental Skills Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features. • Costume • Lighting • Accompaniment • Set • Movement • Choreographic intention • Interpretation and analysis skills
Practical: Duo/Trio performance **Theory:** Section C: Within Her Eyes	**Summer Term 2**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments GCSE Revision Guide.docx	Pupils in practical lessons will develop the AQA set phrases flux and shift into a duet and trio showing the choreographic intention Allies vs. Enemies. Pupils have to demonstrate an understanding of how to perform the following skills set: • Technical skills • Expressive skills • Physical skills • Mental Skills • Choreographic intention Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features. • Costume • Lighting • Accompaniment • Set • Movement • Choreographic intention • Interpretation and analysis skills

How are pupils informally and formally assessed?	Key Assessments Pupils are continually assessed throughout their lessons practically and theoretically to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for KS4. Component 1: • Set phrases- Breathe and Scoop • Performance in a Duet/Trio

	• Group Choreography Component 2: • Section A- Knowledge and understanding of performance and choreography skills • Section B- Evaluation of own work • Section C- Critical appreciation of 6 set works
Developing Independent and Home Learning Skills	**Google classroom:** Every lesson posted onto google classroom along with revision resources. Pupils are set homework weekly in relation to their theory work pupils are provided booklets
Useful e-Learning Resources (e.g., web links)	**https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary** **https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9** **https://filestore.aqa.org.uk/resources/dance/AQA-8236-BREATHE-SP1.PDF** **https://www.youtube.com/watch?v=WddzQ4TLFJM&list=PLBhgvcteMltiu293drc2dCiEjjulLFXYt** **https://filestore.aqa.org.uk/resources/dance/AQA-8236-SCOOP-SP4.PDF**
Equipment for lessons	Dance kit (Wanstead PE Kit) Black pen, green pen, pencil, rubber, ruler, highlighter.
Enrichment activities	Key Stage 4 London Youth Games Dance competitions Annual dance show Theatre Trips
Careers curriculum	Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work. Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.
Head of Department and email contact	Ms R Walker r.walker@wansteadhigh.co.uk

GCSE Dance - Year 11

Pupils receive 6 lessons of Dance each fortnight - 2 hours practical and 1 hour theory per week.

The GCSE specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. The course is 60% practical and 40% theoretical and pupils' study six professional works within a dance anthology. The anthology's mix of artistic, cultural and aesthetically diverse works, has been selected by the AQA exam board to broaden pupils' knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Practical: Duo /Trio and Section B: Analysis of own work **Theory:** Section C: Infra	**Autumn Term 1**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments GCSE Revision Guide.docx	Pupils in practical lessons will develop the AQA set phrases flux and shift into a duet and trio showing the choreographic intention Allies vs. Enemies. Pupils have to demonstrate an understanding of how to perform the following skills set: Technical skills Expressive skills Physical skills Mental Skills Choreographic intention Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features. Costume Lighting Accompaniment Set Movement Choreographic intention Interpretation and analysis skills
Practical: Choreography **Theory:** Section C: Artificial Things	**Autumn Term 2**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments GCSE Revision Guide.docx	Pupils in practical lessons will be expected to complete the last 30% of the GCSE which is choreography. Pupils will choose a stimulus from AQA and create a choreography in response, showing creative, innovative ideas and showing research about their stimulus through movement choices. Accompaniment Stimulus Choreographic intention Action, Space and Dynamics Structuring devices Choreographic processes Pupils in theory lessons will develop knowledge in how to analyse a professional work and through

			interpretation answer exam style questions about the constituent features. Costume Lighting Accompaniment Set Movement Choreographic intention Interpretation and analysis skills
Practical: Choreography **Theory:** Section B	**Spring Term 1**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments **GCSE Revision Guide.docx**	Pupils in practical lessons will be expected to complete the last 30% of the GCSE which is choreography. Pupils will choose a stimulus from AQA and create a choreography in response, showing creative, innovative ideas and showing research about their stimulus through movement choices. • Accompaniment • Stimulus • Choreographic intention • Action, Space and Dynamics • Structuring devices • Choreographic processes Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features. • Critical evaluation of own work • Choreographic elements • Performance skills • Safe practice • Rehearsal and feedback
Practical: Choreography **Theory:** Section B review	**Spring Term 2**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments **GCSE Revision Guide.docx**	Pupils in practical lessons will be expected to complete the last 30% of the GCSE which is choreography. Pupils will choose a stimulus from AQA and create a choreography in response, showing creative, innovative ideas and showing research about their stimulus through movement choices. • Accompaniment • Stimulus • Choreographic intention • Action, Space and Dynamics • Structuring devices • Choreographic processes Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features.

			• Critical evaluation of own work • Choreographic elements • Performance skills • Safe practice • Rehearsal and feedback
Theory: Section A, B and C Revision	**Summer Term 1**	Promoting literacy through: • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments **GCSE Revision Guide.docx**	Pupils in practical lessons will develop knowledge in the whole course content revving all Component 2 elements and sections in preparation for the written paper exam.

How are pupils informally and formally assessed?	Key Assessments: Pupils are continually assessed throughout their lessons practically and theoretically to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for Key Stage 4. Component 1: • Set phrases- Breathe and Scoop • Performance in a Duet/Trio • Group Choreography Component 2: • Section A- Knowledge and understanding of performance and choreography skills • Section B- Evaluation of own work • Section C- Critical appreciation of 6 set works
Developing Independent and Home Learning Skills	**Google classroom:** Every lesson posted onto google classroom along with revision resources. Pupils are set homework weekly in relation to their theory work pupils are provided booklets
Useful e-Learning Resources (e.g., web links)	**https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary** **https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9** **https://filestore.aqa.org.uk/resources/dance/AQA-8236-BREATHE-SP1.PDF** **https://www.youtube.com/watch?v=WddzQ4TLFJM&list=PLBhgvcteMltiu293drc2dCiEjjulLFXYt** **https://filestore.aqa.org.uk/resources/dance/AQA-8236-SCOOP-SP4.PDF**
Equipment for lessons	Dance kit (Wanstead PE Kit) Black pen, green pen, pencil, rubber, ruler, highlighter.
Enrichment activities	Key Stage 4 London Youth Games Dance competitions Annual dance show Theatre Trips

Careers curriculum	Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work. Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.
Head of Department and email contact	Ms R Walker r.walker@wansteadhigh.co.uk

GCSE Drama - Year 10

Pupils receive 6 lessons of Drama each fortnight (4 hours practical and 2 hours theory)

In AQA GCSE Drama, pupils will build on the skills and knowledge they have developed during Key Stage 3. Throughout Years 10 and 11, pupils will complete schemes of work which explore the world we live in and the experiences of different people. They will go on to create performances in response to the different themes in preparation for their final exams. Pupils will also study the play script, Noughts and Crosses by Malorie Blackman as a mock scripted exam and for the final written exam. As part of this study, pupils will both explore the text through practical and written activities. Pupils will develop their knowledge and understanding of theatre and learn new skills in different types and styles of performance. Pupils will devise their own pieces of theatre for performance as well as performing a scripted extract to an examiner. All pupils will attend a live theatre performance in preparation for their written exam.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Practical: Performance Skills and Practitioners **Theory: Section A, Performance Skills and Practitioners.**	**Autumn Term 1**	Promoting literacy through: • Verbal feedback • Written feedback • Written tasks • Mock exam questions • Redrafting • Weekly homework assignments • Working with and analysing scripts Key Terms: • Practitioner • Genre/theatrical style • Theatrical devices • Acting skills • Plot/action/tempo • Juxtaposition • Gestus • Given circumstances • Magic If • Hymn's Hands • Chair Duet Helpful Reading list: • The Complete Brecht Toolkit by Stephen Unwin • The Complete Stanislavski Toolkit by Bella Merlin • The Frantic Assembly Book of Devising Theatre by Scott Graham	In practical lessons pupils will develop community/ensemble building skills, introduction to practitioners/techniques such as Stanislavski, Brecht and Physical theatre, and will explore ways to devise a performance using various stimuli from history, the media and the arts. Students will utilise key theatrical devices and acting skills they learnt in KS3, developing innovative ways to tell stories and think about the impact this has on their target audience. • Working with a stimulus • Practitioners • Techniques • Genre • Themes • Research • Analysis • Vocal skills • Physical skills In theory lessons pupils will learn about the context of theatre practitioners, watch selected examples of works, identify stage configurations and how they impact the audience experience, theatre roles and responsibilities for future career opportunities and how to answer exam questions using a clear structure. Pupils will develop in theory: • Acting skill and definitions • Self-reflection • Self-evaluation • Genre • Drama terminology • Feedback

			Capacity to improve
Practical: Devising Theory: Devising logs	Autumn Term 2, Spring Term 1	Promoting literacy through: • Verbal feedback • Written feedback • Written tasks • Mock exam questions • Redrafting • Weekly homework assignments • Working with and analysing scripts • Devising logs - weekly written reflections Key Terms: • Stimulus • Devising • Practitioner • Genre/theatrical style • Theatrical devices • Acting skills • Plot/action/tempo • Juxtaposition • Gestus • Given circumstances • Magic If • Hymn's Hands • Chair Duet Helpful Reading list: • The Complete Brecht Toolkit by Stephen Unwin • The Complete Stanislavski Toolkit by Bella Merlin • The Frantic Assembly Book of Devising Theatre by Scott Graham	Pupils will begin to work on their devising performance and create an original piece of theatre in response to a variety of stimuli taken from history, the media and the arts. • Working with a stimulus • practitioners • Techniques • Genre • Themes • Research • Analysis • Vocal skills • Physical skills Pupils will begin writing up their devising logs. Pupils will be expected to monitor their process and progress as they devise their final performance. Including their initial ideas to development and collaboration to analysis and evaluation of the final performance. Pupils will develop in theory: • Acting skill and definitions • Self-reflection • Self-evaluation • Genre • Drama terminology • Feedback • Capacity to improve
Practical: Devising NEA Performance	Spring Term 2	Promoting literacy through: • Verbal feedback • Written feedback • Written tasks • Mock exam questions • Redrafting • Weekly homework assignments • Working with and analysing scripts • Devising logs - weekly written reflections	In practical lessons pupils will be preparing for their final Devising NEA. Pupils will be expected to rehearse and respond to feedback in preparation for the assessment in line with the AQA marking criteria. • Working with a stimulus • practitioners • Techniques • Genre • Themes • Research

		Key Terms: • stimulus • devising • practitioner • genre/theatrical style • theatrical devices • acting skills • plot/action/tempo • juxtaposition • gestus • given circumstances • Magic If • Hymn's Hands • Chair Duet Helpful Reading list: • The Complete Brecht Toolkit by Stephen Unwin • The Complete Stanislavski Toolkit by Bella Merlin The Frantic Assembly Book of Devising Theatre by Scott Graham	• Analysis • Vocal skills • Physical skills Pupils will be revisiting and refining their knowledge in the Component 1: Written Paper. Pupils will be taught key techniques to revision and how to answer the exam in preparation for their mocks. • Theatre skills • Self reflection • Self evaluation • Genre • Drama terminology • Feedback • Capacity to improve • Analytical skills • Character evaluation • Scene analysis • Themes • Genre • Exam style response
Practical: Noughts and Crosses Theory: Noughts and Crosses	Summer Term 1 and 2	Promoting literacy through: • Verbal feedback • Written feedback • Written tasks • Mock exam questions • Redrafting • Weekly homework assignments • Working with and analysing scripts • Devising logs - weekly written reflections Reading List: • Noughts and Crosses by Dominic Cooke/Malorie Blackman Noughts and Crosses Play Guide for AQA GCSE Drama by Annie Fox	Pupils will develop in practical lessons interpreting a script using Stanislavski techniques and theatrical devices suited to the genre of their script. Pupils will read all of Noughts and Crosses and stage key scenes in order to understand the theatrical style of Brecht, character development and the dystopian genre: • Working with a text • Techniques • Genre • Themes • Research • Analysis • Vocal skills • Physical skills Pupils will develop in theory Design concepts in conjunction with Noughts and Crosses. Pupils will learn terms associated with lighting, sound, set and costume and make choices which reflect the theme and message of the play. Key skills: • Theatre skills • Analytical skills • Character evaluation • Scene analysis

			• Themes • Genre • Exam style response • Drama terminology

How are pupils informally and formally assessed?	**COMPONENT 1** – This is based on the exploration, direction and performance of a set text. Pupils will also be expected to respond to a piece of live theatre they have been to see. Throughout the exam pupils will have to demonstrate an understanding of theatrical terminology and their experience as an audience member. This component will form 40% of the final grade. **COMPONENT 2** – This component is based around the skill of 'Devising Theatre'. Pupils will be expected to develop an understanding of how to create a piece of theatre from scratch and perform it to an audience. Alongside this, pupils will write a reflective log of the process of devising a piece of Drama. This component will form 40% of the final grade. **COMPONENT 3 –** Pupils will explore a published play and perform an extract of this play to a visiting examiner. Pupils will need to write a short statement of their dramatic intention for the character and the overall performance. This will form 20% of the final grade.
Developing Independent and Home Learning Skills	**Google classroom:** Each term all lessons and classroom tasks are posted onto the google classroom along with resources and revision guides Pupils are set homework weekly to prepare for upcoming assessments both written and practical.
Useful e-Learning Resources (e.g., web links)	https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/understanding-drama https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/devising-drama https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/texts-in-practice https://www.bbc.co.uk/bitesize/examspecs/zrnjwty
Equipment for lessons	Black pen, green pen, pencil, rubber, ruler, highlighter. Props and costume if necessary.
Enrichment activities	Tuesday Intervention (GCSE and A Level) Grease The Musical (Auditions in September and show in February) Theatre Trip
Careers curriculum	Studying Drama gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work. Further career opportunities would include: Actor, Director, Stage Combat artist, **Screenwriter,** Casting Director, journalist, drama instructor/teacher, personal trainer, videographer, community arts worker/leader and artistic director.
Head of Department and email contact	Ms R Walker r.walker@wansteadhigh.co.uk

GCSE Drama - Year 11

Pupils receive 6 lessons of Drama each fortnight (4 hours practical and 2 hours theory)

In AQA GCSE Drama, pupils will build on the skills and knowledge they have developed during Key Stage 3. Throughout Years 10 and 11, pupils will complete schemes of work which explore the world we live in and the experiences of different people. They will go on to create performances in response to the different themes in preparation for their final exams. Pupils will also study play scripts; Noughts and Crosses by Malorie Blackman one as a practice and one for the final written exam. As part of this study pupils will both explore the text through practical and written activities. Pupils will develop their knowledge and understanding of theatre and learn new skills in different types and styles of performance. Pupils will devise their own pieces of theatre for performance as well as performing a scripted extract to an examiner. All pupils will attend a live theatre performance in preparation for their written exam.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Practical: Texts in practice Theory: **Devising logs**	**Autumn Term**	Promoting literacy through: • Verbal feedback • Written feedback • Written tasks • Mock exam questions • Redrafting • Weekly homework assignments • Working with and analysing scripts • Devising logs - weekly written reflections Key Terms: • Stimulus • Devising • Practitioner • Genre/theatrical style • Theatrical devices • Acting skills • Plot/action/tempo • Juxtaposition • Gestus • Given circumstances • Magic If Helpful Reading list: • The Complete Brecht Toolkit by Stephen Unwin • The Complete Stanislavski Toolkit by Bella Merlin • The Frantic Assembly Book of Devising Theatre by Scott Graham	Pupils will choose to be assessed as a: • Performer • Lighting designer • Sound designer • Set designer • Costume designer • Puppet designer Pupils will learn how to contribute to text-based drama in a live theatre context for an audience. Pupils will explore and demonstrate a practical understanding must develop their ability to: • Create and communicate meaning • Interpret texts • Realise artistic intention in text-based drama In the NEA pupils must perform or create realised designs for two extracts from one play which contrasts to the set play studied in Component 1 (Noughts and Crosses) Pupil will watch a live/digital theatre performance and analyse all features of the performance in order to write an essay style question in the exam, pupils will be expected to understand the: • Genre • Structure • Character • Form • Style • Language • Sub-text • Character motivation and interaction • The creation of mood and atmosphere • Pace and rhythm

			• Dramatic climax • Stage direction
Practical: Text in practice **Theory:** Section C Live Theatre evaluation	**Autumn Term**	Promoting literacy through: • Verbal feedback • Written feedback • Written tasks • Mock exam questions • Redrafting • Weekly homework assignments • Working with and analysing scripts • Devising logs - weekly written reflections Key Terms: • Stimulus • Devising • Practitioner • Genre/theatrical style • Theatrical devices • Acting skills • Plot/action/tempo • Juxtaposition • Gestus • Given circumstances • Magic If Helpful Reading list: • The Complete Brecht Toolkit by Stephen Unwin • The Complete Stanislavski Toolkit by Bella Merlin • The Frantic Assembly Book of Devising Theatre by Scott Graham	Pupils will choose to be assessed as a: • Performer • Lighting designer • Sound designer • Set designer • Costume designer • Puppet designer Pupils will learn how to contribute to text-based drama in a live theatre context for an audience. Pupils will explore and demonstrate a practical understanding must develop their ability to: • Create and communicate meaning • Interpret texts • Realise artistic intention in text-based drama In the NEA pupils must perform or create realised designs for two extracts from one play which contrasts to the set play studied in Component 1 (Noughts and Crosses) Pupil will watch a live/digital theatre performance and analyse all features of the performance in order to write an essay style question in the exam, pupils will be expected to understand the: • Genre • Structure • Character • Form • Style • Language • Sub-text • Character motivation and interaction • The creation of mood and atmosphere • Pace and rhythm • Dramatic climax • Stage direction
Practical: Text in practice NEA Assessment **Theory:** Section B Review Noughts and Crosses	**Spring Term 1**	Promoting literacy through: • Verbal feedback • Written feedback • Written tasks • Mock exam questions • Redrafting • Weekly homework assignments • Working with and analysing scripts • Devising logs - weekly	Pupils will choose to be assessed as a: • Performer • Lighting designer • Sound designer • Set designer • Costume designer • Puppet designer Pupils will learn how to contribute to text-based drama in a live theatre context for an audience. Pupils will explore and demonstrate a practical understanding must develop their ability to:

		written reflections Key Terms: • Stimulus • Devising • Practitioner • Genre/theatrical style • Theatrical devices • Acting skills • Plot/action/tempo • Juxtaposition • Gestus • Given circumstances • Magic If Helpful Reading list: • The Complete Brecht Toolkit by Stephen Unwin • The Complete Stanislavski Toolkit by Bella Merlin • The Frantic Assembly Book of Devising Theatre by Scott Graham	• Create and communicate meaning • Interpret texts • Realise artistic intention in text based drama • In the NEA pupils must perform or create realised designs for two extracts from one play which contrasts to the set play studied in Component 1 (Noughts and Crosses) Pupils will develop in theory Design concepts in conjunction with Noughts and Crosses. Pupils will learn terms associated with lighting, sound, set and costume and make choices which reflect the theme and message of the play. Key skills: Pupils will develop in theory: • Theatre skills • Analytical skills • Character evaluation • Scene analysis • Themes • Genre • Exam style response • Drama terminology
Practical: Noughts and Crosses Theory: **Section C Live Theatre Evaluation**	**Spring Term 2**	Promoting literacy through: • Verbal feedback • Written feedback • Written tasks • Mock exam questions • Redrafting • Weekly homework assignments • Working with and analysing scripts • Devising logs - weekly written reflections Key Terms: • Stimulus • Devising • Practitioner • Genre/theatrical style • Theatrical devices • Acting skills • Plot/action/tempo • Juxtaposition • Gestus • Given circumstances • Magic If	Pupils will develop in practical lessons interpreting a script using Stanislavski techniques and theatrical devices suited to the genre of their script. Pupils will read all of Noughts and Crosses and stage key scenes in order to understand the theatrical style of Brecht, character development and the dystopian genre: • Working with a stimulus • practitioners • Techniques • Genre • Themes • Research • Analysis • Vocal skills • Physical skills Pupil will continue to analyse the chosen live/digital theatre performance and begin practice 32-mark answers in preparation for the final written exam: • Genre • Structure • Character

		Helpful Reading list:
		• The Complete Brecht Toolkit by Stephen Unwin
		• The Complete Stanislavski Toolkit by Bella Merlin
		• The Frantic Assembly Book of Devising Theatre by Scott Graham
			• Form
			• Style
			• Language
			• Sub-text
			• Character motivation and interaction
			  • The creation of mood and atmosphere
			  • Pace and rhythm
			• Dramatic climax

Written Exam Preparation and revision	Summer Term 1	Promoting literacy through: • Verbal feedback • Written feedback • Written tasks • Mock exam questions • Redrafting • Weekly homework assignments • Working with and analysing scripts • Devising logs - weekly written reflections Key Terms: • Stimulus • Devising • Practitioner • Genre/theatrical style • Theatrical devices • Acting skills • Plot/action/tempo • Juxtaposition • Gestus • Given circumstances Helpful Reading list: • The Complete Brecht Toolkit by Stephen Unwin • The Complete Stanislavski Toolkit by Bella Merlin • The Frantic Assembly Book of Devising Theatre by Scott Graham	Pupils will review component 1 - Understanding Drama • Section A - Theatre roles and terminology • Section B - Study of Set Play (Noughts and Crosses) • Section C - Live Theatre Evaluation

How are pupils informally and formally assessed?	**COMPONENT 1** – This is based on the exploration, direction and performance of a set text. Pupils will also be expected to respond to a piece of live theatre they have been to see. Throughout the exam pupils will have to demonstrate an understanding of theatrical terminology and their experience as an audience member. This component will form 40% of the final grade. **COMPONENT 2** – This component is based around the skill of 'Devising Theatre'. Pupils will be expected to develop an understanding of how to create a piece of theatre from scratch and perform it to an audience. Alongside this, pupils will write a

	reflective log of the process of devising a piece of Drama. This component will form 40% of the final grade. **COMPONENT 3 –** Pupils will explore a published play and perform an extract of this play to a visiting examiner. Pupils will need to write a short statement of their dramatic intention for the character and the overall performance. This will form 20% of the final grade.
Developing Independent and Home Learning Skills	**Google classroom:** Each term all lessons and classroom tasks are posted onto the google classroom along with resources and revision guides Pupils are set homework weekly to prepare for upcoming assessments both written and practical.
Useful e-Learning Resources (e.g., web links)	**https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance** **https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/understanding-drama** **https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/devising-drama** **https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/texts-in-practice** **https://www.bbc.co.uk/bitesize/examspecs/zrnjwty**
Equipment for lessons	Pen Props and costume if necessary
Enrichment activities	Tuesday Intervention (GCSE and A Level) Grease The Musical (Auditions in September and show in February) Theatre Trip
Careers curriculum	Studying Drama gives pupils a wider range of opportunities to collaboratively work with other students whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work. Further career opportunities would include: Actor, Director, Stage Combat artist, **Screenwriter, Castin**g Director, journalist, drama instructor/teacher, personal trainer, videographer, community arts worker/leader and artistic director.
Head of Department and email contact	Ms R Walker r.walker@wansteadhigh.co.uk

AQA English - Year 10

Pupils receive 8 lessons of English each fortnight.

The importance of English in the curriculum: English allows pupils to explore the power and beauty of literature and language, and is fundamental to a pupil's educational success.

English inspires pupils to develop Education with Character: Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension, through responding to the best that has been written as part of the literary canon, and through creative writing. We also discuss and debate universal human issues as part of our subject, touching upon such subjects as religion, morality, ethics, war, love, family and so on. Fostering a sense of imagination, empathy and understanding is at the heart of what we do.

Other skills developed in English:

- Spelling, punctuation and grammar.
- Reading with fluency and understanding.
- Forming personal responses and critical viewpoints on texts.
- Understanding writer's perspectives and methods.
- Evaluating writing and its impact on the reader.
- Understanding form and genre.
- Clear communication, both verbally and in writing.
- Confidence in oracy.
- Essay writing skills, including how to build an argument and support it with evidence.
- Writing creative for non-fiction, transactional writing, and fiction.
- Crafting writing at a word, sentence and paragraph level.
- Knowledge of the literary canon and of diverse voices.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
English Literature Paper 2: World and Lives Poetry: Violence and Oppression **1.Thirteen** **2.England in 1819** **3.A Century later** **4.Pot**	**September to mid-November:** **3 weeks**	Narrative voice, tone, structure, semantic field, repetition, assonance, enjambment, alliteration, metaphor, simile, personification, tonal shifts, blood imagery, juxtaposition, recurring motif, symbolism, verbs, adjectives, adverbs. Ambitious vocabulary: sceptical, hesitant, apathetic, indifferent, perplexed, disillusioned, dismayed, alienated, submissive, anguish, stifle, malice, futile, demoralised	Complex ideas around violence and oppression in society.. Higher level vocabulary regarding poetry and its analysis.
English Language 1: section B. Descriptive writing based on war image.	**1 week**	Social responsibility, social reformer, wealth inequality, poverty, social class, morality, Christian virtues, charity, Sabbatarianism, misanthropic, philanthropic, isolation, family values, attitudes towards Christmas, Malthusian ideas.	
English Literature 1: A Christmas Carol	**6-7 weeks**	Didactic, allegory, pathetic fallacy, religious imagery, juxtaposition, contrasts, cyclical structure, symbolism, imagery of light and dark, the supernatural, symbolism of the church bells, character foils, parallel syntax, adjective string, complex-compound sentences.	Complex ideas regarding poverty, social inequality, and ideologies that shifted over time. Knowledge of 19th century context.

			Homework looking at the context offers challenge in terms of vocabulary and ideas.
English Language 1: section B **Introduction to 'Explorations in Creative reading and writing'** **English Lit 2** **World and Lives Poetry: Identity and marginalisation** **1.On an Afternoon Train from Purley** **2.Homing** **3.Name Journeys** **The Jewellery Maker** **English Language Paper 1:** **section A and B** **City of Beasts** **Jamaica Inn**	**Mid-November to February** **2 weeks** **3 weeks** **3 weeks**	Simile, metaphor, alliteration, personification, pathetic fallacy, adjectives, verbs, adverbs, nouns, onomatopoeia, sensory language, flashbacks, foreshadowing, juxtaposition, cyclical structure, time, pace, exposition Oppression, power, powerlessness, liberation, tyrannical, dictators, inequality, British Empire, colonisation and decolonisation. Narrative voice, tone, structure, dramatic monologue, sonnet, semantic field, phonetic spellings, repetition, assonance, enjambment, alliteration, metaphor, simile, personification, tonal shifts, possessive pronouns, recurring motif, symbolism.	Challenging texts with a reading age of 15+ used in the teaching of this unit. Complex ideas around oppression, inequality and liberty discussed and debated.
English Literature Paper 1: Macbeth **English Literature 2** **World and Lives poetry: power of nature, humanity's disconnection from it, effects of the modern world.** **1. Lines Written in Early Spring** **2. With Bird You're Never Lonely** **3. shall earth never inspire thee** **4. Like an Heiress** **English Literature 1:** **Mock Revision** **ACC & Macbeth**	**Feb- July** **6 weeks** **2 weeks**	Ambition, loyalty, guilt, immorality, regicide, kingship, tyranny, gender roles (traditional norm/transgressing of), supernatural, religious belief (and religious context), divine right of Kings, natural order, disruption to natural order Act, scene, tragedy, tragic hero, fatal flaw, hamartia, peripeteia, soliloquy, foreshadowing, dramatic irony, prolepsis, character foil, poetic language, rhyme, light imagery, dark imagery, biblical references, symbolism, metaphor, simile, personification, pathetic fallacy, modal verbs, verbs=, adverbs, adjective, exclamatory sentences, recurring motifs, stage directions, structure, juxtaposition, contrasts, blood imagery, violent imagery, nature imagery, supernatural Narrative voice, tone, structure, dramatic monologue, sonnet, semantic field, phonetic spellings, repetition, assonance, enjambment, alliteration, metaphor, simile, personification, tonal shifts, possessive pronouns, recurring motif, symbolism, verbs, adjectives, adverbs. Perspective, viewpoint, tone, analogy, rhetorical questions, list of three, powerful adjectives, emotive language, repetition, figurative writing,	Complex ideas around gender and violence discussed and debated. Knowledge of 17th century context and Greek Tragedy.

English Language Spoken Language Endorsement **A07, A08, A09** **Students perform speech/presentation**		range of sentences for effect, varied sentence openings for effect, organisation of paragraphs and ideas, structural choices for effect. Oracy, body language, voice, pace, eye contact, rhetorical methods, ethos, logos, pathos, structural effects, persuasion, influence.	An independent task which allows them to explore complex ideas of a topic of their choosing.

How are pupils informally and formally assessed?	Pupils are assessed informally through: questioning, retrieval quizzes and other assessments for learning strategies. Formative assessments where they practise skills followed by targets to move forward. Summative assessments of extended writing practice will be graded and given meaningful feedback.
Developing Independent and Home Learning Skills	Homework is set on the Google Classroom and may comprise of: reading, research, writing a short-extended piece, memorisation of quotations, watching videos or productions, listening to audiobooks or podcasts.
Useful e-Learning Resources (e.g., web links)	Macbeth: https://www.bbc.co.uk/bitesize/topics/zgq3dmn https://www.sparknotes.com/shakespeare/macbeth/ A Christmas Carol: https://www.bbc.co.uk/bitesize/topics/zwhkxsg https://www.sparknotes.com/lit/christmascarol/ English Language: https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 https://www.bbc.co.uk/bitesize/articles/zvbnb7h
Equipment for lessons	Pens, pencils, rulers, rubbers, green pens, glue stick, reading book
Enrichment activities	Intervention sessions, homework to do extra or wider reading, potential trips to see productions or, alternatively, theatre company visits to the school.
Careers curriculum	Communication skills and opportunities for creative thought are relevant to a large range of careers that require creative thinking, delivering presentations, writing letters and emails and reading with understanding.
Head of Department and email contact	Ms A Malik (Head of Department) a.malik@wansteadhighschool.co.uk Ms Khan – (Key Stage 4 Coordinator) s.khan@wansteadhigh.co.uk

AQA English - Year 11

Pupils receive 8 lessons of English each fortnight.

The importance of English in the curriculum: English allows pupils to explore the power and beauty of literature and language, and is fundamental to a pupil's educational success.

English inspires pupils to develop Education with Character: Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension, through responding to the best that has been written as part of the literary canon, and through creative writing. We also discuss and debate universal human issues as part of our subject, touching upon such subjects as religion, morality, ethics, war, love, family and so on. Fostering a sense of imagination, empathy and understanding is at the heart of what we do.

Other skills developed in English:

- Spelling, punctuation and grammar.
- Reading with fluency and understanding.
- Forming personal responses and critical viewpoints on texts.
- Understanding writer's perspectives and methods.
- Evaluating writing and its impact on the reader.
- Understanding form and genre.
- Clear communication, both verbally and in writing.
- Confidence in oracy.
- Essay writing skills, including how to build and argument and support it with evidence.
- Writing creative for non-fiction, transactional writing, and fiction.
- Crafting writing on a word, sentence and paragraph level.
- Knowledge of the literary canon and of diverse voices.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<u>Unseen Poetry</u> **<u>DNA</u>** **<u>English Language Paper 2:</u> Section A and revision of Section B** **<u>English Literature Paper 2:</u> Poetry**	**September-October** **1 week** **4 weeks** **4 weeks** **2 weeks**	Speaker, tone, title, poet, stanza, couplet, quatrain, octet, sestet, enjambment, rhyme, half-rhyme, free verse, alliteration, metaphor, simile, onomatopoeia, sensory language, semantic field, contrast, juxtaposition, repetition, anaphora, refrain. Power, vulnerability, bullies, leadership, social conscience mental and psychological decline, loyalty, peer pressure, self-preservation, fear, isolation and impact on mental health, microcosm, allegory, symbolism of chimps and bonobos, repetitive structure of each act, recurring motifs, dramatic beats, use of settings, imagery of nature, food imagery, stage directions, monologues, juxtaposition, imperatives, use monologues, chorus, tone, pace, minimal responses. Spoken Language Features: repetition, unfinished sentences, false starts, interruptions, fillers, silence, imperatives. Viewpoint, Perspective, Tone, Satire, Personal pronouns, Rhetorical questions, Opinion, Statistics, Hyperbole, Rule of three, Anecdote,	Challenging poetry used to teach unseen poetry, using a variety of forms. Complex ideas around dramatic structures of plays, and a mid-2000s context around teenagers and the rise of gang culture. Philosophical ideas around humanity's purpose, breaking cycles of behaviour, morality, and the individual vs. the group.

Cluster: memories, power **1.Poppies** **2.COTLB** **Revise war poems** **3.Remains** **4.War Photographer** **5.Kamikaze**		Commands/Imperatives, Repetition, Metaphor, Simile, Ethos, Pathos, Logos Speaker, tone, title, poet, stanza, couplet, quatrain, octet, sestet, enjambment, rhyme, half-rhyme, free verse, alliteration, metaphor, simile, onomatopoeia, sensory language, semantic field, contrast, juxtaposition, repetition, anaphora, refrain. Propaganda, glorification, control, power, blank verse, monologue, refrain, dactylic dimeter, falling meter, Crimean war.	
<u>English Literature Paper 2:</u> Poetry Cluster: **My Last Duchess** **&** **Revision of all poems in thematic clusters of 4 or 5.** **<u>Revision: English Literature Paper 2:</u> Unseen** **Revision: DNA**	**January to March** **3 weeks** **2 weeks** **2 weeks**	Assonance, consonance, caesura, end-stopped line, sixteenth century Italy, Victorian period, coercion, abuse, gender roles. See all previous poetry terminology for unseen. See previous terminology for DNA.	
<u>Revision: English Language Paper 1 and Paper 2</u> **<u>Revision: English Literature Paper 1-</u> Macbeth and A Christmas Carol**	**March to July** **3 weeks** **4 weeks**	See previous terminology for language papers. See previous terminology for Macbeth and A Christmas Carol	

How are pupils informally and formally assessed?	Pupils are assessed informally through: questioning, retrieval quizzes and other assessments for learning strategies. Formative assessments where they practise skills followed by targets to move forward. Summative assessments of extended writing practice will be graded and given meaningful feedback.
Developing Independent and Home Learning Skills	Homework will be set on the Google Classroom and may comprise of: reading, research, writing a short-extended piece, memorisation of quotations, watching videos or productions, listening to audiobooks or podcasts.
Useful e-Learning Resources (e.g., web links)	Unseen Poetry: https://www.bbc.co.uk/bitesize/guides/zs4rg82/revision/3 DNA: https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/dna-dennis-kelly Macbeth: https://www.bbc.co.uk/bitesize/topics/zgq3dmn https://www.sparknotes.com/shakespeare/macbeth/ A Christmas Carol: https://www.bbc.co.uk/bitesize/topics/zwhkxsg https://www.sparknotes.com/lit/christmascarol/

	English Language: https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 https://www.bbc.co.uk/bitesize/articles/zvbnb7h Power and Conflict Poetry: https://www.bbc.co.uk/bitesize/topics/zprysg8 https://www.physicsandmathstutor.com/english-revision/gcse-aqa/power-and-conflict/
Equipment for lessons	Pens, pencils, rulers, rubbers, green pens, glue sticks, reading book
Enrichment activities	Intervention sessions, homework to do extra or wider reading, potential trips to see productions or, alternatively, theatre company visits to the school.
Careers curriculum	Communication skills and opportunities for creative thought are relevant to a large range of careers that require creative thinking, delivering presentations, writing letters and emails and reading with understanding.
Head of Department and email contact	Ms A Malik (Head of Department) a.malik@wansteadhighschool.co.uk Ms Khan – (Key Stage 4 Coordinator) s.khan@wansteadhigh.co.uk

Food and Nutrition - Year 10

Pupils receive 6 lessons each fortnight throughout the academic year.

Food and Nutrition in the curriculum is essential in order to help develop consumers who have an awareness of a balanced diet and the practical skills to help them meet this need. It also allows pupils to explore environmental, social and religious issues around food and how these impact on their food choices. As they move through their education, they will develop a secure understanding of the role of food science in food production and how this can be manipulated while cooking.

Food and Nutrition inspires pupils to develop Education with Character by supporting their skills in becoming consumers who question the role of food in their daily lives and the far-reaching impact of their choices.

Skills developed in Food and Nutrition are: -

Presentation	Design	Investigative
Evaluation	Planning	Analytical

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Nutrients	Autumn term	Food science vocabulary Dietary vocabulary	Pupils are encouraged to make high level practical products leading to their non-examination assessment (NEA).
Food science	Spring term		
Dietary Needs	Spring term		
Hygiene and Safety	All terms		
Mock NEAs	Summer term		

How are pupils informally and formally assessed?	ILA assignments, end of rotation tests, class contribution, practical work
Developing Independent and Home Learning Skills	Mock NEAs and evaluations written up at home.
Useful e-Learning Resources (e.g. web links)	https://www.nutrition.org.uk/ www.bbc.co.uk/food

Equipment for lessons	Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Competitions and trips throughout the year
Careers curriculum	Visiting chefs and food experts. Competitions at local colleges and food venues

Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk **Head of Department** **Art, Design and Technology**

Food and Nutrition - Year 11

Pupils receive 6 lessons each fortnight throughout the academic year.

Food and Nutrition in the curriculum is essential in order to help develop consumers who have an awareness of a balanced diet and the practical skills to help them meet this need. It also allows pupils to explore environmental, social and religious issues around food and how these impact on their food choices. As they move through their education, they will develop a secure understanding of the role of food science in food production and how this can be manipulated while cooking.

Food and Nutrition inspires pupils to develop Education with Character by supporting their skills in becoming consumers who question the role of food in their daily lives and the far-reaching impact of their choices.

Skills developed in Food and Nutrition are: -

Presentation	Design	Investigative
Evaluation	Planning	Analytical

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
NEA 1 Research plan and carry out an investigation into the working functions and chemical properties of ingredients. • Record the investigation findings • Analyse and evaluate • Present the food investigation task.	**Autumn term**	Mind mapping activity. Research Example from AQA NEA (Non-examination assessment) materials. Hodder textbook PP412 **Hodder resources** Secondary research textbook websites multimedia including animations You tube clips TV programmes prior knowledge, magazines.	Non-examination assessment (NEA) 1 requires strong research into the science behind ingredients, how ingredients function and what happens if certain variables are changed. For example, pupils examine the role of starch and protein in flour. Pupils are encouraged to make high-level practical products that require complicated skills, for example making Ravioli pastry which involves stuffing, shaping and presenting the final dish accompanied with a sauce. They also make puff pastry which requires folding and layering in a timeframe. This will lead to a high-level of skills demonstrated in their NEA.
NEA 2 Understand the requirements of the food preparation task Analyse a task and carry out research on life stage/dietary group or culinary tradition • Demonstration a range of technical skills • Plan a final menu for chosen life stage/dietary groups or culinary tradition • Prepare cook and	**Spring term**	https://www.aqa.org.uk/resources/food/gcse/food-preparation-and-nutrition/teach/subject-specific-vocabulary Mind map of researching the task. Identification of relevant primary and secondary sources of research that could be used to gather information or data. • Demonstration technical skills • Planning for final menu • Making the final dishes practical session.	

serve three dishes in three-hour session • Analyse and evaluate the final menu.		Textbook food preparation chapter pp 305-324	Cross-Curricular connections and integrate Design and Technology with other subjects (such as Mathematics and Biology) to enable pupils to think more creatively.
Past papers AQA papers	**Summer term**	https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585 Revision cards peer activities	Chef lecturers from college that come in and also assess pupil's work.

How are pupils informally and formally assessed?	There is one exam paper for this qualification, 120-minutes in length. Throughout the course pupils will sit real exam questions at the end of each unit. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. The Year 11 mock exam will be a full 120-minute paper. There are also a range of different exam style questions pupils complete in class in timed conditions.
Developing Independent and Home Learning Skills	NEAs and past papers completed at home. Google classroom. Practical cooking at home to ensure the three final dishes can be completed within exam time.
Useful e-Learning Resources (e.g., web links)	https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585 www.bbc.co.uk/food Google classroom

Equipment for lessons	**Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.**
Enrichment activities	Competitions and trips throughout the year. Chef visits for demonstrations.
Careers curriculum	Visiting chefs and food experts. Competitions at local colleges and food venues.

Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk **Head of Department** **Art, Design and Technology**

Edexcel B Geography - Year 10

Pupils receive 6 lessons of Geography each fortnight.

Geography is the only subject in the curriculum linking the science and humanities disciplines. Geography helps us to explore and understand space and place – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

Sir Michael Palin former President of the Royal Geographical Society and television personality.

Geography inspires pupils to develop Education with Character by developing the skills, knowledge and understanding to become an informed, active, sustainable and mindful citizen in society.

Skills developed in Geography are: analytical, critical thinking, data handling, decision making, evaluative, the ability to justify, the ability to synthesise, using evidence, map reading and interpretation.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Consuming Energy Resources: a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management.	**June - July**	**GCSE 9-1 Geography Edexcel B,** B. Digby, et al 9780198366577 **Edexcel GCSE (9-1) Geography B**, J. Hopkin, et al 9781446927762 **Oxford Revise Edexcel GCSE Geography B**, T. Bayliss (ed) 9781382039864 Additional, wider, reading will be posted on a separate Google Classroom (code: fhk7sut).	The GCSE Geography specification is rich in subject specific vocabulary. Pupils will regularly be exposed to new key terms and over the course of the two years of the course pupils will be expected to develop their confidence in using these words appropriately to ensure that they are allowing themselves to access the four additional marks on each paper allocated to SPaG (spelling, punctuation and grammar). Throughout each of the exam papers pupils will be asked questions relating to data sets. Whilst delivering each of the units pupils will be given data tasks to help build confidence in meeting the demands of these questions. Assessment Objective 4 requires pupils to use geographical skills (map reading, photo interpretation, graphicacy, analysis of text and/or data, GIS mapping as examples) – these techniques will be used throughout lessons where appropriate to support or text the learning
People and the Biosphere: an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources.	**March**		
Forests Under Threat: a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management.	**April - May**		
The UK's Evolving Physical Geography: an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over	**December – February**		

time. Plus, two depth studies of distinctive landscapes – Coastal change and conflict and River processes and pressures.			
The UK's Evolving Human Geography: an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus, a case study of a major UK city - Dynamic UK cities.	**September - November**		
Coastal Fieldwork: A day's field investigation into the need for and effectiveness of coastal management at Walton-on-the-Naze, Essex.	**May/June**		
Urban Fieldwork: A day's field investigation into the variations in quality of life in Islington.	**March**		

How are pupils informally and formally assessed?	There are three exam papers for this qualification, each of 90 minutes in length. Throughout the course pupils will sit real exam questions at the end of each unit. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. The Year 10 exam in the Summer Term will be a full Paper 3.
Developing Independent and Home Learning Skills	**All lesson materials are posted onto Google Classroom following each lesson or completion of content.** **Pupils are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at each stage of learning or to prepare pupils for the next stage of their learning journey.**
Useful e-Learning Resources (e.g., web links)	The course specification and samples of past exam questions can be found at: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html Many pupils find the Seneca website useful to aid revision: https://senecalearning.com/en-GB/seneca-certified-resources/geography-gcse-edexcel-b/ The BBC Bitesize website is a good tool for recapping content: https://www.bbc.co.uk/bitesize/examspecs/zsytxsg
Equipment for lessons	Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	All pupils are required to participate in two days of fieldwork, these will be delivered during the Summer Term of Year 10. Studying Geography will support pupils undertaking the Duke of Edinburgh's Award scheme.

	A weekly Geography Support session is offered for GCSE pupils after school.
Careers curriculum	Studying Geography will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. As the only subject bridging both the sciences and humanities Geographers have a skills set welcomed by virtually all career areas – no employer will ever turn an applicant down because they have a Geography GCSE or A Level. Career choices could include: the environment sector, law, government, education, media, urban planning, sustainability consultant, risk analyst, architect, international aid or development worker, journalism and social researcher.
Head of Department and email contact	Mr M Hamza m.hamza@wansteadhigh.co.uk

Edexcel B Geography - Year 11

Pupils receive 6 lessons of Geography each fortnight.

Geography is the only subject in the curriculum linking the science and humanities disciplines. Geography helps us to explore and understand space and place – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

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Geography inspires pupils to develop Education with Character by developing the skills, knowledge and understanding to become an informed, active, sustainable and mindful citizen in society.

Skills developed in Geography are: analytical, critical thinking, data handling, decision making, evaluative, the ability to justify, the ability to synthesise, using evidence, map reading and interpretation.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Challenge of Urbanisation: an overview of the causes and challenges of rapid urbanisation across the world. Plus, one in-depth study of a megacity in a developing or emerging country – MUMBAI.	**September - October**	**GCSE 9-1 Geography Edexcel B,** B. Digby, et al 9780198366577 **Edexcel GCSE (9-1) Geography B**, J. Hopkin, et al 9781446927762 **Oxford Revise Edexcel GCSE Geography B**, T. Bayliss (ed) 9781382039864 Additional, wider, reading will be posted on a separate Google Classroom (code: fhk7sut).	The GCSE Geography specification is rich in subject specific vocabulary. Pupils will regularly be exposed to new key terms and over the course of the two years of the course pupils will be expected to develop their confidence in using these words appropriately to ensure that they are allowing themselves to access the four additional marks on each paper allocated to SPaG (spelling, punctuation and grammar). Throughout each of the exam papers pupils will be asked questions relating to data sets. Whilst delivering each of the unit's pupils will be given data tasks to help build confidence in meeting the demands of these questions. Assessment Objective 4 requires pupils to use geographical skills (map reading, photo interpretation, graphicacy, analysis of text and/or data, and GIS mapping) – these techniques will be used throughout lessons where appropriate to support or text the learning.
Development Dynamics: an understanding of the scale of global inequality. Plus, an in-depth study of how one emerging country is developing and the consequences for people, environment and the country's relationship with the wider world – INDIA.	**November - December**		
Hazardous Earth: an understanding of the global circulation of the atmosphere and changing climate. Plus, two in-depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.	**January - March**		
Coastal fieldwork (Unit 6)	**March**		

How are pupils informally and formally assessed?	There are three exam papers for this qualification, each of 90 minutes in length. Throughout the course pupils will sit real exam questions at the end of each unit. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. The Year 11 mock exam will be a full Paper 2.
Developing Independent and Home Learning Skills	All lesson materials are posted onto Google Classroom following each lesson or completion of content. Pupils are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at each stage of learning or to prepare pupils for the next stage of their learning journey.
Useful e-Learning Resources (e.g., web links)	The course specification and samples of past exam questions can be found at: **https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html** Many pupils find the Seneca website useful to aid revision: **https://senecalearning.com/en-GB/seneca-certified-resources/geography-gcse-edexcel-b/** The BBC Bitesize website is a good tool for recapping content: **https://www.bbc.co.uk/bitesize/examspecs/zsytxsg**
Equipment for lessons	Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	All pupils are required to participate in two days of fieldwork, the final piece will be delivered during the Spring Term of Year 11. Studying Geography will support pupils undertaking the Duke of Edinburgh's Award scheme. A weekly Geography Support session is offered for GCSE pupils after school.
Careers curriculum	Studying Geography will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. As the only subject bridging both the sciences and humanities Geographers have a skills set welcomed by virtually all career areas – no employer will ever turn an applicant down because they have a Geography GCSE or A Level. Career choices could include: the environment sector, law, government, education, media, urban planning, sustainability consultant, risk analyst, architect, international aid or development worker, journalism and social researcher.
Head of Department and email contact	Mr M Hamza m.hamza@wansteadhigh.co.uk

AQA Graphics - Year 10

Pupils receive 6 lessons of Design Technology each fortnight.

The importance of Design and Technology in the curriculum:

The study of design and technology seeks to prepare pupils to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social, cultural, environmental and economic factors. It helps Pupils to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. Pupils use their creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. Pupils think about society in a new and critical light and discuss contemporary and worldwide topics. Pupils build on skills and knowledge developed in the sciences, maths, and Physical education.

Design Technology inspires pupils to develop Education with Character: As pupils learn to take design risks, helping them to become resourceful, innovative and enterprising citizens. Design and technology is an excellent subject for comparing both historic and present-day designs, in order to understand how designs impact on daily life and the wider world. In addition, pupils learn to understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of our nation and the global community.

Skills developed in Design and Technology are: transferable skills including how to investigate facts and make judgements, how to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Topic: Designing principles: • Communication of design ideas **Topic: Core technical Principles Knowledge:** • **Materials and their working properties:** timbers, metals, polymers, papers and boards, textiles. • **Energy, materials, systems and devices:** Energy generation, Smart materials, Systems approach to designing, electronic systems processing, and mechanical devices. **Topic: Specialist Unit:** • **Common specialist technical principles:** The 6 Rs **Section 5D: Plastics** • Sources, origins and properties • Commercial manufacturing •	**Term 1**	Pupils learn a range of Key subject vocabulary when studying each topic. Literacy is promoted in the classroom with the explicit teaching of key subject vocabulary. Oracy is promoted, pupils produce presentations on each designer and present their findings to the rest of the class. Reading is promoted in lessons. https://www.youtube.com/watch?v=U337crT3OC0 https://www.youtube.com/watch?v=0-j-cThtf1U https://www.youtube.com/watch?v=wTiw2CktpW0 https://www.youtube.com/watch?v=UCbr-oAU2eQ https://www.youtube.com/watch?v=ZosCAkCJojc https://www.youtube.com/watch?v=nrArPiM50oc https://www.youtube.com/watch?v=_uK0gtWhREM&t=6s https://www.youtube.com/watch?v=J1tpD1NRJmI Access to all key **subject specific vocabulary** can be found in the below link:	Cross-Curricular links integrate Design and Technology with other subjects such as Mathematics and Biology to enable pupils to think more creatively.

		https://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/subject-specific-vocabulary	
Topic: Specialist technical principles: • Forces and stresses • scales of production • Improving functionality **Topic: Making principles:** • Selection of materials and components • Tolerances and allowance • material management and marking out • Specialist tools, equipment, techniques and finishes • Surface treatments and finishes **Topic: Specialist Unit:** **Section 5A: Paper** • Sources, origins and properties • Commercial manufacturing	**Term 2**	Pupils learn a range of key subject vocabulary when studying each topic. Literacy is promoted in the classroom with the explicit teaching of key subject vocabulary. Oracy is promoted, pupils produce presentations on each designer and present their findings to the rest of the class. Reading is promoted in lessons. Access to all key **command words** can be found in the below link: https://www.aqa.org.uk/resources/design-and-technology/teach/command-words	**Introduce pupils to emerging technologies and enhance their technical skills.**
Topic: Core technical principles knowledge: • **New and emerging technologies** Industry and enterprise, sustainability and the environment, people, culture and society, production techniques and systems, informing design decisions, ecological and social footprints. **Topic: Designing principles:** Investigation, primary and secondary data, the work of other designers, the work of other companies, and design strategies. • **Energy, materials, systems and devices:** energy storage, modern materials, composite materials and technical textiles, Start NEA coursework- Beginning of June 2026	**Term 3**	Access to list showing **the mathematical and science skills** that are used in Design and Technology can be found in the below link**:** https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/appendix-1-links-to-maths-and-science	Extend their knowledge further than the specification to **understanding that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of the nation and the global community.**

How are pupils informally and formally assessed?	There is one exam paper for this qualification, 120-minutes in length. Throughout the course pupils will sit practice exam questions at the end of each unit. The Year 11 mock exam is a full 120-minute past paper. There are also a range of different exam style questions pupils complete in class in timed conditions.
Developing Independent and Home Learning Skills	**Lessons are posted onto the Google classroom, along with exam style questions.**

Useful e-Learning Resources (e.g., web links)	**AQA Design and Technology GCSE website:** https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF **Revision:** • GCSE Design & Technology Revision- 24 videos https://www.youtube.com/watch?v=BfLcUG2vg9I&list=PLFrGcy2dv8TuxsqQJezvJjEIa9GxSLK6K • **BBC Bitesize: GCSE AQA Design and Technology** https://www.bbc.co.uk/bitesize/examspecs/zby2bdm • **Seneca website for Design & Technology: AQA GCSE:** https://app.senecalearning.com/dashboard/class/o00djwikcn/assignments/assignment/8498465f-6b2f-42c8-9970-ddb723a98a80
Equipment for lessons	Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Intervention sessions and visit to the Design Museum.
Careers curriculum	Studying Design and Technology will help pupils to develop a wide variety of employability skills as well as developing an understanding of how designs impact on daily life and the wider world around us. Within the introductory lessons we discuss careers and where the study of Design and Technology can lead to. Next steps is a focus on the NEA coursework that starts in Year 10 and ends in Year 11.
Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk Head of Department Art, Design and Technology

AQA Graphics - Year 11

Pupils receive 6 lessons of Design Technology each fortnight.

The importance of Design and Technology in the curriculum:

The study of design and technology seeks to prepare pupils to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social, cultural, environmental and economic factors. It helps Pupils to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. Pupils use their creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. Pupils think about society in a new and critical light and discuss contemporary and worldwide topics. Pupils build on skills and knowledge developed in the sciences, maths, and Physical education.

Design Technology inspires pupils to develop Education with Character: As pupils learn to take design risks, helping them to become resourceful, innovative and enterprising citizens. Design and technology is an excellent subject for comparing both historic and present-day designs, in order to understand how designs impact on daily life and the wider world. In addition, pupils learn to understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of our nation and the global community.

Skills developed in Design and Technology are: transferable skills including how to investigate facts and make judgements, how to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Knowledge: Exam practice and revision of topics covered in Year 10 **Topic: NEA** Skills: Producing a design brief & specification (10 marks) Generating design ideas (20 marks)	Term 1	Pupils learn a range of Key subject vocabulary when studying each topic. Literacy is promoted in the classroom with the explicit teaching of key subject vocabulary. Oracy is promoted, pupils produce presentations on each designer and present their findings to the rest of the class. Reading is promoted in lessons. Access to all key **subject specific vocabulary** can be found in the below link: https://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/subject-specific-vocabulary	Engaging pupils in real-world design challenges or creating projects that have an impact on the community. Think outside the box and provide opportunities for open ended projects.
Knowledge: Exam practice and revision of topics covered in Year 10 **Topic: NEA** Developing design ideas (20 marks) Realising the product (20 marks) Analysing & evaluating (20 marks)	Term 2	Pupils learn a range of key subject vocabulary when studying each topic. Literacy is promoted in the classroom with the explicit teaching of key subject vocabulary. Oracy is promoted, pupils produce presentations on each designer and present their findings to the rest of the class. Reading is promoted in lessons. Access to all key **command words** can be found in the below link:	Introduce pupils to emerging technologies and enhance their technical skills. Extend their knowledge further than the specification to understanding that high-quality design and technology is important to the creativity, culture, sustainability, wealth and

		https://www.aqa.org.uk/resources/design-and-technology/teach/command-words	well-being of the nation and the global community.
Knowledge: Exam practice and revision of topics covered in Year 10	Term 3	Access to list showing **the mathematical and science skills** that are used in Design and Technology can be found in the below link: https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/appendix-1-links-to-maths-and-science	Cross-Curricular links integrate Design and Technology with other subjects such as Mathematics and Biology to enable pupils to think more creatively.

How are pupils informally and formally assessed?	There is one exam paper for this qualification, 120-minutes in length. Throughout the course pupils will sit practice exam questions at the end of each unit. The Year 11 mock exam is a full 120-minute past paper. There are also a range of different exam style questions pupils complete in class in timed conditions. Lessons are posted on the Google classroom, along with exam style questions.
Developing Independent and Home Learning Skills	Lessons are posted on the Google classroom, along with exam style questions.
Useful e-Learning Resources (e.g., web links)	**AQA Design and Technology GCSE website:** https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF **Revision:** • GCSE Design & Technology Revision- 24 videos https://www.youtube.com/watch?v=BfLcUG2vg9I&list=PLFrGcy2dv8TuxsqQJezvJjEIa9GxSLK6K • **BBC Bitesize: GCSE AQA Design and Technology** https://www.bbc.co.uk/bitesize/examspecs/zby2bdm **Seneca website for Design & Technology: AQA GCSE:** https://app.senecalearning.com/dashboard/class/o00djwikcn/assignments/assignment/8498465f-6b2f-42c8-9970-ddb723a98a80

Equipment for lessons	Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Intervention sessions and visit to the Design Museum.
Careers curriculum	Studying Design and Technology will help pupils to develop a wide variety of employability skills as well as developing an understanding of how designs impact on daily life and the wider world around us.

Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk Head of Department Art, Design and Technology

GCSE History Year 10

Pupils receive 6 lessons of History each fortnight.

History, Classics and Politics provide pupils with a wide range of valuable transferable skills. Principally, pupils develop the ability to understand and critically analyse issues and events.

As a department we facilitate pupils' exam success at GCSE and A Level, and many of our pupils go on to study History related disciplines at university. However, for those who do not intend to continue historical scholarship, our aim is to add a deep love and interest in History, which can enrich pupils' lives and enjoyment. We want our pupils to leave WHS with liberal, tolerant views, having studied diverse historical topics and to have embedded a narrative of British, European and World History.

Teachers in the department will be provided with opportunities to further hone their expertise in the craft of teaching history in interesting and dynamic ways, informed by evidence-based research.

History inspires pupils to develop Education with Character by providing a diverse, inclusive and rounded curriculum, at a local, national and international level with a wide variety of in and out of school educational opportunities and visits to develop and expand on the in-class learning.

Other skills developed in history are:

- a development of clear expression, both oral and written
- putting forward ideas and arguments in a concise manner
- gathering, investigating and assessing evidence and material
- research, generating ideas, reaching independent judgments
- managing and organising material in a logical and coherent way
- formulating hypotheses and sophisticated debates
- develop more powerful understandings of the second-order concepts (causation, evidence etc.) rather than just 'knowing more stuff'.

What is taught	When is it taught (Terms or Half Terms)	Wider reading	Where the curriculum is ambitious
UNIT 1: Crime and punishment; **Whitechapel, c1870-c1900: crime, policing and the inner city**	**Autumn Term 1**	The Five - Hallie Rubenhold The Lodger -Marie Lowndes	Walking tour of Whitechapel – aspects of the tour to be incorporated into lessons; links to map work in geography
UNIT 1: Crime and punishment in Britain, c1000–1700	**Autumn Term 2**	The Woman in White - Wilkie Collins The Yard - Alex Grecian	Use of primary materials from Norman and late medieval Britain; links to English and religious studies when examining the early modern period
UNIT 1: Crime and punishment in Britain, c1700–present	**Spring Term 1**	Bleak House -Charles Dickens The Suspicions of Mr Whicher - Kate Summerscale	Links to the A level history British Empire units – British politics during the 19th century
UNIT 3: The USA, 1954–75: conflict at home and abroad – Civil Rights	**Spring Term 2**	Invisible Man – Ralph Ellison A Sweet Smell of Roses – Angela Johnson	Extensive use of primary source material, including government documents, original photographs and fiction
UNIT 3: The USA, 1954–75: conflict at home and abroad –	**Summer Term 1**	Novel Without a Name - Duong Thu Huong The Lotus Eaters - Tatjana Soli	Focus on historiography of the Vietnam war – how and why does American

Civil Rights and Vietnam			historiography go through stages?
UNIT 3: The USA, 1954–75: conflict at home and abroad – Reactions to the Vietnam War	**Summer Term 2**	The Quiet American - Graham Greene	Focus on primary sources and historiography as above

How are pupils informally and formally assessed?	An exam style formative assessment at the end of every sub-unit (usually every ½ term); mock exams throughout key points during the two-year course
Developing Independent and Home Learning Skills	*Weekly homework set and marked on google classroom*
Useful e-Learning Resources (e.g., web links)	**BBC bitesize, schoolhistory.co.uk, british-history.ac.uk, Oak National Academy, keystagehistory.co.uk**
Equipment for lessons	History workbook, Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Wide variety of out of lesson activities and clubs, including trips to Whitechapel and local London museums
Careers curriculum	**Barrister/solicitor, archaeologist, historian, politics, translator**
Head of Department and email contact	Mr P Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk

GCSE History Year 11

Pupils receive 6 lessons of History each fortnight.

History, Classics and Politics provide pupils with a wide range of valuable transferable skills. Principally, pupils develop the ability to understand and critically analyse issues and events.

As a department we facilitate pupils' exam success at GCSE and A Level, and many of our pupils go on to study History related disciplines at university. However, for those who do not intend to continue historical scholarship, our aim is to add a deep love and interest in History, which can enrich pupils' lives and enjoyment. We want our pupils to leave WHS with liberal, tolerant views, having studied diverse historical topics and to have embedded a narrative of British, European and World History.

Teachers in the department will be provided with opportunities to further hone their expertise in the craft of teaching history in interesting and dynamic ways, informed by evidence-based research.

History inspires pupils to develop Education with Character by providing a diverse, inclusive and rounded curriculum, at a local, national and international level with a wide variety of in- and out of school educational opportunities and trips to develop and expand on the in-class learning.

Other skills developed in history are:

- a development of clear expression, both oral and written
- putting forward ideas and arguments in a concise manner
- gathering, investigating and assessing evidence and material
- research, generating ideas, reaching independent judgments
- managing and organising material in a logical and coherent way
- formulating hypotheses and sophisticated debates
- develop more powerful understandings of the second-order concepts (causation, evidence etc.) rather than just 'knowing more stuff'.

What is taught	When is it taught (Terms or Half Terms)	Wider reading	Where the curriculum is ambitious
UNIT 2: Superpower relations and the Cold War, 1941–71	**Autumn Term 1**	Miss Graham's Cold War Cookbook by Celia Rees Our Woman in Moscow by Beatriz Williams	Links to primary sources, historical fiction and films, as well as historiography, with a view to anlaysing different perspectives on the origins of the Cold War
UNIT 2: Superpower relations and the Cold War, 1971–91	**Autumn Term 2**	Our Man In Havana - Graham Greene Tinker Tailor Soldier Spy - John Le Carre	Focus on historiography and links to A level history AOs, in particular, interpretations on the end of the Cold War.
UNIT 2: Early Elizabethan England, 1558–88	**Spring Term 1**	A Traveller in Time - Alison Uttley Legacy -Susan Kaye	Use of wider reading to broaden knowledge of the time period; links to GCSE English and Shakespeare, as well as analysis of historical films (Shekhar Kapur's Elizabeth)
UNIT 2: Early Elizabethan England, 1558–88	**Spring Term 2**	Elizabeth 1 - Margaret George Elizabeth the Queen – Alison Weir	Links to previous units and revision of previous topics at the beginning of all lessons
Mixed revision	**Summer Term 1**		

How are pupils informally and formally assessed?	An exam style formative assessment at the end of every sub-unit (usually every ½ term); mock exams throughout key points during the two-year course
Developing Independent and Home Learning Skills	*Weekly homework set and marked on google classroom*
Useful e-Learning Resources (e.g., web links)	**BBC bitesize**, **schoolhistory.co.uk**, **british-history.ac.uk**, **Oak National Academy**, **keystagehistory.co.uk**
Equipment for lessons	History workbook, Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Wide variety of out of lesson activities and clubs, including trips to Whitechapel and local London museums
Careers curriculum	**Barrister/solicitor, archaeologist, historian, politics, translator**
Head of Department and email contact	Mr P Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk

GCSE Mathematics Year 10

Year 10 pupils receive 8 lessons of Mathematics each fortnight.

Mathematics is a vital part of the curriculum, pervading many other disciplines. It is a universal language that enables understanding of the world. Beyond the study of numbers, shapes and patterns, Maths provides the essential tools for work in fields such as engineering, physics, architecture, medicine and business. It nurtures the development of a logical and methodical mindset, as well as helping to inculcate focus and the ability to solve all manner of problems. It also allows pupils to understand and make sense of a complex and ever-changing world, as well as providing the basic framework for navigating the numeracy we all encounter in our day-to-day lives.

Mathematics inspires pupils to develop Education with Character by promoting resilience through challenge and independent learning skills.

Mathematical knowledge and skills through our curriculum are considered as an interconnected web rather than individual stand-alone topics. The key strands covered in all year groups are Number, Algebra, Geometry, Probability, Statistics and Ratio, Proportion and Rates of Change.

What is taught	When is it taught?	Reading list and Literacy focus (DWOTs)	Where is the curriculum ambitious?
Enlargement & Similarity: Similar shapes, area/volume, congruency proofs. Graphs & Equations: Straight line graphs (y=mx+c), perpendicular lines, solving simultaneous equations (elimination/graphical). Inequalities: Representing and solving linear & quadratic inequalities graphically. Advanced Graphs & Equations: Plotting quadratics and non-linear graphs, solving linear & non-linear simultaneous equations. Volume & Density: Volume/Surface area of cylinders, cones, spheres; Density.	**Autumn Term**	**Key Terminology:** Congruency, enlargement, scale factor, simultaneous, substitution, elimination, inequality, quadratic, linear, perpendicular, gradient, intercept, volume, density, surface area, pi, radius, diameter. **Literacy Focus:** Constructing geometric proofs. Interpreting and sketching complex graphs. Writing clear mathematical reasoning for solving problems.	Introducing **geometric proof** (congruency) and **solving non-linear simultaneous equations** in Year 10 is highly ambitious, building a strong foundation for A-Level.
Circle Geometry: Circumference, area, arcs, sectors. Constructions & Loci: Bisectors, constructing triangles, loci. Circle Theorems: Proving and applying all circle theorems. Vectors: Vector notation,	**Spring Term**	**Key Terminology:** Circumference, arc, sector, segment, locus/loci, bisector, chord, tangent, cyclic quadrilateral, alternate segment, vector, magnitude, direction, parallel, compound interest, appreciation, depreciation, direct, inverse, proportion,	The combination of **vector proofs** and **circle theorems** represents a significant step up in abstract reasoning and is a core differentiator for Higher Tier.

arithmetic, parallelism, and geometric proof. Growth & Decay: Compound interest, repeated percentage change. Ratio & Proportion: Direct/Inverse proportion, best buys, combining ratios. Statistics: Histograms, cumulative frequency, box plots, extrapolation.		histogram, frequency density, cumulative frequency, quartile, extrapolation. **Literacy Focus:** Justifying each step of a circle theorem or vector proof. Explaining the real-world implications of financial maths and statistical findings.	
Probability: Venn diagrams, tree diagrams, conditional probability. Laws of Indices: Fractional and negative indices, standard form. Surds & Bounds: Simplifying surds, rationalising denominators, calculating upper/lower bounds. Sequences: Arithmetic, geometric, and quadratic sequences (nth term). Advanced Algebra: Algebraic proof, calculations with algebraic fractions.	**Summer Term**	**Key Terminology:** Union, intersection, independent, conditional probability, index, power, exponent, standard form, surd, irrational, rationalise, bounds, error interval, arithmetic, geometric, quadratic, nth term, proof, expression, identity. **Literacy Focus:** Writing formal algebraic proofs. Using the correct language of probability to interpret complex scenarios.	Covering **conditional probability**, **algebraic proof**, and **algebraic fractions** in Year 10 is exceptionally ambitious, ensuring ample time for mastery and application in Year 11.

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative assessments – one per term.
Developing Independent and Home Learning Skills	Sparx Maths is used for home learning tasks, as well as a platform for independent study.
Useful e-Learning Resources (e.g., web links)	**www.sparxmaths.com** **www.drfrostmaths.com** **www.corbettmaths.com** **www.mathsgenie.co.uk**
Equipment for lessons	Pens, pencils, rulers, protractors, scientific calculators. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club.
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned.
Head of Department and email contact	Mr Z Ali z.ali@wansteadhigh.co.uk

Mathematics Year 11 Foundation

Pupils receive 8 lessons of Mathematics each fortnight.

Mathematics is a vital part of the curriculum, pervading many other disciplines. It is a universal language that enables understanding of the world. Beyond the study of numbers, shapes and patterns, Maths provides the essential tools for work in fields such as engineering, physics, architecture, medicine and business. It nurtures the development of a logical and methodical mindset, as well as helping to inculcate focus and the ability to solve all manner of problems. It also allows pupils to understand and make sense of a complex and ever-changing world, as well as providing the basic framework for navigating the numeracy we all encounter in our day-to-day lives.

Mathematics inspires pupils to develop Education with Character by promoting resilience through challenge and independent learning skills.

Mathematical knowledge and skills through our curriculum are considered as an interconnected web rather than individual stand-alone topics. The key strands covered in all year groups are Number, Algebra, Geometry, Probability, Statistics and Ratio, Proportion and Rates of Change.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	
Number: Laws of Indices & standard form, Rounding and Estimation, Calculating using Pythagoras and Trigonometry. **Algebra:** Expanding & factorising quadratics, Solving Simultaneous Equations, Rearranging formulae & using function machines, Functions, Substitution, Linear/Arithmetic/Geometric Sequences. **Ratio, Proportion & Rates of Change:** Percentages, Growth and Decay, Compound Measures, Sharing & Combining Ratios, Direct/Indirect Proportion. **Geometry:** Enlargement, similarity & congruence, Volume of pyramids, cones & spheres, Pythagoras & Trigonometry, Vectors, Scale Diagrams, Angles & Bearings, Transformations & Loci, Angle facts. **Probability & Statistics:** Probability, Venn diagrams & tree diagrams, Representing Data & extrapolation.	Autumn Term (Autumn 1 & 2)	**Key Terminology:** Quadratic, Factorise, Expand, Simultaneous, Substitution, Function, Sequence, Arithmetic, Geometric, Compound Measures, Proportion, Congruence, Similarity, Enlargement, Pythagoras' Theorem, Trigonometry (SOH CAH TOA), Sine, Cosine, Tangent, Hypotenuse, Vector, Loci, Bearing, Extrapolation, Interpolation. **Literacy Focus:** Interpreting complex multi-step word problems, particularly in proportion, compound measures, and trigonometry. Translating real-world scenarios into algebraic equations, formulae, and geometric diagrams.	The curriculum is ambitious by consolidating a vast range of complex topics from all areas of mathematics into a single year. Key ambitious elements include: • Introducing Functions and Vectors at Foundation tier. • Applying Pythagoras & Trigonometry to complex problems, including those requiring rearranging formulae. • Covering three distinct types of sequences (Linear, Arithmetic, Geometric). • Tackling quadratic algebra (expanding, factorising) and simultaneous equations.
REVISION & EXAM PREPARATION All topics from the entire GCSE Foundation course are revisited and refined based on analysis of mock exam performance and identified class weaknesses.	Spring Term (Spring 1 & 2)	**Key Terminology:** Revise all key terminology from Years 10 & 11. Command words: Calculate, Describe, Compare, Explain, Estimate, Prove, Show, Solve, Simplify. **Literacy Focus:** Exam technique: deconstructing exam questions, identifying assessment objectives,	The ambitious nature shifts to high-level exam literacy and application. The focus is on mastering problem-solving by selecting the correct tools from a vast toolkit of knowledge, which is an ambitious cognitive challenge.

		and structuring clear, concise written answers. Justifying reasoning and providing mathematical proof.	The curriculum is responsive and tailored ("analysis-based") to ensure all gaps are addressed.
GCSE EXAMINATION SERIES	Summer Term (Summer 1)	N/A - Examination period.	N/A - The ambition was in the preparation. The outcome is the successful application of the entire curriculum under timed, formal conditions.

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative assessments – one per term.
Developing Independent and Home Learning Skills	Year 11's will be exposed to a variety of exam-paper based home learning tasks, based on common exam topics. Sparx Maths will also be encouraged for use during home learning tasks, and is an excellent platform for independent study.
Useful e-Learning Resources (e.g., web links)	**www.sparxmaths.com** **www.drfrostmaths.com** **www.corbettmaths.com** **www.mathsgenie.co.uk**

Equipment for lessons	Pens, pencils, rulers, protractors, scientific calculators. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club.
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned.

Head of Department and email contact	Mr Z Ali z.ali@wansteadhigh.co.uk

Mathematics Year 11 Higher

Pupils receive 8 lessons of Mathematics each fortnight.

Mathematics is a vital part of the curriculum, pervading many other disciplines. It allows pupils to understand and make sense of a complex and ever-changing world, as well as providing the basic framework for navigating the numeracy we all encounter in our day-to-day lives.

Mathematics inspires pupils to develop Education with Character by promoting resilience through challenge and independent learning skills.

Mathematics develops skills including problem solving, reasoning and analytical thinking.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where is the curriculum ambitious?
Algebra: Iteration, Graph transformations, Algebraic functions (composite and inverse), Exact trig values, Equations of circles & tangents, Graphs: quadratics, cubic, exponential, reciprocals. **Ratio, Proportion & Rates of Change:** Rate of Change (distance-time, speed, density, mass, volume), Advanced ratios (inc with algebra), Algebraic Proportion: direct & inverse. **Geometry:** Vectors (Properties, ratios & proof), Constructions & Loci, Advanced Trig: Sine & Cosine Rules, Area of non-right angled triangles, Advanced Area & Volume of Prisms, Circle theorems, Congruency and Lengths, areas & vol of similar shapes. **Probability & Statistics:** Advanced Probability: tree diagrams & venn, Real life graphs: conversion, distance, histogram, Density Calculations.	Autumn Term (Autumn 1 & 2)	**Key Terminology**: Iteration, Transformation, Composite, Inverse, Trigonometric, Vector, Proof, Loci, Proportion, Direct, Inverse, Sine Rule, Cosine Rule, Congruency, Similarity, Circle Theorem, Tangent, Chord, Segment, Sector, Histogram, Density, Volume, Mass. **Literacy Focus**: Constructing mathematical proofs, particularly with vectors and circle theorems. Interpreting and sketching complex non-linear graphs. Solving multi-step problems in context involving rates of change, density, and proportion.	The curriculum is highly ambitious, covering the most complex topics on the Higher Tier syllabus. Key ambitious elements include: • Proof through vectors and circle theorems. • Advanced Algebra including functions (composite/inverse), iteration, and equations of circles/tangents. • Application of Trigonometry to non-right-angled triangles. • Algebraic Ratios and Proportion, requiring sophisticated problem-solving skills.
REVISION & EXAM PREPARATION All topics from the entire GCSE Higher course are revisited and refined based on analysis of mock exam performance and identified class weaknesses. The focus is on the most challenging problem-solving questions.	Spring Term (Spring 1 & 2)	**Key Terminology**: Mastery of all Higher Tier terminology. Command words: *Prove, Justify, Verify, Show, Hence, Solve, Sketch, Calculate, Compare, Interpret*. **Literacy Focus**: Deconstructing complex, multi-step exam questions. Developing logical, structured written responses for proof and problem-solving. Justifying reasoning with clear mathematical language.	The ambition lies in achieving mastery and fluency across the entire demanding Higher Tier curriculum. The focus shifts to synthesizing knowledge to tackle the most challenging application and problem-solving questions under exam conditions.

GCSE EXAMINATION SERIES	Summer Term (Summer 1)	N/A - Examination period.	N/A - The ambition was in the preparation. The outcome is the successful application of an advanced curriculum under timed, formal conditions.

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative assessments – one per term.
Developing Independent and Home Learning Skills	Year 11's will be exposed to a variety of exam-paper based home learning tasks, based on common exam topics. Sparx Maths will also be encouraged for use during home learning tasks, and is an excellent platform for independent study.
How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative assessments – one per term.

Equipment for lessons	Pens, pencils, rulers, protractors, scientific calculators. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club.
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned.

Head of Department and email contact	Mr Z Ali z.ali@wansteadhigh.co.uk

GCSE Media Studies Year 10 and 11

Pupils receive 6 lessons of Media Studies each fortnight.

Media Studies is a very exciting subject taught at GCSE and can be taken further at A Level in the sixth form. The media are powerful institutions in our society and most of us engage with a range of media on a daily basis: games, internet, films, magazines, newspapers, radio, television and music. It is therefore imperative that we understand how the media operate as huge global industries and institutions shaping the way we see and understand the world. As critical consumers we need to become media literate. We must be able to analyse how selective representations are created through media language and how we are invited to make sense of them. In an increasingly interactive digital world. We also need to consider how we can create our own media messages and spaces and be part of the global conversations. This course gives you a chance to study various aspects of the media across a range of topics which may include: newspapers, advertising and popular music. You will learn the skills of close textual analysis and will explore the key media concepts: media language, representation, audience and industry and institution.

Media Studies inspires pupils to develop education with character by engaging with the big debates and issues of the day such as the developing and transforming power of new technologies, the challenges for regulation of media, and the fragmentation of traditional audiences and shared cultures. Pupils are encouraged to question outdated and discriminatory representations and to create their own positive and inspiring ones.

Pupils will learn the skills of close textual analysis and will explore the key media concepts: media language, representation, audience and industry and institution. Pupils will learn how to use digital cameras and a range of editing software packages with confidence.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Introduction to Media Studies	**Sept – Autumn term**	**Eduqas GCSE textbook** **Department reading and resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Pupils encounter a new subject and consider why it is on a school syllabus, its importance and value.
Comp 1: Section A **Print Advertising (Quality Street & NHS 111)**	**Sept - Oct - Autumn term**	**Eduqas GCSE textbook** **Dept reading and resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Further refining textual analysis skills. Analysing and challenging media representations for example, gender. Considering historical contexts.
Comp1: Section A and B **The Media Key Concepts [GRAIL] Film Promotion unit: (James Bond Franchise)**	**Nov Autumn term**	**Eduqas GCSE textbook** **Department reading and resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Pupils are introduced to the big key concepts that underpin the course and apply to the first set of texts. They are beginning to develop textual analysis skills and also looking at the Media from an industry point of view.
Comp 1 Section B **Radio. Desert Island Discs**	**December Autumn Term**	**Eduqas GCSE textbook** **Department reading and resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Engaging with a very different media product and institutional context than their regular experience.

Comp 1 **Section B Gaming** **Fortnite**	**January - February - Spring term**	**Eduqas GCSE textbook** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Looking at a very familiar text in news academic ways. Understanding industry trends and audience theories.
Comp 1: Section A Magazines	**February - March Spring term**	**Eduqas GCSE textbook** **Department reading and resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Further refining textual analysis skills. Analysing and challenging media representations for example, gender, race and ethnicity. Understanding the impact of key contextual information for example, feminism.
Comp1: Section A and B **Newspapers and The Sun industry focus**	**April - Spring term**	**Eduqas GCSE textbook** **Department reading and resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Understanding the importance of news coverage to citizenship. Understanding political and economic contexts. Exploring complex issues of regulation
NEA Production	**June/July Summer term**	**Eduqas GCSE textbook** **Department reading and resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Applying their knowledge and understanding developed on the course to their own production work. Responding in creative ways to a given brief. Working independently.
Comp 2 : Sitcoms	**Autumn term Year 11**	**Eduqas GCSE textbook** **Department reading and resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Applying skills and knowledge gained in Comp 1 to an in-depth study of Crime drama. Comparing contemporary and historical contexts. New skills in analysing AV content / note-making
Comp 2 Music Industry	**Spring Term Year 11**	**Eduqas GCSE textbook** **Department reading/resource list** https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf	Consolidating and extending skills and understandings from the course. Incorporating theory into analysis.

How are pupils informally and formally assessed?	Do Now! -mini quizzes and recap activities. Teacher questioning, traffic lighting, regular practice questions built into units and pupils are provided with regular and timely verbal and written feedback. Each unit culminated with a test based on exam style questions. Pupils get grades and detailed feedback linked to mastery targets and exam assessment criteria. Pupils set targets for themselves via mastery sheets which are reviewed at the next test point.
Developing Independent and Home Learning Skills	Range of structured research tasks Recapping then extending learning from the classroom in HL activities Supported with wider reading tasks

Useful e-Learning Resources (e.g., web links)	**Department GCSE reading list – Google Classroom and folder** https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=441 https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1412 https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1439 https://www.bbc.co.uk/bitesize/subjects/ztnygk7
Equipment for lessons	Pencil case with pens, pencils, ruler, coloured pens and pencils, highlighters
Enrichment activities	Film Club Trips - for example, National Schools Film week, BFI, BBFC Guest visitors, LMA University.
Careers curriculum	Guest visitors for example, have included journalists from The Guardian, Little White Lies magazine.
Head of Department and email contact	Colin Sheehan c.sheehan@wansteadhigh.co.uk

GCSE Modern Foreign Languages - French Year 10

Our pupils receive 6 lessons of French over a fortnight.
Learning French or Spanish is crucial for several reasons:

- It enhances our pupils' ability to communicate effectively, both orally and in their writing, which is fundamental for academic success. It promotes critical thinking, problem solving and creativity.
- Learning a language allows our pupils to foster greater cultural awareness and sensitivity.
- In a globalised world, multilingualism is a valuable asset that can open up more opportunities.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Theme 1 Unit 1- Identity and relationships with others	Half Term 1	Choral repetition is key focus of our lessons	Critical thinking tasks. Discussions in target language to build confidence. Research projects.
Unit 2: Healthy living and lifestyle	Half Term 2	Encourage use of target language from all pupils in lessons	Target language-based activities to improve comprehension.
Unit 3: Education and work	Half Term 3		Leadership opportunities (during discussions and group work).
Culture: Les sites sacrés dans le monde francophone	Half Term 4	Topic specific knowledge organiser vocabulary list	Ambitious success criteria for writing tasks. Improving communication skills through talking about current affairs and trends.
Theme 2 Unit 4: Free time activities	Half Term 5	Phonics	Using words that have more than one meaning.
Unit 5: Customs, festivals and celebrations	Half Term 6		Adapting a model dialogue to fit different situations. Talking about who inspires you.
Unit 6: Celebrity culture			Links to A Level study.
Culture: Des écrivains francophones			
Grammar and vocabulary **All units cover reading, writing, listening and speaking.**			

How are pupils informally and formally assessed?	Mini assessment Listening, Speaking, Reading and Writing skills. Vocabulary and grammar tests Challenge Week Assessments and Mock Examination.
Developing Independent and Home Learning Skills	All lessons are posted onto the Google Classroom. Homework is set weekly. Research based homework. Project work.
Useful e-Learning Resources (e.g., web links)	ActiveTeach pupil resources, www.memrise.com. www.languagesonline.org

Equipment for lessons	Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.

Enrichment activities	Extra-curricular language clubs Trips and visits Film study Cultural lessons International Day of Languages Culture Day
Careers curriculum	We apply the skills we obtain in language learning to improve our work prospects. We also improve our communication skills and get better at communicating ideas.
Head of Department and email contact	Ms D Collins d.collins@wansteadhigh.co.uk

GCSE Modern Foreign Languages - French Year 11

Our pupils receive 6 lessons of French over a fortnight.

Learning French or Spanish is crucial for several reasons:

- It enhances our pupils' ability to communicate effectively, both orally and in their writing, which is fundamental for academic success. It promotes critical thinking, problem solving and creativity.
- Learning a language allows our pupils to foster greater cultural awareness and sensitivity.
- In a globalised world, multilingualism is a valuable asset that can open up more opportunities.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Theme 3 Unit 7: Travel and tourism, including places of interest Unit 8: Media and technology Unit 9: The environment and where people live Culture: les logements traditionnels dans le monde francophone Grammar and vocabulary	**Autumn Term**	Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension	• Challenge tasks every lesson • Discussions in target language to build confidence • Research projects • Target language-based activities to improve comprehension • Leadership opportunities (during discussions and group work) • Ambitious success criteria for writing tasks.
Practising role plays, photo cards, dictation, reading aloud and general conversation themes. Design posters to highlight global issues relating to the environment and natural disasters. Creating an improvement plan for your town. Indirect pronouns and giving arguments for and against.	**Spring Term**	Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension	• Improving communication skills through talking about current affairs and what's trending • Using words that have more than one meaning • Adapting a model dialogue to fit different situations • Talking about who inspires you. • Links to A Level study.
Revision and exams	**Summer Term**		

How are pupils informally and formally assessed?	Mini assessment Listening, Speaking, Reading and Writing skills. Vocabulary and grammar tests Challenge Week Assessments and Mock Examination.
Developing Independent and Home Learning Skills	All lessons are posted onto the Google Classroom. Homework is set weekly. Research based homework. Project work.
Useful e-Learning Resources (e.g., web links)	ActiveTeach pupil resources, www.memrise.com. www.languagesonline.org

Equipment for lessons	Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Extra-curricular language clubs Trips and visits Film study Cultural lessons International Day of Languages Culture Day
Careers curriculum	We apply the skills we obtain in language learning to improve our work prospects. We also improve our communication skills and get better at communicating ideas.
Head of Department and email contact	Ms D Collins d.collins@wansteadhigh.co.uk

GCSE Modern Foreign Languages - Spanish Year 10

Our pupils receive 6 lessons of Spanish over a fortnight.

Learning French or Spanish is crucial for several reasons:

- It enhances our pupils' ability to communicate effectively, both orally and in their writing, which is fundamental for academic success. It promotes critical thinking, problem solving and creativity.
- Learning a language allows our pupils to foster greater cultural awareness and sensitivity.
- In a globalised world, multilingualism is a valuable asset that can open up more opportunities.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Theme 1 **Unit 1- Identity and relationships with others** **Unit 2: Healthy living and lifestyle** **Unit 3: Education and work** **Theme 2** **Unit 4: Free time activities** **Unit 5: Customs, festivals and celebrations** **Unit 6: Celebrity culture**	**Half Term 1** **Half Term 2** **Half Term 3** **Half Term 4** **Half Term 5** **Half Term 6**	Choral repetition is key focus of our lessons Encourage use of target language from all pupils in lessons Topic specific knowledge organiser vocabulary list Phonics	• Critical thinking tasks. • Discussions in target language to build confidence. • Research projects. • Target language-based activities to improve comprehension. • Leadership opportunities (during discussions and group work). • Ambitious success criteria for writing tasks. • Active participation in role plays and discussion in target language. • Improvising dialogues. • Tenses. • Building resilience by being able to express your opinion and justify it through debates. • Links to A Level study.

How are pupils informally and formally assessed?	Mini assessment Listening, Speaking, Reading and Writing skills. Vocabulary and grammar tests Challenge Week Assessments and Mock Examination.
Developing Independent and Home Learning Skills	All lessons are posted onto the Google Classroom. Homework is set weekly. Research based homework. Project work.
Useful e-Learning Resources (e.g., web links)	ActiveTeach pupil resources, www.memrise.com. www.languagesonline.org
Equipment for lessons	Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Extra-curricular language clubs Trips and visits Film study Cultural lessons International Day of Languages Culture Day
Careers curriculum	We apply the skills we obtain in language learning to improve our work prospects.

	We also improve our communication skills and get better at communicating ideas.
Head of Department and email contact	Ms D Collins d.collins@wansteadhigh.co.uk

GCSE Modern Foreign Languages - Spanish Year 11

Our pupils receive 6 lessons of Spanish over a fortnight.
Learning French or Spanish is crucial for several reasons:

- It enhances our pupils' ability to communicate effectively, both orally and in their writing, which is fundamental for academic success. It promotes critical thinking, problem solving and creativity.
- Learning a language allows our pupils to foster greater cultural awareness and sensitivity.
- In a globalised world, multilingualism is a valuable asset that can open up more opportunities.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Theme 3 Unit 7: Travel and tourism, including places of interest Unit 8: Media and technology Grammar and vocabulary	**Autumn Term**	Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension Inferring meaning in literary texts Adding interest when narrating a story	• Challenge tasks every lesson • Discussions in target language to build confidence • Research projects • Target language-based activities to improve comprehension • Leadership opportunities (during discussions and group work) • Ambitious success criteria for writing tasks • Links to A Level study
Unit 9: The environment and where people live Culture: lBienvenidos a vina del mar	**Spring Term**	Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension	• Improving communication skills through talking about what's trending • Using words that have more than one meaning • Adapting a model dialogue to fit different situations. • Talking about who inspires you • Links to A Level study
Revision and exams	**Summer Term**		

How are pupils informally and formally assessed?	Mini assessment Listening, Speaking, Reading and Writing skills. Vocabulary and grammar tests Challenge Week Assessments and Mock Examination.
Developing Independent and Home Learning Skills	All lessons are posted onto the Google Classroom. Homework is set weekly. Research based homework. Project work.
Useful e-Learning Resources (e.g., web links)	ActiveTeach pupil resources, www.memrise.com. www.languagesonline.org
Equipment for lessons	Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Extra-curricular language clubs

	Trips and visits Film study Cultural lessons International Day of Languages Culture Day
Careers curriculum	We apply the skills we obtain in language learning to improve our work prospects. We also improve our communication skills and get better at communicating ideas.
Head of Department and email contact	Ms D Collins d.collins@wansteadhigh.co.uk

GCSE Music Year 10 and 11

Pupils receive six lessons of Music each fortnight.

Music is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will continue to develop their composition skills, (focusing on genres of music that interest them) and their performance skills (on specific instruments which can include their voice). They will also develop their ability to describe the music that they hear using a broad and detailed musical vocabulary and their ability to appraise and evaluate unfamiliar music.

What is taught	When is it taught (Terms or Half Terms)	Reading list and additional listening	Where the curriculum is ambitious
Area of Study 2: Vocal Music. Pupils will analyse the two set works from this area of study: **Killer Queen** (Queen) **Music for a While** (Purcell) They will also study other examples of vocal music in preparation for the unfamiliar listening question in the examination.	**Autumn Term 1 (Year 10)**	Material from the Anthology and revision guide associated with the course (both provided to pupils). Those interested in further detail can also borrow the textbook associated with the course. BBC Bitesize has some specific material on this area of study: https://www.bbc.co.uk/bitesize/topics/zknbxyc Listening analytically to other vocal music is strongly recommended. This can be in any style. **Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.**	These works include some sophisticated musical features (e.g., modulations to related keys, advanced guitar techniques, suspensions and resolutions) and pupils will need to develop both their musical terminology and their aural ability to identify these musical features through the study of these songs.
Area of Study 3: Music for Stage and Screen Pupils will analyse the two set works from this area of study: **Defying Gravity** (Schwartz) **Main title from 'Star Wars'** (Williams) They will also study other examples of music for stage and screen in preparation for the	**Autumn Term 2 (Year 10)**	Material from the Anthology and revision guide associated with the course (both provided to pupils). Those interested in further detail can also borrow the textbook associated with the course. https://www.bbc.co.uk/bitesize/topics/zjv4pg8 BBC Bitesize has some specific material on this area of study: Listening analytically to other examples of film music or other songs from musicals is strongly recommended. These can be in any style. Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.	These works include some sophisticated musical features (e.g., quartal harmony, changes in tempo, use of tremolo, cross-rhythms) and pupils will need to develop both their musical terminology and their aural ability to identify musical features through the study of these works.

unfamiliar listening question in the examination.			
Area of Study 4: Fusions Pupils will analyse the two set works from this area of study: **Release** (Afro Celt Sound System) **Samba Em Preludio** (Spalding) They will also study other examples of music that combine multiple traditions in preparation for the unfamiliar listening question in the examination.	**Spring Term 1 (Year 10)**	Material from the Anthology and revision guide associated with the course (both provided to pupils). Those interested in further detail can also borrow the textbook associated with the course. BBC Bitesize has some specific material on this area of study: **https://www.bbc.co.uk/bitesize/topics/z7bkscw** Listening analytically to other music that combines different musical traditions is strongly recommended. Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.	These works include some sophisticated musical features (e.g., filter sweeps, use of non-western instruments, sophisticated jazz harmony) and pupils will need to develop both their musical terminology and their aural ability to identify these musical features through the study of these songs.
Area of Study 1: Instrumental Music 1700-1820 Pupils will analyse the two set works from this area of study: **Brandenburg Concerto No.5 in D major: III** (J.S. Bach) **Sonata Pathetique: I** (Beethoven) They will also study other examples of instrumental music from this period in preparation for the unfamiliar listening question in the examination.	**Spring Term 2 (Year 10)**	Material from the Anthology and revision guide associated with the course (both provided to pupils). Those interested in further detail can also borrow the textbook associated with the course. BBC Bitesize has some specific material on this area of study: **https://www.bbc.co.uk/bitesize/topics/zknbxyc** Listening analytically to other classical music from this period is strongly recommended. Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.	These works include some sophisticated musical features (e.g., fugal textures, sonata form, diminished seventh chords) and pupils will need to develop both their musical terminology and their aural ability to identify these musical features through the study of these works.
Revision of all areas of study in preparation for mock exam	**Summer Term (Year 10)**	**As above.**	As above.
Free-brief composition	**Throughout year 10**	The marking criteria for compositions can be found from page 41 of the specification	Pupils will need to use the elements of music creatively in their compositions and are encouraged to make

		https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Pearson_Edexcel_GCSE_9_to_1_in_Music_Specification_issue4.pdf	sophisticated use of these in their work.
Area of Study 2: Vocal Music and Area of Study 3: Music for Stage and Screen Revision of set works and additional unfamiliar listening.	**Autumn Term 1 (Year 11)**	Revision Guides (issued to all pupils) Material from focusonsound.com **Anthologies**	See above. More complicated musical features will be explored in this re-visit to these set works.
Area of Study 4: Fusions and Area of Study 1: Instrumental Music 1700-1820 Revision of set works and additional unfamiliar listening.	**Autumn Term 2 (Year 11)**	Revision Guides (issued to all pupils) Material from focusonsound.com **Anthologies**	See above. More complicated musical features will be explored in this re-visit to these set works.
Continued revision of set works and development of analysis skills in preparation for the GCSE listening exam.	**Spring and Summer Term (Year 11)**	Revision Guides (issued to all pupils) Material from focusonsound.com **Anthologies**	This is to include further practice of answering comparison (Section B) questions, an area of the examination that pupils find particularly challenging nationally.
Set-brief composition	**Throughout year 11**	The marking criteria for compositions can be found from page 41 of the specification https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Pearson_Edexcel_GCSE_9_to_1_in_Music_Specification_issue4.pdf	Pupils will need to use the elements of music creatively in their compositions and are encouraged to make sophisticated use of these in their work.
Dictation skills (pitch and rhythm)	**Throughout GCSE course**	www.teoria.com Apps such as 'functional ear trainer'	This is a challenging area of the course and the difficulty of these dictations will increase over the two years.

How are pupils informally and formally assessed?	Formative assessment takes place continually in lessons focusing on composition. Pupils will record performances that will be assessed and they will receive feedback on these. Answers to longer listening questions set for homework will be assessed in writing on google classroom. With shorter-answer listening questions assessment usually takes place during lessons and pupils are given verbal feedback.
Developing Independent and Home Learning Skills	Homework is set on google classroom. Tasks are a mix of short-answer and long-answer listening questions, research on set works and preparing and submitting performances. Pupils are also encouraged to practise their dictation skills using sites such as teoria.com.
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/examspecs/z6chkmn https://www.focusonsound.com/ (requires log-in that pupils have via google classroom)

	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html
Equipment for lessons	Sometimes pupils will be asked to bring instruments that they may play and sheet music. All other equipment is provided in school.
Enrichment activities	These include choirs, jazz band, wind band, string orchestra and a steel pan group. The music department also regularly stages musicals with the dance and drama departments.
Careers curriculum	Links are made to potential careers within the music industry during the course. The option for writing music for moving images is a deliberate one with the additional opportunities for this available via the rise of streaming platforms and other media requiring music. Pupils become skilled at using ICT to realise their music, which is important in many areas of the music industry today.
Head of Department and email contact	Mr Ian Sweet i.sweet@wansteadhigh.co.uk

GCSE Physical Education Year 10

Pupils receive 6 lessons per timetable cycle which will allow for full coverage of theory and non-exam assessment (NEA) content of the specification.

Pupil's study AQA GCSE Physical Education.

https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance

The importance of PE in the curriculum is to develop pupils' physical movements, cognitive decision-making, and social skills. The aim of the curriculum is to provide exposure to a range of activities that promote and develop a healthy active lifestyle with the added layer of understanding of theoretical concepts that underpin performance.

PE inspires pupils to develop Education with Character by providing opportunities for successful performance but also identifying areas of weakness and developing these to improve future performance. To build resilience and confidence, to approach challenging tasks and situations with skills and knowledge and to be as successful as possible. Pupils will show an understanding of the rules and apply tactics during performance (NEA).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Paper 1: The human body and movement in physical activity and sport: • Applied anatomy and physiology • Movement analysis • Physical training Use of data	**Term 1 Sept - Oct:** 3.1.3 Physical training and practical activities (NEA) **Term 2 Nov-Dec:** 3.1.1.1 The structure and functions of the musculoskeletal system and practical activities (NEA) **Term 3 Jan-Feb:** 3.1.1.2 The structure and functions of the cardio-respiratory system and practical activities (NEA) **Term 4 Feb-Mar:** 3.1.1.3 Anaerobic and aerobic exercise and 3.1.1.4 The short and long-term effects of exercise and practical activities (NEA) **Term 5: Apr-May** 3.1.2 Movement analysis and practical activities (NEA) **Term 6: June - July:** NEA Analysis and Evaluation Coursework and practical activities (NEA)	Pupils will be given topic specific keywords for each topic alongside exam command words. Pupils will develop the use of connectives within written responses to develop evaluation and analysis for 6 and 9-mark questions. More info can be found in the PE programme called; COVER TO COVER - PE	Pupils should continue to engage and participate in sport both inside and outside of school (if possible) to develop and improve skills in a competitive context. Pupils should look to develop knowledge of a range of sports to develop theoretical understanding and application through the watching of sporting events. Pupils should also be aware of current topics or issues within the sporting world. Pupils have opportunities to apply knowledge to exam questions focusing on extended writing through evaluation and analysis. Theory content is also linked to A Level content to allow pupils to see the links for example arousal in GCSE and the same topic content in more depth at A Level.

How are pupils informally and formally assessed?	Pupils are formally assessed at the end of each unit for both theory and practical topics. Formal mock exams are in line with Challenge Weeks and the assessment calendar. AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

	AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Developing Independent and Home Learning Skills	The EverLearner will be used for independent revision with narrated revision videos explored as part of the cyclical curriculum. Google Classroom is used to provide lesson content to allow pupils to review previous content. Homework is set homework via the Google Classroom each week.
Useful e-Learning Resources (e.g., web links)	Google Classroom is used to provide lesson content to allow pupils to review previous content. Homework will be set homework via the Google Classroom each week. **ww.bbc.co.uk/sport** **https://www.bbc.co.uk/bitesize/examspecs/zp49cwx**
Equipment for lessons	Wanstead High School PE Kit, trainers, football boots (if required), exam folders, revision guide, black or blue pen, green pen, pencil, eraser, ruler, highlighter, calculator and a glue stick.
Enrichment activities	PE enrichment clubs are on the school website and updates in the termly Heron Homelink. These change throughout the year and the Department has links with local clubs in the area for example Eton Manor Rugby Club and Wanstead Cricket Club.
Careers curriculum	Pupils have links to resources on the Google Classroom and staff make links to carers during PE lessons for example, coaching, officiating and performance analysis.
Head of Department and email contact	Mr J Sains j.sains@wansteadhigh.co.uk

GCSE Physical Education Year 11

Pupils receive 6 lessons per timetable cycle which will allow for full coverage of theory and non-exam assessment (NEA) content of the specification.

Pupil's study AQA GCSE Physical Education.

https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance

The importance of PE in the curriculum is to develop pupils' physical movements, cognitive decision-making, and social skills. The aim of the curriculum is to provide exposure to a range of activities that aim to promote and develop a healthy active lifestyle with the added layer of understanding of theoretical concepts that underpin performance.

PE inspires pupils to develop Education with Character by providing opportunities for successful performance but also identifying areas of weakness and developing these to improve future performance. To build resilience and confidence, to approach challenging tasks and situations with skills and knowledge and to be as successful as possible. Pupils will show an understanding of the rules and apply tactics during performance (NEA).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Paper 2: Socio-cultural influences and well-being in physical activity and sport • Sports psychology • Socio-cultural influences • Health, fitness and well-being Use of data	**Term 1 Sept - Oct:** 3.2.1 Sports psychology and practical activities (NEA) **Term 2 Nov-Dec:** 3.2.1 Sports psychology and practical activities (NEA) **Term 3 Jan-Feb:** 3.2.2 Socio-cultural influences and practical activities (NEA) **Term 4 Feb-Mar:** 3.2.3 Health, fitness and wellbeing and practical activities (NEA) **Term 5: Apr-May** Exam preparation and practical activities (NEA)	Pupils will be given topic specific keywords for each topic alongside exam command words. Pupils will develop the use of connectives within written responses to develop evaluation and analysis for 6 and 9-mark questions. More info can be found in the PE programme called; COVER TO COVER - PE	Pupils should continue to engage and participate in sport both inside and outside of school (if possible) to develop and improve skills in a competitive context. Pupils should look to develop knowledge of a range of sports to develop theoretical understanding and application through the watching of sporting events. Pupils should also be aware of current topics or issues within the sporting world. Pupils have opportunities to apply knowledge to exam questions focusing on extended writing through evaluation and analysis. Theory content is also linked to A Level content to allow pupils to see the links for example arousal in GCSE and the same topic content in more depth at A Level.

How are pupils informally and formally assessed?	Pupils are formally assessed at the end of each unit for both theory and practical topics. Formal mock exams that are in line with the school calendar. NEA external moderation will take place between February and May (date to be confirmed once contact has been made by AQA). AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

	Pupils are assessed formatively in the form of 'checking for understanding' cards, low stakes quizzes, engaging 'Do Now's and oracy tasks, and summatively with end of unit assessments, with a range of peer and self-marking.
Developing Independent and Home Learning Skills	Google Classroom is used to provide lesson content to allow pupils to review previous content. Homework is set via Google Classroom each week.
Useful e-Learning Resources (e.g., web links)	**https://www.bbc.co.uk/sport** **https://www.bbc.co.uk/bitesize/examspecs/zp49cw**
Equipment for lessons	Wanstead High School PE Kit, trainers, football boots (if required), exam folders, revision guide, black or blue pen, green pen, pencil, eraser, ruler, highlighter, calculator and a glue stick.
Enrichment activities	PE enrichment clubs are on the school website and updates in the termly Heron Homelink. These change throughout the year and the Department has links with local clubs in the area for example Eton Manor Rugby Club and Wanstead Cricket Club.
Careers curriculum	Pupils have links to resources on Google Classroom and staff make links to carers during PE lessons for example, coaching, officiating and performance analysis.
Head of Department and email contact	Mr J Sains j.sains@wansteadhigh.co.uk

Physical Education OCR Cambridge Nationals Sport Studies Year 10 & Year 11

Pupils receive 6 lessons per timetable cycle which will allow for full coverage of theory and NEA content of the specification.

https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/

Pupils studying OCR Sport Studies will be encouraged to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
LO1: User groups, barriers which affect participation, solutions to barriers which affect participation, promotion, access, popularity impacts, examples of popularity factors, trends in sport and the growth of emerging/new sports and activities within the UK. LO2: Values in sport, Olympic and Paralympic movement, initiatives and events which promote values, etiquette and sporting behaviour for performers and spectators and the use of performance enhancing drugs. LO3: Features of major sporting events, potential benefits and drawbacks of cities hosting major sporting events, links between the benefits and drawbacks and legacy of major sports events. LO4: What NGBs do (promotion, development and infrastructure), NGB policies and initiatives, NGB funding and NGB support. Developing Sports Skills: LO3: Be able to officiate within a sporting activity. LO3: How to apply rules and regulations, the importance of consistency, the importance of accuracy, the use of signals, how to communicate decisions and the importance of positioning Developing Sports Skills LO1: Be able to use skills, techniques, tactics, strategies and compositional	Taught chronologically as advised by the exam board. Content in 'what is taught' content taught in that order with summative assessments, feedback, and reviews as part of a cyclical curriculum.	Apply knowledge within an 8-mark extended question within an exam. Statistics, trends, patterns and data to support this etc. Sports development, Sports management, Sports initiatives, Sports Charities for example, Youth Sport Trust and Sport England. More info can be found in the PE programme called; COVER TO COVER - PE	Wanstead High School events. Extra-curricular programme. Active Life partnership. Sporting trips, for example to the British basketball finals and women's football. Targeted programme focusing on sports initiatives for example, This Girl Can. Retrieval of information and concepts. Research of key concepts. Exam practice.

ideas as an individual performer within a sporting activity.

LO1: Key components of performance for an individual performer within a sporting activity linked to:

- Skills and techniques
- Creativity
- Appropriate use of tactics, strategies and compositional ideas
- Decision making during performance
- Ability to manage and maintain own performance

Developing Sports Skills

LO2: Be able to use skills, techniques, tactics, strategies and compositional ideas as an individual performer within a sporting activity.

LO2: Key components of performance for an team performer within a sporting activity linked to:

- Skills and techniques
- Creativity
- Appropriate use of tactics, strategies and compositional ideas
- Decision making during performance
- Awareness of roles within and contribution to the team

Developing Sports Skills

LO4: Be able to apply practice methods to support improvement within the sporting activity. LO4: How to identify areas for improvement within their own performance, types of skills, types of practice, methods to improve their own performance and how to measure improvement within skills, techniques and strategies developed.

LO1: User groups such as single parents and ethnic minorities. Barriers such as disposable income and employment, solutions such as provisions, promotion and access, popularity factors such as popularity and spectatorship, trends in sport, growth of emerging sports for example, ultimate frisbee. LO2: Values for example, team spirit and fair play.

Olympic and Paralympic movement including the creed symbol, and Olympic values. Initiatives and events which promote values, for example, Football for Hope and Chance to Shine. Etiquette and sporting behaviour for performers and spectators, for example, sportsmanship and gamesmanship. The use of performance enhancing drugs including World Anti-Doping Agency (WADA) and offense initiatives.			

How are pupils informally and formally assessed?	Pupils will be assessed formatively, throughout lessons with oracy tasks, and checking for understanding. Pupils are summatively assessed at the end of each unit for theory schemes of learning. Formal mock exams are in line with Challenge Weeks and the school calendar. AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. Pupils are assessed formatively in the form of 'checking for understanding' cards, low stakes quizzes, engaging 'Do Now's and oracy tasks, and summatively with end of unit assessments, with a range of peer and self-marking.
Developing Independent and Home Learning Skills	The Everlearner will be used for independent revision with narrated revision videos explored as part of the cyclical curriculum. Google Classroom is used to provide lesson content to allow pupils to review previous content. Homework is set homework via the Google Classroom each week.
Useful e-Learning Resources (e.g., web links)	www.theeverlearner.com https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/
Equipment for lessons	Wanstead High School PE Kit, trainers, football boots (if required), exam folders, revision guide, black or blue pen, green pen, pencil, eraser, ruler, highlighter, calculator and a glue stick.
Enrichment activities	PE enrichment clubs are on the school website and updates in the termly Heron Homelink. These change throughout the year and the Department has links with local clubs in the area for example Eton Manor Rugby Club and Wanstead Cricket Club.
Careers curriculum	Pupils have links to resources on Google Classroom and staff make links to carers during PE lessons for example, coaching, officiating and performance analysis.
Head of Department and email contact	Mr J Sains j.sains@wansteadhigh.co.uk

GCSE Physics Year 10 and 11

Pupils receive 4 lessons of Physics each fortnight.

The importance of Physics in the curriculum is to understand the fundamental mathematical relationships that govern natural phenomena and apply those relationships to interesting problems. It helps fuel curiosity about how the world around us works.

Physics inspires pupils to develop Education with Character by knowledge and a set of incredibly useful skills, in a fun and safe way, which has the added benefit of making them attractive to a wide range of employers.

Skills developed in Physics are established through a rigorous understanding of the scientific method, and a wide variety of practicals.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Topic 1: Energy **Topic 1: Energy**	**Term 1, Year 10** **Term 2, Year 10**	"Sustainable Energy – Without the Hot Air" by David JC MacKay "Energy: A Beginner's Guide" by Vaclav Smil	Ambition in the Energy topic can be fostered by exploring advanced thermodynamics, including concepts such as entropy and the laws of thermodynamics. Pupils can be stretched through projects that involve calculating energy efficiency in various systems or designing renewable energy solutions. Investigating the impact of energy consumption on global sustainability and engaging with current research on energy storage technologies can further deepen their understanding.
Topic 2: Electricity **Topic 2: Electricity**	**Term 3, Year 10** **Term 4, Year 10**	"The Boy Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer "Electrified Sheep: Glass-Eating Scientists, Nuking the Moon, and More Bizarre Experiments" by Alex Boese	To add ambition in the Electricity topic, pupils can explore complex circuit designs and the principles of electromagnetism. Challenging tasks may involve creating and analysing multi-component circuits, understanding electrical safety in greater detail, and exploring the role of electricity in cutting-edge technologies such as electric vehicles and smart grids. Pupils can also engage in projects that involve the practical application of Ohm's and Kirchhoff's laws.
Topic 3: Particle Model of Matter	**Term 5, Year 10**	"The Particle at the End of the Universe" by Sean Carroll	Ambition in the Particle Model of Matter can be achieved by delving into kinetic theory and the behaviour of gases under different conditions. Pupils can be stretched by conducting experiments to investigate phase changes and the properties of materials at the molecular level. Exploring real-world applications, such as the development of new materials or the study of nanoscale physics, can provide additional challenge and context.
Topic 4: Atomic Structure	**Term 6, Year 10**	"The Disappearing Spoon: And Other True Tales of Madness, Love, and the History of the World from the Periodic Table of the Elements" by Sam Kean	Ambition in the Particle Model of Matter can be achieved by delving into kinetic theory and the behaviour of gases under different conditions. Pupils can be stretched by conducting experiments to investigate phase changes and the

			properties of materials at the molecular level. Exploring real-world applications, such as the development of new materials or the study of nanoscale physics, can provide additional challenge and context.
Topic 4: Atomic Structure	**Term 6, Year 10**	"The Disappearing Spoon: And Other True Tales of Madness, Love, and the History of the World from the Periodic Table of the Elements" by Sam Kean	In the Atomic Structure topic, ambition can be added by exploring quantum mechanics and the behaviour of subatomic particles. Pupils can be challenged to understand and apply the principles of wave-particle duality and electron configurations in complex atoms. Engaging with the latest research in particle physics, such as the study of the Higgs boson or dark matter, can stretch their analytical and conceptual skills.
Topic 5: Forces	**Term 1, Year 11**	"Forces and Motion: From High-speed Jets to Wind-up Toys" by Christopher Cooper "Newton's Rainbow: The Revolutionary Discoveries of a Young Scientist" by Kathryn Lasky	To add ambition in the Forces topic, pupils can delve into advanced mechanics, including the study of moments, equilibrium, and fluid dynamics. Challenging tasks may involve analysing complex systems in equilibrium, exploring the principles of torque and rotational motion, and investigating real-world applications such as bridge design or aerospace engineering. Projects that require mathematical modelling of forces can further enhance their understanding.
Topic 5: Forces	**Term 2, Year 11**		
Topic 6: Waves	**Term 3, Year 11**	"How Music Works" by John Powell	Ambition in the Waves topic can be fostered by exploring wave-particle interactions, the Doppler effect, and the applications of wave theory in technology. Pupils can be challenged with experiments that investigate the properties of different types of waves, including sound, light, and electromagnetic waves. Analysing the use of waves in medical imaging, communication technologies, and astronomy can provide additional depth and context.
Topic 7: Magnetism and Electromagnetism **Topic 8: Space Physics**	**Term 4, Year 11**	"The Physics of Superheroes" by James Kakalios "Astrophysics for Young People in a Hurry" by Neil deGrasse Tyson	To add ambition in Magnetism and Electromagnetism, pupils can explore the principles of electromagnetic induction, magnetic fields, and their applications. Challenging tasks may involve designing and building electromagnets, investigating the principles behind electric motors and generators, and exploring the role of electromagnetism in modern technology such as MRI machines and maglev trains. Engaging with advanced theoretical concepts, such as Maxwell's equations, can further stretch their understanding. Ambition in Space Physics can be achieved by exploring the latest discoveries in astrophysics, cosmology, and planetary science. Pupils can be challenged to analyse data from space missions, understand the principles of orbital mechanics, and investigate the life cycle of

			stars and the structure of galaxies. Projects that involve simulating space travel, studying the effects of space on the human body, and exploring the search for extraterrestrial life can provide additional challenge and inspire curiosity. These ambitious tasks and projects aim to stretch pupils' understanding and skills, preparing them not only for their exams but also for further studies and careers in science.
	Term 5, Year 11		Use data, collected from challenge weeks/end of topic tests and all other assessments, to provide targeted revision.
	Term 6, Year 11		Use data, collected from challenge weeks and end of topic tests and all other assessments, to provide targeted revision.

How are pupils informally and formally assessed?	Fortnightly tests Challenge week assessments End of Year assessments, including Challenge Weeks In lesson exam questions Homework Verbal questioning Work in exercise books
Developing Independent and Home Learning Skills	"Prep booklet" - a booklet containing exam questions which help pupils prepare for the fortnightly test at Key Stage 4. The use of online learning platforms such as Oak national academy and YouTube channels such as: Cognito.edu, Fuse School and free science lessons.
Useful e-Learning Resources (e.g., web links)	https://www.physicsandmathstutor.com/ - Physics and Maths Tutor https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7 - Triple Biology https://www.bbc.co.uk/bitesize/topics/zthssrd - Combined Biology https://senecalearning.com/en-GB/blog/gcse-biology-revision/ - Seneca
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, scientific calculator, glue stick.
Enrichment activities	Research tasks and after school activities.
Careers curriculum	NHS cadets after school once a week for 39 weeks.
Head of Department and email contact	Mr M Hadden m.hadden@wansteadhigh.co.uk

GCSE Religion and Philosophy - Year 10

Pupils receive 6 lessons of Religion and Philosophy each fortnight.

The importance of Religion and Philosophy in the curriculum is: Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

Religion and Philosophy inspires pupils to develop Education with Character by: Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Skills developed in Religion and Philosophy are: Investigation (in which the increasing ability to ask pertinent questions is an important part), **Reflection** (being able to evaluate what has been learnt), **Expression** (being able to record and impart this knowledge), **Empathising** (the ability to understand and show consideration for the experiences of others) and **Application** (where the skills acquired enable links and connections between religious traditions and worldviews to be made).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Christian Beliefs and Teachings, with particular focus on the nature and the attributes of God, the concept of the Trinity, beliefs about creation, the life of Jesus (incarnation, crucifixion, resurrection, ascension) and its importance, beliefs about the afterlife, judgement and salvation as well as the role of Jesus Christ in them.	**September to November**	Across all units terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Scripture is studied Pupils learn to critically evaluate the importance of beliefs in the lives of believers
Christian Practices, with particular focus on worship, prayer, the sacraments (Baptism and Holy Communion), pilgrimage, festivals (Christmas and Easter), the role of the church in the local and global community, charity, mission and evangelism, and reaction to persecution.	**December to February**	Across all units terminology will be used with the expectation that pupils use this within their written work and in formal assessments.	Scripture is studied Pupils learn to critically evaluate the importance of practices in the lives of believers and their communities
Islamic Beliefs and Teachings, with particular focus on the nature of God (tawhid), the differences between Sunni and Shia Islam, beliefs on predestination and the afterlife, and the prophethood of Muhammad, Adam and Ibrahim.	**March to May**	Across all units terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Pupils learn to critically evaluate the importance of beliefs and teachings in the lives of believers and their communities Scripture is studied
Islamic Practices, with particular focus on the five pillars (shahada, salat, zakat,	**May to July**	Across all units terminology will be used with the expectation that pupils use	Pupils learn to critically evaluate the importance of practices in the lives of

sawm, hajj) and the ten obligatory acts (Shia), and the festivals (Id-ul-Fitr, Id-ul-Adha and Ashura).		this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	believers and their communities Scripture is studied

How are pupils informally and formally assessed?	After each unit, pupils are assessed with a written exam consisting of multiple choice, short answer and extended writing questions. Pupils will be tested on current and prior learning.
Developing Independent and Home Learning Skills	Pupils have a wider reading list. This can also be found on the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks. Pupils are given homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at each stage of learning.
Useful e-Learning Resources (e.g., web links)	**www.rsrevision.com/GCSE** **https://www.bbc.co.uk/bitesize/subjects/zb48q6f**
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
Enrichment activities	Educational visits to places of worship. Interfaith day and guest speakers from differing faiths.
Careers curriculum	Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: law, journalism, teacher, politician, civil service, police officer, priest and social worker. Jobs which require working with people and understanding society will require knowledge of religions and world philosophy**.**
Head of Department and email contact	Ms E Christofides E. Christofides@wansteadhigh.co.uk

GCSE Religion and Philosophy Year 11

Pupils receive 4 lessons of Religion and Philosophy each fortnight.

The importance of Religion and Philosophy in the curriculum is: Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

Religion and Philosophy inspires pupils to develop Education with Character by: Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Skills developed in Religion and Philosophy are: Investigation (in which the increasing ability to ask pertinent questions is an important part), Reflection (being able to evaluate what has been learnt), Expression (being able to record and impart this knowledge), Empathising (the ability to understand and show consideration for the experiences of others) and Application (where the skills acquired enable links and connections between religious traditions and worldviews to be made).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Christian, Islamic and secular ideas and approaches with reference to the theme of **Religion and Life**, which, in particular, includes topics, such as the origins of the universe, the value of the environment, the value of human and animal life, abortion, euthanasia and the afterlife.	**September and October**	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Scripture is studied Pupils learn to critically evaluate and compare approaches and arguments Interdisciplinary links are made to disciplines, such as philosophy, sociology, psychology, anthropology Relevant extra-curricular readings are brought into the classroom
Christian, Islamic and secular ideas and approaches with reference to the theme of t**he existence of God and Revelation**, which, in particular, includes topics, such as the design argument, the first cause argument, miracles, arguments against the existence of God, and general and special revelation.	**November and December**	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Scripture is studied Pupils learn to critically evaluate and compare approaches and arguments Interdisciplinary links are made to disciplines, such as philosophy, sociology, psychology, anthropology Relevant extra-curricular readings are brought into the classroom
Christian, Islamic and secular ideas and approaches with reference to the theme of **Religion, peace and conflict**, which, in particular, includes topics, such as violent protest and terrorism, reasons for war, nuclear war and weapons	**January and February**	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.	Scripture is studied Pupils learn to critically evaluate and compare approaches and arguments

of mass destruction, the just war, holy war, and pacifism and peacemaking.		Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Interdisciplinary links are made to disciplines, such as philosophy, sociology, psychology, anthropology Relevant extra-curricular readings are brought into the classroom
Christian, Islamic and secular ideas and approaches with reference to the theme of **Religion, crime and punishment**, which, in particular, includes topics, such as reasons for crime, aims of punishment, attitudes to suffering and lawbreaking, attitudes to treatment of criminals, corporal and capital punishment, and forgiveness.	**March and April**	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Scripture is studied Pupils learn to critically evaluate and compare approaches and arguments Interdisciplinary links are made to disciplines, such as philosophy, sociology, psychology, anthropology Relevant extra-curricular readings are brought into the classroom

How are pupils informally and formally assessed?	After each unit, pupils are assessed with a written exam consisting of multiple choice, short answer and extended writing questions. Pupils will be tested on current and prior learning.
Developing Independent and Home Learning Skills	Pupils have a wider reading list. This can also be found on the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks. Pupils are given homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at each stage of learning.
Useful e-Learning Resources (e.g., web links)	**www.rsrevision.com/GCSE** **https://www.bbc.co.uk/bitesize/subjects/zb48q6f**

Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
Enrichment activities	Educational visits to places of worship. . Interfaith day and guest speakers from differing faiths.
Careers curriculum	Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: law, journalism, teacher, politician, civil service, police officer, priest and social worker. Jobs which require working with people and understanding society will require knowledge of religions and world philosophy**.**

Head of Department and email contact	Ms E Christofides E. Christofides@wansteadhigh.co.uk

AQA Sociology - Year 10

Pupils receive 6 lessons of Sociology each fortnight.

The importance of Sociology in the curriculum: It will help pupils to think about society in a new and critical light and discuss topics worldwide and contemporary. It helps pupils build on skills developed in the sciences and humanities and enables progression into a wide range of other subjects.

Sociology inspires pupils to develop Education with Character: by questioning the status quo and developing a sophisticated understanding of the real issues that affect the society we live in. It is an excellent subject for showing you how society works and making you aware of the range of conditions that individuals within society experience, opening your eyes to the world around us.

Skills developed in Sociology are: transferable skills including how to investigate facts and make judgements, develop opinions and new ideas on social issues, analyse and better understand the social world and evaluate viewpoints objectively.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Introduction to Sociology: An overview of the sociological approaches and why is Sociology so important within the curriculum. The nature vs Nurture debate, Agents of Socialisation and theoretical perspectives.	**September**	The Spirit Level: Why Equality is Better for Everyone - Kate Pickett and Richard Wilkinson Primary and secondary Socialisation, Feminism, Marxism, Functionalism. New Right, Conflict, consensus Access to all key concepts can be found in the below link: **https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-a-key-terms-and-concepts**	Links to Sociology, Biology and Psychology. Stretching pupils through using A Level study. Studying Weber – Social Action theorist.
Families: Functions of families, family forms, conjugal role relationships, changing relationships within families, criticisms of families, divorce, marriage, Family Diversity.	October - January	Poor Kids https://www.youtube.com/watch?v=UvoV8BnIbhM Supernanny Megafamilies (Netflix) Symmetrical family, Conjugal Roles, New Man, Patriarchy, Wilmott and Young, Anne Oakley, Secularisation, Polygamy, Reconstituted families, Family diversity	Links to A level studies such as Sue Sharpe which is not on the Specification Independent research to prepare pupils for the research method topics.
Research methods: An overview of understanding of relevant methods and methodological issues, for example the use of official statistics,	January - March	Michael Apted - Longitudinal study - Up series - Netflix Ventakesh's study using Observation- Book 'Gang leader for a day' Primary, secondary data, quantitative, qualitative data, Going Native, interview bias, Hawthorne effect, socially desirable effect.	Pupils are using vocabulary such as 'VERSTEHEN' which links to A Level vocabulary as well as key study that pupils will use in Year 12 such as Milgram's experiment and Bandura's study.

qualitative and quantitative approaches and the use of mixed methods.		Access to all key concepts can be found in the below link: https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-a-key-terms-and-concepts	
Education: Roles and functions of education, the relationships between education and capitalism, educational achievement, processes within school. Focus on Durkheim and Parsons Focus on education and capitalism from a Marxist perspective by Bowles and Gintis. Focus on the work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.	March- July	Malala Yusafzei Story: A documentary by Adam B. Ellick profiled Malala Yousafzai, a Pakistani girl whose school was shut down by the Taliban. Ms. Yousafzai was shot by a gunman in 2012. Too Poor for Posh School **https://www.youtube.com/watch?v=MWYaoWPdUOI** Excluded - Kicked out of School **https://www.youtube.com/watch?v=FPztKwQ9OOY** Tough Young Teachers **https://www.youtube.com/watch?v=Xq_mveIM8BM** Stacey Dooley Investigates … World's worst place to be a woman **https://www.dailymotion.com/video/x3b8dxa** A class divided: Brown eye/Blue eye **https://www.pbs.org/wgbh/frontline/film/class-divided/** Poor Kids (BBC) impact of material deprivation **https://www.youtube.com/watch?v=8BN7ml6b-e4** Cultural deprivation, Cultural Capital, Durkheim, Hidden Curriculum, Fatalism, Educational Reform Act, Self-Fulfilling Prophecy, Parsons, Halsey, Heath and Ridge, Correspondence Principle. Access to all key concepts can be found in the below link: **https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-a-key-terms-and-concepts**	Links to A Level Studies such as Rosenthal and Jacobson, and Bourdieu (Pupils are given option key thinkers booklet). Extend their knowledge further than the specification for policies and look at Globalisation of education.

How are pupils informally and formally assessed?	There are two exam papers for this qualification, each of 105 minutes in length. Throughout the course pupils will sit real exam questions at the end of each unit. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. The Year 11 mock exam will be a full Paper 1. There are also a range of different exam style questions pupils complete in class in timed conditions.
Developing Independent and Home Learning Skills	Pupils have an extended reading list which also involves podcasts, Ted Talks, Netflix documentaries and a variety of enrichment activities. This can also be found on the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions.
Useful e-Learning Resources (e.g., web links)	AQA sociology GCSE website: **https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF** Revision with Tutor2u: **https://www.youtube.com/watch?v=uWN5ymQiUWc**

	Quizlet: https://quizlet.com/gb/281237380/aqa-gcse-sociology-families-flash-cards/
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
Enrichment activities	Intervention sessions. Educational visit to the Clink Museum and to the Young V & A Museum.
Careers curriculum	Studying Sociology will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Within the Introduction lessons we discuss careers and where Sociology can take you. Next steps with a focus on Year 11 and A Level content. Within the Social Policy lessons for both Education and Family there are links to Law. Essay writing incorporates Law with making an evidenced based judgement. Within the Education lessons of Achievement links to careers such as teaching, government and public sector jobs.
Head of Department and email contact	Ms E Christofides E. Christofides@wansteadhigh.co.uk

AQA Sociology - Year 11

Pupils receive 6 lessons of Sociology each fortnight.

The importance of Sociology in the curriculum: It will help pupils to think about society in a new and critical light and discuss topics worldwide and contemporary. It helps pupils build on skills developed in the sciences and humanities and enables progression into a wide range of other subjects.

Sociology inspires pupils to develop Education with Character: by questioning the status quo and developing a sophisticated understanding of the real issues that affect the society we live in. It is an excellent subject for showing you how society works and making you aware of the range of conditions that individuals within society experience, opening your eyes to the world around us.
Skills developed in Sociology are: transferable skills including how to investigate facts and make judgements, develop opinions and new ideas on social issues, analyse and better understand the social world and evaluate viewpoints objectively.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Crime and Deviance: The social construction of concepts of crime and deviance and explanations of crime and deviance. The usefulness of the main sources of data on crime, Formal and informal methods of social control. The work of Heidensohn on female conformity in male dominated patriarchal societies. Factors affecting criminal and deviant behaviour and ways	**September-January**	Jamie Bulger - A Mother's Story https://www.youtube.com/watch?v=RfWWKot2qUY Louis Behind Bars https://www.dailymotion.com/video/x6bez3j Girlhood (Netflix) Reggie Yates in a Texan Jail https://www.dailymotion.com/video/x4leomp E-Team (Netflix) When They See Us (Netflix) Access to all key concepts can be found in the below link: https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-a-key-terms-and-concepts	Pupils will be given wider reading and examples beyond the curriculum. Examples of Ethnicity and victimisation such as Black Lives Matter- Old Bailey Educational Visit Topical debates and discussion regarding crime and deviance that relates to contemporary society and relates to social media - Police Racism. Links to George Floyd.
Social Stratification: Different views of the functionalist theory of social stratification. The work of Davis and Moore on social stratification from a functionalist perspective. Different views of socio-economic class. Different views on factors affecting life chances. Different interpretations of poverty as a social issue. Different forms of power and authority.	February - April	Access to all key concepts can be found in the below link: https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-a-key-terms-and-concepts Explained: The Racial Wealth Gap Breadline kids- https://www.youtube.com/watch?v=fJDhnvuNgEg Benefit street: https://www.youtube.com/results?search_query=benefits+street The secret policeman- https://www.youtube.com/watch?v=BxH99SIjfsQ	Links to A level studies such as Sue Sharpe which is not on the Specification Independent research with Poverty and why people are in poverty.

		The anchorman - Don't put people into boxes- https://www.youtube.com/watch?v=zRwt25M5nGw	

How are pupils informally and formally assessed?	There are Two exam papers for this qualification, each of 105 minutes in length. Throughout the course pupils will sit real exam questions at the end of each unit. These will be sat under exam conditions and pupils will only be notified of the units being tested and not the actual content. The Year 11 mock exam will be a full Paper 1 There are also a range of different exam style questions pupils complete in class in timed conditions.
Developing Independent and Home Learning Skills	Pupils have an extended reading list which also involves podcasts, TED Talks, Netflix documentaries and a variety of enrichment activities. This can also be found on the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions.
Useful e-Learning Resources (e.g., web links)	AQA sociology GCSE website: https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF, Revision with Tutor2u: https://www.youtube.com/watch?v=uWN5ymQiUWc Quizlet: https://quizlet.com/gb/281237380/aqa-gcse-sociology-families-flash-cards/

Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
Enrichment activities	Intervention sessions and an educational visit to the Old Bailey.
Careers curriculum	Studying Sociology will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Within the Introduction lessons we discuss careers and where Sociology can take you. Next steps with a focus on Year 11 and A Level content. Within the Social Policy lessons for both Education and Family there are links to Law. Essay writing incorporates Law with making an evidenced based judgement. Within the Education lessons of Achievement links to careers such as teaching, government and public sector jobs.

Head of Department and email contact	Ms E Christofides E. Christofides@wansteadhigh.co.uk

AQA GSCE Textiles - Year 10 and 11

Pupils receive 3 Lessons of Textiles each fortnight.

Design and Technology Textiles inspires pupils to develop Education with Character by enabling pupils to develop a wide range of transferable skills for further education, work and life. In Textiles, creative and innovative thinking is developed. Pupils' imagination flourishes and they are encouraged to experiment with processes. Pupils gain the ability to critique and refine their own ideas.

Textiles inspires pupils to develop Education with Character by harnessing pupils' problem solving, planning and evaluation skills. It provides pupils with the skills to access future study and careers in creative industries, such as fashion design, costume designers and textiles design.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Core technical principles	**Autumn term**	Use of key specialist subject vocabulary.	Pupils are encouraged to make a high-level practical textiles product for their non-examination assessment (NEA), developing their skills, processes and techniques. The curriculum challenges pupils to think critically about the social, cultural and environmental impact of textiles production and consumption.
Specialist technical principles Textiles based materials	**Spring term**		
Common specialist principles	**Spring term**		
Design and make principles	**Summer term**		
Making principles	**Summer term**		

How are pupils informally and formally assessed?	During Year 10 pupils are assessed using end of unit subject knowledge tests. In Year 11 pupils are assessed through a 2-hour subject knowledge test and a NEA portfolio of work. Each component is worth 50%.
Developing Independent and Home Learning Skills	Pupils are set homework assignments every two weeks, this is a combination of work sheets, research tasks or presentations.
Useful e-Learning Resources (e.g., web links)	Seneca learning : Assignments will be set online for pupils to use to revise. https://www.bbc.co.uk/bitesize/examspecs/zby2bdm https://www.technologystudent.com/

Equipment for lessons	Blue or black pen, HB pencil, green pen, ruler, rubber, sharpener and colouring pencils, calculator, set square and protractor.
Enrichment activities	Weekly intervention after school for pupils completing their NEA work Talks from designers who work in industry Educational visits
Careers curriculum	Guest speakers: Fashion and graphic designers

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