

Wanstead High School



Year **10** & **11**
Curriculum Booklet
2023 -24

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Art & Design

Year 10 & 11 pupils receive 6 number of lessons of Art and Design each fortnight.

The importance of Art & 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 & 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 Subject 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
<p>Pupils introduced to an exemplar portfolio outlining the full assessment criteria and objectives.</p> <p>NEA Topic one: Identity/Portraiture</p> <p>Artist: Michael Hensley</p>	<p>Autumn Term NEA Sept.4th-(on-going) up till the 1st January (Yr11).</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • No time limits • 60% 	<p>Oracy is built into every lesson, in classroom discussions and questions designed to hone critical thinking skills.</p>	<p>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.</p>
<p>NEA Topic two: Pupils introduced to the Theme of Vanitas.</p> <p>Artists: Kelsey McClellan Dutch Vanitas References.</p>			<p>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:</p> <ul style="list-style-type: none"> -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.
<p>NEA Topic Three: Pupils introduced to the theme of Architecture, modern, contemporary and Classical styles.</p>	<p>From 1st Jan. Pupils respond to their chosen starting point from an externally set assignment paper relating to their</p>		<p>Pupils can engage in complex and comprehensive design projects that require them</p>

<p>Artist: Antonio Gaudi Dan Mountford</p>	<p>subject title, evidencing coverage of all four assessment objectives.</p>		<p>to consider various aspects of architecture: -Sustainability -Address real-world challenges -Incorporate innovative solutions -Aesthetics</p>
<p>Pupils will develop and tailor their ideas from the checklist:</p> <ul style="list-style-type: none"> • 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: <p>Mono-print, poli-print, etching, ink and bleach, batik, continuous line/marker pen, dark-room photograms, collage, 2D/3D drawing/painting.</p>	<p>Spring Term (Externally Set-Assignment)</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE 	<p>Pupils are expected to record their insights relevant to their intentions/annotations as their work progress. Emphasis on subject key words/terminology</p>	<p>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:</p> <ul style="list-style-type: none"> -Just -Adequate -Clear -Convincing <p>They will lead their own independent enquiry/chosen question facilitated by their subject teacher. Here are some examples to be ambitious in their approach:</p> <ul style="list-style-type: none"> -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 contextualize your work -Seek feedback and critique. <p>Pupils will also be supported by high quality exemplars/level 9 past, previous portfolios to guide them and share in good practice.</p>
<p>How are pupils informally and formally assessed?</p>	<p>What's assessed</p> <p>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.</p>		

Developing Independent and Home Learning Skills	<i>Google Classroom/working from home, allows pupils greater autonomy as well as contributing to lessons or submitting work.</i>
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 to lessons basic equipment, e.g., 2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons. The Art dept, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase on the school's ParentPay system.
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 pupil's skills and processes.
Careers curriculum	<p>There are a wide variety of jobs available in the field of art, ranging from traditional fine arts to more modern digital media.</p> <p>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:</p> <ul style="list-style-type: none"> • Problem Solving • Observation Skills • Discipline • Organizational Skills • Self-Expression • Self-Appreciation • Courage
Head of Department and email contact	<p>Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk Curriculum Team Leader</p>

Biology

Year 10 & 11 pupils receive two to four numbers of lessons each fortnight.

The importance of Biology in the curriculum: Biology is the division of science which endeavours to explore and gain insight into the complex and diverse wonders of living organisms within the natural world, looking at origin, morphology, physiology, anatomy, behaviour and distribution. The curriculum will develop understanding into how science works and an appreciation of its relevance to our everyday lives.

Biology inspires pupils to develop Education with Character by allowing pupils to challenge themselves and encourage independent learning to help inspire pupils to think about taking Biology for further education and future career paths.

Alongside in-depth knowledge of the biological world, biologists also develop skills and understanding of scientific methods, data analysis, observation, correlations and causal relationships.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Cells and organisation	Autumn Year 10	Stem cell dilemmas, ethical arguments behind Dolly the sheep: https://blogs.scientificamerican.com/guest-blog/have-the-ethical-questions-surrounding-cloning-changed-since-dolly/	Pupils will have the opportunity to do extra research on topics to attain new knowledge and skills that will also inform pupils of the fundamentals of scientific methods. Go further research - In 2016 Chinese scientists published papers on use of embryonic stem cells to produce mouse sperm.
Disease and bioenergetics	Spring Year 10 Summer Year 10	Ethical issues and vaccines: https://historyofvaccines.org/vaccines-101/ethical-issues-and-vaccines	Go further research – How do scientists make sure plants carry out as much photosynthesis as possible?
Biological responses	Autumn Year 11	Ethical debates on IVF: https://www.healthcentre.org.uk/fertility-treatment/ethical-ivf.html	Go further research – why do invertebrates change body colour to regulate body temperature?
Genetics and reproduction	Autumn Year 10 Spring Year 11	Ethics behind screening for genetic disorders https://www.healthknowledge.org.uk/public-health-textbook/disease-causation-diagnostic/2c-diagnosis-screening/ethical-legal-social-implications	Go further research – What is the new technique called gene editing used for?
Ecology	Summer Year 11	Sustainable food production to help third world countries https://theecologist.org/2018/jun/12/how-sustainable-food-production-can-change-developing-countries	Go further research – How can an oak tree be a stable community and support 100 species?

How are pupils informally and formally assessed?	End of unit tests Assessment tasks to develop skills throughout the year End of year assessments Retrieval tasks Homework Verbal questioning
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	Work in exercise books
Developing Independent and Home Learning Skills	Online homework via Google Classroom Opportunities to do independent research related to topics studied All lesson content PPT, information and worksheets on Google Classrooms Exam practice and past papers Revision resources
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	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Research tasks based on topics studied in class.
Careers curriculum	NHS cadets after school once a week. Units studied will be linked to possible professions such as doctors, vets and microbiologists.
Head of Department and email contact	Ms S Hoque s.hoque@wansteadhigh.co.uk

Chemistry

Year 10 & 11 pupils receive two to four numbers of lessons each fortnight.

The importance of Chemistry in the curriculum: Chemistry is a very important and skilful subject which develops enquiry and investigation skills throughout the curriculum. Pupils are challenged on mathematical and logical problems as well as scientific phenomena which feed their imagination.

Chemistry inspires pupils to develop Education with Character by allowing pupils to challenge themselves to higher levels of thinking and being aspired to career paths such as Medicinal Sciences, Dentistry and Optometry. It is a pathway to a whole array of careers in the chemical and engineering field.

Skills developed in chemistry are analytical, mathematical, logical and chemical practical's.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Atomic structure periodic table	Autumn Term 1	Discovery of elements. https://www.newscientist.com/people/dmitri-mendeleev/	Pupils will have the opportunity to do extra research on topics to attain new knowledge and skills that will also inform pupils of the fundamentals of scientific methods. Go further research: Calculating accurate masses of atoms using mass spectrometry
Bonding	Autumn Term 2	Why is water so important to life? https://sitn.hms.harvard.edu/uncategorized/2019/biological-roles-of-water-why-is-water-necessary-for-life/	Go further research: Showing the bonding, structure and uses of carbon nanotubes and fullerenes.
Chemical calculations	Spring Term 1	Gas volume in airbags. https://www.ck12.org/chemistry/charles-law/rwa/crash-test-dummies/	further research: Doing a back titration to calculate the amount of iron in iron tablets.
Chemical changes	Spring Term 2	Uses of metals. https://byjus.com/chemistry/uses-of-metals/	Go further research: Show how chemical reactions take place in our bodies and exist in equilibrium.
Electrolysis	Summer term 1	Electrolysis: an overview. https://www.azolifesciences.com/article/Electrolysis-An-Overview.aspx	Go further research: Electrochemistry of batteries and cells.
Energy change	Summer term 2	Development of the self-heating can. https://theconversation.com/self-heating-drinks-cans-return-heres-how-they-work-98476	Go further research: Calorimetry calculations using a bomb calorimeter

How are pupils informally and formally assessed?	<ul style="list-style-type: none"> End of unit tests End of term test Retrieval tasks Homework Verbal questioning Google classroom tasks Work in books
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Developing Independent and Home Learning Skills	Online homework on Google Classrooms. All lesson content PPT, information and worksheets Exam practice and past papers revision resources
Useful e-Learning Resources (e.g., web links)	Google classroom, chemsheets, BBC bitesize https://www.physicsandmathstutor.com/ https://www.scisheets.co.uk/ https://www.bbc.co.uk/bitesize/topics/z88ijty
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Research tasks and after school interventions KS5 trip.
Careers curriculum	Units studied will be linked to possible professions such as analytical chemist, bioanalytical scientist and chemical engineer.
Head of Department and email contact	Ms S Hoque s.hoque@wansteadhigh.co.uk

Computer Science

Year 10 pupils receive 6 lessons of Computer Science each fortnight.

Computing is important in year 10 and beyond because 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
System Architecture	Autumn Half-term 1	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, including the CPU, memory, storage, and input/output devices. Teaching these concepts early fosters a comprehensive understanding of computer systems and the ability to troubleshoot technical issues.
Memory and Storage	Autumn Half-term 2	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.
Computer networks, connections and protocols	Spring Half-term 1	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. This knowledge enables them to make well-informed decisions regarding critical aspects such as network

		<p>https://www.bbc.co.uk/bitesize/examspec/zmtchbk</p> <p>Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.</p>	<p>security, online behaviour, and data management. Moreover, the study of networks has the potential to foster global awareness and promote digital citizenship among pupils. It grants them a deeper understanding of how information flows seamlessly across international borders, shedding light on the profound impact of connectivity on a global scale. Additionally, the interdisciplinary nature of networking, bridging computer science with fields like telecommunications and electrical engineering, can inspire pupils by showcasing the vast and diverse applications of computer science.</p>
Algorithms	Spring Half-term 2	<p>GCSE Computer Science for OCR pupil book (David Waller)</p> <p>GCSE Computer Science OCR Complete Revision & Practice (CGP)</p> <p>https://www.bbc.co.uk/bitesize/examspec/zmtchbk</p> <p>Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.</p>	<p>The topic will require pupils to think critically and logically. They must develop step-by-step procedures to solve problems, fostering analytical skills that are essential in various aspects of life.</p>
Programming Fundamentals	Summer Half-term 1	<p>GCSE Computer Science for OCR pupil book (David Waller)</p> <p>GCSE Computer Science OCR Complete Revision & Practice (CGP)</p> <p>https://www.bbc.co.uk/bitesize/examspec/zmtchbk</p> <p>Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.</p>	<p>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.</p>
How are pupils informally and formally assessed?		<p>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.</p>	
Developing Independent and Home Learning Skills		<p>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.</p>	

	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)	<p>The course specification can be found at:</p> <p>https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf</p> <p>BBC bitesize:</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p> <p>https://code.org/</p>
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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

Computer Science

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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
Boolean Logic	Autumn Half-term 1	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.
System Software	Autumn Half-term 1	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.
Network Security	Autumn Half-term 2	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.

<p>Ethical, Legal and Cultural Concerns</p>	<p>Autumn Half-term 1</p>	<p>GCSE Computer Science for OCR pupil book (David Waller)</p> <p>GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p> <p>Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.</p>	<p>Discussions on ethical and legal concerns require critical thinking. Pupils learn to analyse complex issues, consider different perspectives, and make informed decisions. Pupils gain an understanding of the potential consequences of their actions in the digital world, including legal repercussions and the impact on individuals and society. Ethical discussions introduce pupils to real-world ethical dilemmas in technology, such as data privacy, AI ethics, and the impact of automation on employment. This prepares them to navigate complex ethical challenges in their careers and lives.</p>
<p>Producing Robust Programs</p>	<p>Spring Half-term 1</p>	<p>GCSE Computer Science for OCR pupil book (David Waller)</p> <p>GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p> <p>Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.</p>	<p>Writing robust code requires careful attention to detail. Pupils learn the importance of precise coding practices, which are vital in programming. It sets a high standard for code reliability and efficiency. They learn to anticipate potential issues and develop solutions, fostering essential problem-solving skills.</p>
<p>Programming languages and Integrated Development Environments</p>	<p>Spring Half-term 1</p>	<p>GCSE Computer Science for OCR pupil book (David Waller)</p> <p>GCSE Computer Science OCR Complete Revision & Practice (CGP) https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p> <p>Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit</p>	<p>Pupils become more versatile in their approach to coding and can easily switch between different programming languages as needed.</p>

<p>How are pupils informally and formally assessed?</p>	<p>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 term 1 of Year 11, pupils will undertake a comprehensive Paper 2 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.</p>
<p>Developing Independent and Home Learning Skills</p>	<p>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.</p> <p>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.</p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zvc9q6f https://code.org/ https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p>

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons. All other equipment is provided in school.
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

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
<p>Practical: Introduction into performance</p> <p>Theory: Section A</p>	<p>Autumn Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written task ● Mock exam questions ● Redrafting ● Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>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.</p> <ul style="list-style-type: none"> ● Technical skills ● Expressive skills ● Physical skills ● Mental Skills ● Knowledge of ASDR ● Choreographic devices ● Motif development <p>Pupils in theory lessons will develop</p> <ul style="list-style-type: none"> ● Identifying and defining performance skills ● ASDR ● Safe practice ● How to be a safe dancer ● Injury prevention ● Nutrition and hydration ● Good studio practice
<p>Practical: Choreography</p> <p>Theory: Section A</p>	<p>Autumn Term 2</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written task ● Mock exam questions ● Redrafting ● Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>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:</p> <ul style="list-style-type: none"> ● Working with a stimulus ● ASDR ● Accompaniment ● Structuring devices ● Choreographic processes ● Knowledge of ASDR ● Choreographic devices ● Motif development <p>Pupils in theory lessons will develop knowledge in how to analyse a</p>

			<p>professional work and through interpretation answer exam style question about the constituent features.</p> <ul style="list-style-type: none"> ● Identifying and defining performance skills ● ASDR ● Choreographic intent ● Stimulus ● Hypothetical choreography ● Choreographic devices ● Motif development
<p>Practical: Set Phrase</p> <p>Theory: Section C: A Linha Curva</p>	<p>Spring Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written task ● Mock exam questions ● Redrafting ● Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will learn the AQA set phrases Breathe and Scoop and understand how to demonstrate and identify the following skills</p> <ul style="list-style-type: none"> ● Technical skills ● Expressive skills ● Physical skills ● Mental Skills <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style question about the constituent features.</p> <ul style="list-style-type: none"> ● Costume ● Lighting ● Accompaniment ● Set ● Movement ● Choreographic intention ● Interpretation and analysis skills
<p>Practical: Set Phrase</p> <p>Theory: Section C: Shadows</p>	<p>Spring Term 2</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written task ● Mock exam questions ● Redrafting ● Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will learn the AQA set phrases Breathe and Scoop and understand how to demonstrate and identify the following skills</p> <ul style="list-style-type: none"> ● Technical skills ● Expressive skills ● Physical skills ● Mental Skills <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style question about the constituent features.</p> <ul style="list-style-type: none"> ● Costume ● Lighting ● Accompaniment ● Set ● Movement ● Choreographic intention

			<ul style="list-style-type: none"> ● Interpretation and analysis skills
<p>Practical: Set Phrase</p> <p>Theory: Section C: Infra</p>	<p>Summer Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written task ● Mock exam questions ● Redrafting ● Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will learn the AQA set phrases Breathe and Scoop and understand how to demonstrate and identify the following skills</p> <ul style="list-style-type: none"> ● Technical skills ● Expressive skills ● Physical skills ● Mental Skills <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style question about the constituent features.</p> <ul style="list-style-type: none"> ● Costume ● Lighting ● Accompaniment ● Set ● Movement ● Choreographic intention <p>Interpretation and analysis skills</p>
<p>Practical: Duo / Trio performance</p> <p>Theory: Section C: Emancipation and Expressionism</p>	<p>Summer Term 2</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written task ● Mock exam questions ● Redrafting ● Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>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:</p> <ul style="list-style-type: none"> ● Technical skills ● Expressive skills ● Physical skills ● Mental Skills ● Choreographic intention <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style question about the constituent features.</p> <ul style="list-style-type: none"> ● Costume ● Lighting ● Accompaniment ● Set ● Movement ● Choreographic intention ● Interpretation and analysis skills

<p>How are pupils informally and formally assessed?</p>	<p>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.</p>
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	<p>Component 1:</p> <ul style="list-style-type: none"> ● Set phrases- Breathe and Scoop ● Performance in a Duet/Trio ● Group Choreography <p>Component 2:</p> <ul style="list-style-type: none"> ● 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	<p>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</p>
Useful e-Learning Resources (e.g., web links)	<ul style="list-style-type: none"> ● 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	<p>Dance kit (Wanstead PE Kit) Writing equipment for theory lessons. 2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.</p>
Enrichment activities	<p>KS4 London Youth Games Grease The Musical Theatre Trips</p>
Careers curriculum	<p>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.</p>
Head of Department and email contact	<p>Ms Ruby Gullefer r.gullefer@wansteadhigh.co.uk</p>

Drama

Year 10 pupils receive 3 lessons of Drama each fortnight (2 hours practical and 1 hour 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
<p>Practical: Mock Devising</p> <p>Theory: Section A and Devising logs</p>	Autumn Term	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts ● Devising logs - weekly written reflections <p>Key Terms:</p> <ul style="list-style-type: none"> ● stimulus ● devising ● practitioner ● genre/theatrical style ● theatrical devices ● acting skills ● plot/action/tempo ● juxtaposition ● gestus ● given circumstances ● Magic If ● Hymn's Hands ● Chair Duet <p>Helpful Reading list:</p> <ul style="list-style-type: none"> ● The Complete Brecht Toolkit by Stephen Unwin ● The Complete Stanislavski Toolkit by Bella Merlin ● The Frantic Assembly Book of Devising Theatre by Scott Graham 	<p>In practical lessons pupils will develop community/ensemble building skills, introduction to practitioners 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. Pupils 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.</p> <ul style="list-style-type: none"> ● Working with a stimulus ● practitioners ● Techniques ● Genre ● Themes ● Research ● Analysis ● Vocal skills ● Physical skills <p>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. They will practise writing up their process of devising from initial ideas to development and collaboration to analysis and</p>

			<p>evaluation of the final performance. Pupils will develop in theory:</p> <ul style="list-style-type: none"> ● Acting skill and definitions ● Self-reflection ● Self-evaluation ● Genre ● Drama terminology ● Feedback <p>Capacity to improve</p>
<p>Practical: Devising Mock</p> <p>Theory: Devising Log Coursework Mock</p>	<p>Autumn Term</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts ● Devising logs - weekly written reflections <p>Reading List:</p> <ul style="list-style-type: none"> ● Noughts and Crosses by Dominic Cooke/Malorie Blackman <p>Noughts and Crosses Play Guide for AQA GCSE Drama by Annie Fox</p>	<p>In practical lessons pupils will continue to develop their devised piece in conjunction with their chosen practitioner and stimulus, refining the plot and character development, message to the audience using feedback from teachers and pupils.</p> <ul style="list-style-type: none"> ● Brechtian/Epic Theatre ● Dystopia ● Genre ● Themes ● Research ● Analysis ● Vocal skills ● Physical skills <p>Pupils will begin practice 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:</p> <ul style="list-style-type: none"> ● Design terminology ● Self-reflection/Self evaluation ● Genre ● Drama terminology ● Feedback <p>Capacity to improve</p>
<p>Practical: Noughts and Crosses</p> <p>Theory: Noughts and Crosses</p>	<p>Spring Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts 	<p>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</p>

		<ul style="list-style-type: none"> ● The Complete Stanislavski Toolkit by Bella Merlin <p>The Frantic Assembly Book of Devising Theatre by Scott Graham</p>	<p>Including their initial ideas to development and collaboration to analysis and evaluation of the final performance. Pupils will develop in theory:</p> <ul style="list-style-type: none"> ● Acting skill and definitions ● Self-reflection ● Self-evaluation ● Genre ● Drama terminology ● Feedback ● Capacity to improve
<p>Practical: Devising</p> <p>Theory: Devising logs</p>	<p>Summer Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts ● Devising logs - weekly written reflections <p>Key Terms:</p> <ul style="list-style-type: none"> ● stimulus ● devising ● practitioner ● genre/theatrical style ● theatrical devices ● acting skills ● plot/action/tempo ● juxtaposition ● gestus ● given circumstances ● Magic If ● Hymn’s Hands ● Chair Duet <p>Helpful Reading list:</p> <ul style="list-style-type: none"> ● The Complete Brecht Toolkit by Stephen Unwin ● The Complete Stanislavski Toolkit by Bella Merlin <p>The Frantic Assembly Book of Devising Theatre by Scott Graham</p>	<p>In practical lessons pupils will develop community/ensemble building skills, introduction to practitioners 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. Pupils 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.</p> <ul style="list-style-type: none"> ● Working with a stimulus ● practitioners ● Techniques ● Genre ● Themes ● Research ● Analysis ● Vocal skills ● Physical skills <p>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:</p> <ul style="list-style-type: none"> ● Acting skill and definitions ● Self-reflection ● Self-evaluation ● Genre ● Drama terminology ● Feedback

			Capacity to improve
<p>Practical: Devising NEA Performance</p> <p>Theory: Section A and B revision</p>	<p>Summer Term 2</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts ● Devising logs - weekly written reflections <p>Key Terms:</p> <ul style="list-style-type: none"> ● stimulus ● devising ● practitioner ● genre/theatrical style ● theatrical devices ● acting skills ● plot/action/tempo ● juxtaposition ● gestus ● given circumstances ● Magic If ● Hymn’s Hands ● Chair Duet <p>Helpful Reading list:</p> <ul style="list-style-type: none"> ● The Complete Brecht Toolkit by Stephen Unwin ● The Complete Stanislavski Toolkit by Bella Merlin <p>The Frantic Assembly Book of Devising Theatre by Scott Graham</p>	<p>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 develop.</p> <ul style="list-style-type: none"> ● Working with a stimulus ● practitioners ● Techniques ● Genre ● Themes ● Research ● Analysis ● Vocal skills ● Physical skills <p>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.</p> <ul style="list-style-type: none"> ● Theatre skills ● Self-reflection ● Self-evaluation ● Genre ● Drama terminology ● Feedback ● Capacity to improve ● Analytical skills ● Character evaluation ● Scene analysis ● Themes ● Genre <p>Exam style response</p>

<p>How are pupils informally and formally assessed?</p>	<p>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.</p> <p>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 these pupils will write a reflective log of the process of devising a piece of Drama. This component will form 40% of the final grade.</p> <p>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.</p>
<p>Developing Independent and Home Learning Skills</p>	<p>Google classroom: Each term all lessons and classroom tasks are posted onto the google classroom</p>

	<p>along with resources and revision guides</p> <p>Pupils are set homework weekly to prepare for upcoming assessments both written and practical.</p>
Useful e-Learning Resources (e.g., web links)	<p>https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance</p> <p>https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/understanding-drama</p> <p>https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/devising-drama</p> <p>https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/texts-in-practice</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zrnjwty</p>
Equipment for lessons	<p>2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.</p> <p>Props and costume if necessary</p>
Enrichment activities	<p>Tuesday Intervention (GCSE and A Level)</p> <p>Grease The Musical (Auditions in September and show in February)</p> <p>Theatre Trip</p>
Careers curriculum	<p>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.</p> <p>Further career opportunities would include: Actor, Director, Stage Combat artist, Screen writer, Casting Director, journalist, drama instructor/teacher, personal trainer, videographer, community arts worker/leader and artistic director.</p>
Head of Department and email contact	<p>Ms R Gullefer</p> <p>r.gullefer@wansteadhigh.co.uk</p>

Drama

Year 11 pupils receive 3 lessons of Drama each fortnight (2 hours practical and 1 hour 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
<p>Practical: Texts in practice</p> <p>Theory: Devising logs</p>	Autumn Term	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts ● Devising logs - weekly written reflections <p>Key Terms:</p> <ul style="list-style-type: none"> ● stimulus ● devising ● practitioner ● genre/theatrical style ● theatrical devices ● acting skills ● plot/action/tempo ● juxtaposition ● gestus ● given circumstances ● Magic If <p>Helpful Reading list:</p> <ul style="list-style-type: none"> ● The Complete Brecht Toolkit by Stephen Unwin ● The Complete Stanislavski Toolkit by Bella Merlin ● The Frantic Assembly Book of Devising Theatre by Scott Graham 	<p>Pupils will choose to be assessed as a:</p> <ul style="list-style-type: none"> ● performer ● lighting designer ● sound designer ● set designer ● costume designer ● puppet designer <p>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:</p> <ul style="list-style-type: none"> ● Create and communicate meaning ● Interpret texts ● Realise artistic intention in text-based drama <p>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 (<i>Noughts and Crosses</i>)</p> <p>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:</p> <ul style="list-style-type: none"> ● Theatre skills ● Self-reflection ● Self-evaluation ● Genre ● Drama terminology ● Feedback ● Capacity to improve

<p>Practical: Text in practice</p> <p>Theory: Section C Live Theatre evaluation</p>	<p>Autumn Term</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts ● Devising logs - weekly written reflections <p>Key Terms:</p> <ul style="list-style-type: none"> ● stimulus ● devising ● practitioner ● genre/theatrical style ● theatrical devices ● acting skills ● plot/action/tempo ● juxtaposition ● gestus ● given circumstances ● Magic If <p>Helpful Reading list:</p> <ul style="list-style-type: none"> ● The Complete Brecht Toolkit by Stephen Unwin ● The Complete Stanislavski Toolkit by Bella Merlin ● The Frantic Assembly Book of Devising Theatre by Scott Graham 	<p>Pupils will choose to be assessed as a:</p> <ul style="list-style-type: none"> ● performer ● lighting designer ● sound designer ● set designer ● costume designer ● puppet designer <p>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:</p> <ul style="list-style-type: none"> ● Create and communicate meaning ● Interpret texts ● Realise artistic intention in text-based drama <p>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)</p> <p>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:</p> <ul style="list-style-type: none"> ● 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
<p>Practical: Text in practice</p> <p>NEA Assessment</p> <p>Theory: Section B Review</p>	<p>Spring Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts ● Devising logs - weekly written reflections <p>Key Terms:</p>	<p>Pupils will choose to be assessed as a:</p> <ul style="list-style-type: none"> ● performer ● lighting designer ● sound designer ● set designer ● costume designer ● puppet designer <p>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</p>

<p>Noughts and Crosses</p>		<ul style="list-style-type: none"> ● stimulus ● devising ● practitioner ● genre/theatrical style ● theatrical devices ● acting skills ● plot/action/tempo ● juxtaposition ● gestus ● given circumstances ● Magic If <p>Helpful Reading list:</p> <ul style="list-style-type: none"> ● The Complete Brecht Toolkit by Stephen Unwin ● The Complete Stanislavski Toolkit by Bella Merlin ● The Frantic Assembly Book of Devising Theatre by Scott Graham 	<p>ability to:</p> <ul style="list-style-type: none"> ● Create and communicate meaning ● Interpret texts ● Realise artistic intention in text-based drama <p>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)</p> <p>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:</p> <p>Pupils will develop in theory:</p> <ul style="list-style-type: none"> ● Theatre skills ● Analytical skills ● Character evaluation ● Scene analysis ● Themes ● Genre ● Exam style response ● Drama terminology
<p>Practical: Noughts and Crosses</p> <p>Theory: Section C Live Theatre Evaluation</p>	<p>Spring Term 2</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts ● Devising logs - weekly written reflections <p>Key Terms:</p> <ul style="list-style-type: none"> ● stimulus ● devising ● practitioner ● genre/theatrical style ● theatrical devices ● acting skills ● plot/action/tempo ● juxtaposition ● gestus ● given circumstances ● Magic If <p>Helpful Reading list:</p>	<p>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:</p> <ul style="list-style-type: none"> ● Working with a stimulus ● practitioners ● Techniques ● Genre ● Themes ● Research ● Analysis ● Vocal skills ● Physical skills <p>Pupil will continue to analyse the chosen live/digital theatre performance and begin practice 32-mark answers in preparation for the final written exam:</p> <ul style="list-style-type: none"> ● Genre ● Structure ● Character

		<ul style="list-style-type: none"> ● The Complete Brecht Toolkit by Stephen Unwin ● The Complete Stanislavski Toolkit by Bella Merlin ● The Frantic Assembly Book of Devising Theatre by Scott Graham 	<ul style="list-style-type: none"> ● 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	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Written feedback ● Written tasks ● Mock exam questions ● Redrafting ● Weekly homework assignments ● Working with and analysing scripts ● Devising logs - weekly written reflections <p>Key Terms:</p> <ul style="list-style-type: none"> ● stimulus ● devising ● practitioner ● genre/theatrical style ● theatrical devices ● acting skills ● plot/action/tempo ● juxtaposition ● gestus ● given circumstances <p>Helpful Reading list:</p> <ul style="list-style-type: none"> ● The Complete Brecht Toolkit by Stephen Unwin ● The Complete Stanislavski Toolkit by Bella Merlin ● The Frantic Assembly Book of Devising Theatre by Scott Graham 	<p>Pupils will review component 1 - Understanding Drama</p> <ul style="list-style-type: none"> ● 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?	<p>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.</p> <p>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 these pupils will write a reflective log of the process of devising a piece of Drama. This component will form 40% of the final grade.</p> <p>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.</p>
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Developing Independent and Home Learning Skills	<p>Google classroom:</p> <p>Each term all lessons and classroom tasks are posted onto the google classroom along with resources and revision guides</p> <p>Pupils are set homework weekly to prepare for upcoming assessments both written and practical.</p>
Useful e-Learning Resources (e.g., web links)	<p>https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance</p> <p>https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/understanding-drama</p> <p>https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/devising-drama</p> <p>https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/texts-in-practice</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zrnjwty</p>
Equipment for lessons	<p>2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.</p> <p>Props and costume if necessary</p>
Enrichment activities	<p>Tuesday Intervention (GCSE and A Level)</p> <p>Grease The Musical (Auditions in September and show in February)</p> <p>Theatre Trip</p>
Careers curriculum	<p>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.</p> <p>Further career opportunities would include: Actor, Director, Stage Combat artist, Screen writer, Casting Director, journalist, drama instructor/teacher, personal trainer, videographer, community arts worker/leader and artistic director.</p>
Head of Department and email contact	<p>Ms R Gullefer</p> <p>r.gullefer@wansteadhigh.co.uk</p>

English (AQA GCSE English Language and Literature)

Year 10 pupils receive 8 lessons of English each fortnight.

Our mission as a department, centres on fostering a love of English, on developing creativity *and* character through the exploration of literature, motivating pupils to achieve their potential in this subject regardless of their background. In the words of Coleridge, reading “the best words, in the best order”, from both the literary canon in English and from a diverse range of voices, helps pupils to become confident, expressive readers and writers. Not only this, but by being exposed to high quality fiction and non-fiction, we also introduce them to challenging ideas: from the meaning of love and life, to the impact of war and religion, to contemporary debates around gender and politics. Beyond just reading books or preparing for exams, pupils learn to become accomplished communicators, their oracy skills developed through debate, discussions and presentations, giving them the skills, they need to become well-rounded citizens in society.

In Year 10, the curriculum has been carefully sequenced to build on what they have learnt at Key Stage 3, and to appropriately develop exam skills over two years.

Please note, this booklet reflects the current Year 10 cohort of 2023-2024, and will not match to the Year 11 curriculum booklet as that cohort is following a different curriculum sequence.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Power and Conflict Poetry Pupils will learn 15 poems, annotating them fully for writer’s methods, learning how to link broader themes together under the umbrella of ‘power and conflict’. (Exam: English Literature Paper 2, Sec B)</p>	<p>NB Taught in clusters over the two years. Autumn Term – First set- 4 poems Spring Term- Second set- 3 poems Summer Term- Third set- 4 poems</p>	<p>Poetry anthologies are provided by the exam board and given to each pupil. Pupils will be encouraged to buy a copy of the following texts: A Christmas Carol Macbeth Additional wider reading will be posted on a separate Google Classroom for year 10 and year 11, which all pupils will be given at the start of the year. Revision guides can be bought e.g., York Notes or CGP, but please bear in mind that these are not substitutes for the deeper learning which happens inside the classroom.</p>	<p>English is by nature, a rich and demanding subject. Specifically, we ensure our curriculum is ambitious through: The explicit teaching of ambitious, sophisticated vocabulary and subject terminology Through challenge work, meant to deepen and enrich learning in lesson and through homework Through extended questioning, discussion and debate Through an emphasis on reading- whether reading around the subject/unit being taught, or the encouragement to read fiction and non-fiction texts Through our text choices, where we ensure that pupils can explore challenging themes, such as fate vs free will, hierarchies of power, redemption and morality and so on.</p>
<p>English Language Paper 1 Sec B: Pupils will learn how to plan and craft a piece of narrative or descriptive writing</p>	<p>Autumn Term +</p>		
<p>A Christmas Carol by Charles Dickens Pupils will read the entire novel, learning about writer’s methods and meanings, characterisation, themes and the context of Victorian London. Exam practice will be embedded into schemes of work, so pupils know how to approach extracts and to memorise quotations as it is closed book exam. (Exam: English Literature Paper 1- Section B)</p>	<p>Year 10- Autumn Term Revised in Summer Term</p>		
<p>English Language Paper 1 Sec A: Pupils will learn how to read and analyse a fiction extract, answering 4 questions: information</p>	<p>Autumn Term</p>		

retrieval, analysis of language, analysis of structure and evaluation.			
<p>Macbeth by William Shakespeare</p> <p>Pupils will read the entire play, learning about writer’s methods and meanings, characterisation, themes and the context of the Jacobean era. Exam practice will be embedded into schemes of work, so pupils know how to approach extracts and to memorise quotations as it is closed book exam. (Exam: English Literature Paper 1- Section A)</p>	<p>Spring Term</p> <p>Revised in Summer Term</p>		
<p>English Language Paper 2</p> <p>Sec A: Pupils will learn how to read and analyse two non-fiction extracts, answering questions that analyse and compare what they have read</p> <p>Sec B: Pupils will learn how to plan and craft a piece of non-fiction writing</p>	<p>Spring Term</p>		
<p>Spoken Language Endorsement</p> <p>All pupils undertake a prepared spoken presentation on a specific topic for no longer than 10 minutes (this will not count towards their final grade, but is still compulsory). (Part of the English Language specification).</p>	<p>Summer Term</p>		

<p>How are pupils informally and formally assessed?</p>	<p>There are four exam papers in total: two exam papers for English Language, and two for English Literature. Throughout the course pupils will sit real exam questions during the course of their learning and 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.</p>
<p>Developing Independent and Home Learning Skills</p>	<p>All lesson materials are posted onto Google Classroom following each lesson or completion of content.</p> <p>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 that each stage of learning or to prepare pupils for the next stage of their learning journey.</p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>The course specification and samples of past exam questions can be found at: GCSE English Language:</p>

	<p>https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources</p> <p>GCSE English Literature: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</p> <p>There are many hundreds of useful websites and tools to revise English. In particular, we can recommend Mr Bruff's YouTube Channel: https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w</p> <p>SparkNotes is a useful website that contains detailed revision notes: Macbeth: https://www.sparknotes.com/shakespeare/macbeth/ A Christmas Carol: https://www.sparknotes.com/search?q=A%20Christmas%20Carol</p>
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific), highlighters and glue sticks are useful and their books for timetabled lessons.
Enrichment activities	<p>A 'Poetry through Music' club run by Mr I Choudhury will examine the ways in which poetry and songs are interlinked, bringing contemporary relevance to the subject. Open to all key stages.</p> <p>In-school theatre performances of Macbeth and A Christmas Carol will be show over the course of the two years.</p> <p>Pupils will be encouraged to use the library and to read from a 'wider reading' list provided by teachers.</p> <p>Other trips and club's tbc.</p>
Careers curriculum	<p>The ability to communicate effectively is essential to all walks of life. Leaving school with a pass in English enables pupils to progress in any chosen field and immediately opens avenues and doors to a wealth of courses and careers.</p> <p>Pupils may continue to study English at A Level, as it is regarded by employers and top universities as being a subject of value and demonstrates an individual's ability to think and communicate in a structured and critical way. Pupils who graduate with an English degree find opportunities with many different employers, ranging from publishing and journalism to the civil service or joining any graduate program.</p>
Head of Department and email contact	<p>Ms A Malik (Head of English) a.malik@wansteadhigh.co.uk</p> <p>Ms S Khan (Head of KS4) s.khan@wansteadhigh.co.uk</p>

English (AQA GCSE English Language and Literature)

Year 11 pupils receive 8 lessons of English each fortnight.

Our mission as a department, centres on fostering a love of English, on developing creativity *and* character through the exploration of literature, motivating pupils to achieve their potential in this subject regardless of their background. In the words of Coleridge, reading “the best words, in the best order”, from both the literary canon in English and from a diverse range of voices, helps pupils to become confident, expressive readers and writers. Not only this, but by being exposed to high quality fiction and non-fiction, we also introduce them to challenging ideas: from the meaning of love and life, to the impact of war and religion, to contemporary debates around gender and politics. Beyond just reading books or preparing for exams, pupils learn to become accomplished communicators, their oracy skills developed through debate, discussions and presentations, giving them the skills, they need to become well-rounded citizens in society.

In Year 11, pupil will build on their learning in Year 10, to consolidate their skills and knowledge of the curriculum, with sufficient class time given to practice exam skills and support their learning of key quotations.

Please note, this curriculum booklet reflects the current cohort of Year 11 for 2023-2024; units have been re-sequenced for the current Year 10s in a separate booklet, and therefore the two do not follow on from each other.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Unseen Poetry Pupils will learn the skills of how to approach poetry they have not studied in class, analysing one poem, then comparing it to another. (Exam: English Literature Paper 2, Section C)</p>	<p>Autumn Term Also, Spring Term as Revision (after Power and Conflict Poetry)</p>	<p>Poetry anthologies are provided by the exam board and given to each pupil. Pupils will be encouraged to buy a copy of the following texts: A Christmas Carol Macbeth DNA Additional wider reading will be posted on a separate Google Classroom for year 10 and year 11, which all pupils will be given at the start of the year. Revision guides can be bought e.g., York Notes or CGP, but please bear in mind that these are not substitutes for the deeper learning which happens inside the classroom.</p>	<p>English is by nature, a rich and demanding subject. Specifically, we ensure our curriculum is ambitious through:</p> <p>The explicit teaching of ambitious, sophisticated vocabulary and subject terminology.</p> <p>Through challenge work, meant to deepen and enrich learning in lesson and through homework.</p> <p>Through extended questioning, discussion and debate.</p> <p>Through an emphasis on reading- whether reading around the subject/unit being taught, or the encouragement to read fiction and non-fiction texts.</p> <p>Through our text choices, where we ensure that pupils can explore challenging themes, such as fate vs free will, hierarchies of power, redemption and morality and so on.</p>
<p>English Language Paper 1 Sec A: Pupil will learn how to read and analyse a fiction extract, answering 4 questions: information retrieval, analysis of language, analysis of structure and evaluation. Sec B: Pupils will learn how to plan and craft a piece of narrative or descriptive writing</p>	<p>Autumn Term</p>		
<p>English Language Paper 2 Sec A: Pupil will learn how to read and analyse two non-fiction extracts, answering questions that analyse and compare what they have read Sec B: Pupils will learn how to plan and craft a piece of non-fiction writing</p>	<p>Autumn Term Revised in Year 11</p>		
<p>A Christmas Carol by Charles Dickens Pupils will read the entire novel, learning about writer’s methods and meanings, characterisation, themes</p>	<p>Autumn Term Revision (previously learnt in Year 10)</p>		

<p>and the context of Victorian London. Exam practice will be embedded into schemes of work, so pupils know how to approach extracts and to memorise quotations as it is closed book exam. (Exam: English Literature Paper 1- Section B)</p>	<p>Summer Term Revision</p>		
<p>Power and Conflict Poetry Pupils will learn 15 poems, annotating them fully for writer's methods, learning how to link broader themes together under the umbrella of 'power and conflict'. (Exam: English Literature Paper 2, Sec B)</p>	<p>NB Taught in clusters cover the two years.</p> <p>Spring Term Last cluster</p>		
<p>DNA Pupils will read the entire play, learning about writer's methods and meanings, characterisation, themes and the context of Britain in 2007. Exam practice will be embedded into schemes of work, so pupils know how to approach extracts and to memorise quotations as it is closed book exam. (Exam: English Literature Paper 2, Sec A)</p>	<p>Spring Term Revision (previously learnt in Year 10)</p>		
<p>Macbeth by William Shakespeare Pupils will read the entire play, learning about writer's methods and meanings, characterisation, themes and the context of the Jacobean era. Exam practice will be embedded into schemes of work, so pupils know how to approach extracts and to memorise quotations as it is closed book exam. (Exam: English Literature Paper 1- Section A)</p>	<p>Summer Term Revision (previously learnt in Year 10)</p>		

<p>How are pupils informally and formally assessed?</p>	<p>There are four exam papers in total: two exam papers for English Language, and two for English Literature. Throughout the course pupils will sit real exam questions during the course of their learning and 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.</p>
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	<p>Mock Exams are currently scheduled in the following sequence: October Early assessment- English Language Paper 1 (to replace the classroom assessment, and to take place in the Alan Hearne Hall) November Mock- English Language Paper 2 February/March Mock- English Literature Paper 2</p>
Developing Independent and Home Learning Skills	<p>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 that each stage of learning or to prepare pupils for the next stage of their learning journey.</p>
Useful e-Learning Resources (e.g., web links)	<p>The course specification and samples of past exam questions can be found at: GCSE English Language: https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources GCSE English Literature: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702 There are many hundreds of useful websites and tools to revise English. In particular, we can recommend Mr Bruff's YouTube Channel: https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w SparkNotes is a useful website that contains detailed revision notes: Macbeth: https://www.sparknotes.com/shakespeare/macbeth/ A Christmas Carol: https://www.sparknotes.com/search?q=A%20Christmas%20Carol</p>
Equipment for lessons	<p>2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific), highlighters and glue sticks are useful and their books for timetabled lessons.</p>
Enrichment activities	<p>A 'Poetry through Music' club run by Mr I Choudhury will examine the ways in which poetry and songs are interlinked, bringing contemporary relevance to the subject. Open to all key stages. In-school theatre performances of Macbeth and A Christmas Carol will be show over the course of the two years. Pupils will be encouraged to use the library and to read from a 'wider reading' list provided by teachers. Other trips and club's tbc.</p>
Careers curriculum	<p>The ability to communicate effectively is essential to all walks of life. Leaving school with a pass in English enables pupils to progress in any chosen field and immediately opens avenues and doors to a wealth of courses and careers. Pupils may continue to study English at A Level, as it is regarded by employers and top universities as being a subject of value and demonstrates an individual's ability to think and communicate in a structured and critical way. Pupils who graduate with an English degree find opportunities with many different employers, ranging from publishing and journalism to the civil service, or joining any graduate program.</p>
Head of Department and email contact	<p>Ms A Malik (Head of English) a.malik@wansteadhigh.co.uk Ms S Khan (Head of KS4) s.khan@wansteadhigh.co.uk</p>

Food and Nutrition

Year 10 pupils receive 6 lessons each fortnight throughout the academic year.

Food and Nutrition is an essential part of the curriculum. It helps to develop informed consumers and educated food professionals who have a better awareness of a balanced, healthy diet combined with the practical skills needed to create it. All pupils explore environmental, social and religious issues around food and how these impact on food choices. As pupils progress through their education, they develop a sound understanding of the role of food science in food production and consumption.

Food and Nutrition inspires pupils. It develops character and helps to build a strong knowledge of the role of food and the impact of their choices in everyday life.

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	Hodder ppt introduce topic. BNF video on protein. Pupil to complete Q&A worksheet. Research Healthy topics	Pupils learn about nutrition within Food Science, for example Macro and Micro nutrients, and how they function in the body. There are discussions around High Biological and Low Biological value proteins and how the amino acid chains can become 'de-natured' by cooking processes e.g., Carbonara, Quiche, Breads. Pupils apply knowledge of how each type of vitamin is processed within the body. Independent research on dishes to be prepared and cooked. Market trip so pupils can learn about products on the high street. Pupils will be encouraged to experiment with new recipes, creating their own dishes and explore new innovative techniques in a kitchen environment.
Food science	Spring term	Health presentations www.healthyeating.co.uk 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.	
Dietary Needs	Spring term	Past exam papers. Mind-mapping activity Research Example from AQA NEA materials. Hodder resources Hodder text book PP412 Secondary research: textbook, websites, multimedia including animations, YouTube clips, TV programmes, prior knowledge, magazines. https://www.aqa.org.uk/resources/food/gcse/food-preparation-and-nutrition/teach/subject-specific-	
Hygiene and Safety	In all terms	Mind map of research needed for the task. Identification of relevant primary and secondary sources of research	
NEA2	Summer term		

<p>Understand the requirements of the food preparation task. Analyse a task and carry out research on a life stage/dietary group or culinary tradition. Pupils will need to demonstrate the following: -</p> <p>Demonstrating a range of technical skills.</p> <p>Plan a final menu for a chosen life stage/dietary groups or culinary tradition.</p> <p>Prepare cook and serve three dishes in three-hour session.</p> <p>Analyse and evaluate final menu.</p>		<p>that could be used to gather information or data.</p> <ul style="list-style-type: none"> • Demonstration technical skills • Planning for final menu • Making the final dishes practical session. <p>Textbook food preparation chapter pp 305-324</p> <p>https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585</p>	
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How are pupils informally and formally assessed?	Independent Learning Assignments, end of rotation tests, class contribution, practical work.
Developing Independent and Home Learning Skills	<i>Mock NEAs and evaluations written up at home.</i>
Useful e-Learning Resources (e.g., web links)	https://www.nutrition.org.uk www.bbc.co.uk/food

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Competitions and trips throughout the year
Careers curriculum	Studying Food and nutrition will help pupils to develop a wide variety of employability skills as well as developing an understanding of how food impact on daily life and the wider world around us. 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
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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
<p>NEA1</p> <p>Research plan and carry out an investigation into the working functions and chemical properties of ingredients. Pupils will demonstrate the following: -</p> <p>Record the investigation findings. Analyse and evaluate. Present the food investigate task.</p>	<p>Autumn term</p>	<p>Mind-mapping activity</p> <p>Research Example from AQA NEA materials.</p> <p>Hodder text book PP412</p> <p>Hodder resources</p> <p>Secondary research: textbook, websites, multimedia including animations, YouTube clips, TV programmes, prior knowledge, magazines.</p>	<p>NEA1 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.</p> <p>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.</p>
<p>NEA2</p> <p>Pupils will be required to demonstrate the following: -</p> <p>Analyse a task and carry out research on a life stage/dietary group or culinary tradition.</p> <p>Demonstrate a range of technical skills.</p>	<p>Spring term</p>	<p>https://www.aqa.org.uk/resources/food/gcse/food-preparation-and-nutrition/teach/subject-specific-vocabulary</p> <p>Mind map of research needed for the task. Identification of relevant primary and secondary sources of research that could be used to gather information or data.</p>	<p>Pupils will look to deepen their understanding of the scientific principles behind food preparation and the role of different cooking ingredients in cooking principles by making Cross-Curricular connections which will enhance their critical thinking skills.</p> <p>Pupils will be encouraged to experiment with new recipes, creating their own dishes and explore new innovative techniques in a kitchen environment.</p>

<p>Plan a final menu for chosen life stage/dietary groups or culinary tradition.</p> <p>Prepare cook and serve three dishes in three-hour session</p> <p>Analyse and evaluate final menu.</p>		<p>Demonstration technical skills</p> <p>Planning for final menu</p> <p>Making the final dishes practical session.</p> <p>Textbook food preparation chapter pp 305-324.</p> <p>https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585</p>	<p>College Chef lecturers/experts visit and support the attainment/assessment of pupils' work.</p>
<p>Past papers</p> <p>AQA papers</p>	<p>Summer term</p>	<p>Revision cards, peer activities.</p>	<p>Pupils will aim to complete past papers under timed conditions.</p> <p>Group study/Collaborative learning-improve retention by providing pupils with challenging topics.</p> <p>Experiment with different pedagogical approaches for example, questioning, retrieval and recall practices.</p>

<p>How are pupils informally and formally assessed?</p>	<p>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.</p> <p>The Year 11 mock exam will be a full 120-minute paper.</p> <p>There are also a range of different exam style questions pupils complete in class under timed conditions.</p>
<p>Developing Independent and Home Learning Skills</p>	<p><i>NEAs and past papers completed at home</i></p> <p><i>Google classroom.</i></p> <p><i>Practical cooking at home to ensure the three final dishes can be completed within exam time.</i></p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585</p> <p>www.bbc.co.uk/food</p> <p>Google classroom</p>

<p>Equipment for lessons</p>	<p>2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.</p>
<p>Enrichment activities</p>	<p>Competitions and trips throughout the year. Chef will come in for some demonstrations.</p>
<p>Careers curriculum</p>	<p>Studying Food and nutrition will help pupils to develop a wide variety of employability skills as well as developing an understanding of how food impact on daily life and the wider world around us.</p>

<p>Head of Department and email contact</p>	<p>Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk</p>
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Geography Edexcel B

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: analysis, critical thinking, data handling, decision making, evaluative, the ability to justify, the ability to synthesis, 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.	September	<u>GCSE 9-1 Geography Edexcel B</u> , B. Digby, et al 9780198366577 <u>Edexcel GCSE (9-1) Geography B</u> , J. Hopkin, et al 9781446927762	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, etc) – these techniques will be used throughout lessons where appropriate to
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.	October	The Geography Department does not recommend the use of revision guides as they do not give full coverage of the content delivered and are capped at around a grade 4/5.	
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.	November	Additional, wider, reading will be posted on a separate Google Classroom (code: fhk7sut).	
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 time. Plus, two depth studies of distinctive landscapes – Coastal change and conflict and River processes and pressures	December – March		
The UK’s Evolving Human Geography: an overview of the changing and varied human landscape of the UK, including the socio-	March – July		

economic and political processes that influence it. Plus, a case study of a major UK city - Dynamic UK cities.		support or text the learning.
Coastal Fieldwork: A day's field investigation into the need for and effectiveness of coastal management at Walton-on-the-Naze, Essex.	May	
Urban Fieldwork: A day's field investigation into the variations in quality of life in Islington.	July	

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 that 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	2 pens, 1 pencil, 1 ruler, 1 rubber, colour pencils, a calculator (scientific) and their books for timetabled lessons.
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. Meteorological Club (after school) in room NB1 with Mr Smith. 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, social researcher.

Head of Department and email contact	Darren Leftwich FRGS d.leftwich@wansteadhigh.co.uk
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Geography Edexcel B

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?”

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: analysis, critical thinking, data handling, decision making, evaluative, the ability to justify, the ability to synthesis, 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
Coastal Fieldwork: A day's field investigation into the need for and effectiveness of coastal management at Walton-on-the-Naze, Essex.	September	<u>GCSE 9-1 Geography Edexcel B,</u> B. Digby, et al 9780198366577	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, etc) – these techniques will be used throughout lessons where appropriate to support or text the learning.
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.		<u>Edexcel GCSE (9-1) Geography B,</u> J. Hopkin, et al 9781446927762	
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.		The Geography Department does not recommend the use of revision guides as they do not give full coverage of the content delivered and are capped at around a grade 4/5.	
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.		Additional, wider, reading will be posted on a separate Google Classroom (code: fhk7sut).	

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 that each stage of learning or to prepare pupils for the next stage of their learning journey.
Useful e-Learning Resources (e.g., web links)	<p>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</p> <p>Many pupils find the Seneca website useful to aid revision: https://senecalearning.com/en-GB/seneca-certified-resources/geography-gcse-edexcel-b/</p> <p>The BBC Bitesize website is a good tool for recapping content: https://www.bbc.co.uk/bitesize/examspecs/zsytxsg</p>
Equipment for lessons	General items of stationary (pen and ruler are essential, colour pencils are useful) and a calculator.
Enrichment activities	<p>All pupils are required to participate in two days of fieldwork, the final piece will be delivered during the Autumn Term of Year 11.</p> <p>Studying Geography will support pupils undertaking the Duke of Edinburgh's Award scheme.</p> <p>Meteorological Club (after school) in room NB1 with Mr Smith.</p> <p>A weekly Geography Support session is offered for GCSE pupils after school.</p>
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, social researcher.
Head of Department and email contact	<p>Darren Leftwich FRGS</p> <p>d.leftwich@wansteadhigh.co.uk</p>

AQA Design and Technology: Graphics

Year 10 pupils receive 6 number of 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 topics worldwide and contemporary. 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 the designs impact on daily life and the wider world. In addition, pupils learn 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.

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
<p>Topic: Designing principles:</p> <ul style="list-style-type: none"> Communication of design ideas <p>Topic: Core technical Principles Knowledge:</p> <ul style="list-style-type: none"> 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 device <p>Topic: Specialist Unit:</p> <ul style="list-style-type: none"> Common specialist technical principles: The 6 Rs Section 5D: Plastics Sources, origins and properties Commercial manufacturing 	Term 1	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>https://www.youtube.com/watch?v=U337crT3OC0</p> <p>https://www.youtube.com/watch?v=0-j-cThtf1U</p> <p>https://www.youtube.com/watch?v=wTiw2CktpW0</p> <p>https://www.youtube.com/watch?v=UCbr-oAU2eQ</p> <p>https://www.youtube.com/watch?v=ZosCAkCJoic</p> <p>https://www.youtube.com/watch?v=nrArPiM50oc</p> <p>https://www.youtube.com/watch?v=uK0gtWhREM&t=6s</p> <p>https://www.youtube.com/watch?v=J1tpD1NRJmI</p> <p>Access to all key subject specific vocabulary can be found in the below link:</p> <p>https://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/subject-specific-vocabulary</p>	Cross-Curricular connections/integrate D& T with other subjects (such as Mathematics and Biology) to enable pupils to think more creatively.

<p>Topic: Specialist technical principles:</p> <ul style="list-style-type: none"> • Forces and stresses, • scales of production, • Improving functionality <p>Topic: Making principles:</p> <ul style="list-style-type: none"> • Selection of materials and components, • Tolerances and allowance • material management and marking out • Specialist tools, equipment, techniques and finishes • Surface treatments and finishes <p>Topic: Specialist Unit:</p> <p>Section 5A: Paper</p> <ul style="list-style-type: none"> • Sources, origins and properties • Commercial manufacturing 	<p>Term 2</p>	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>Introduce pupils to emerging technologies/enhance their technical skills</p>
<p>Topic: Core technical Principle's knowledge:</p> <ul style="list-style-type: none"> • 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 footprint, <p>Topic: Designing principles:</p> <p>Investigation, primary and secondary data, the work of others designers, the work of others companies, and design strategies</p> <ul style="list-style-type: none"> • Energy, materials, systems and devices: Energy storage, Modern materials, Composite materials and technical textiles, <p>Start NEA coursework- Beginning of June 2024</p>	<p>Term 3</p>	<p>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</p>	<p>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</p>

How are pupils informally and formally assessed?	There is one exam papers 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	Lessons are posted on Google classroom, along with exam style questions.
Useful e-Learning Resources (e.g., web links)	<p>AQA Design and Technology GCSE website: https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF</p> <p>Revision:</p> <ul style="list-style-type: none"> • GCSE Design & Technology Revision- 24 videos https://www.youtube.com/watch?v=BfLcUG2vg9I&list=PLFrGcy2dv8TuxsqQJezVjEla9GxSLK6K • 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	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Intervention sessions, Trip 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 Introduction 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 Yiacoumi a.yiacoumi@Wansteadhigh.co.uk

AQA Design and Technology: Graphics

Year 11 pupils receive 6 number of 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 topics worldwide and contemporary. 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 the designs impact on daily life and the wider world. In addition, pupils learn 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.

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
<ul style="list-style-type: none"> Knowledge: Exam practice and revision of topics covered in year 10 <p>Topic: NEA</p> <ul style="list-style-type: none"> Skills: Producing a design brief & specification (10 marks) Generating design ideas (20 marks) 	Term 1	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>engaging pupils in real-world design challenges or create projects that have an impact on the community</p> <p>Think outside the box-provide opportunities for open ended projects</p>
<ul style="list-style-type: none"> Knowledge: Exam practice and revision of topics covered in year 10 <p>Topic: NEA</p> <ul style="list-style-type: none"> Developing design ideas (20 marks) Realising the product (20 marks) Analysing & evaluating (20 marks) 	Term 2	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>Introduce pupils to emerging technologies/enhance their technical skills</p> <p>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</p>
<ul style="list-style-type: none"> Knowledge: Exam practice and 	Term 3	Access to list showing the mathematical and science skills that are used in Design	Cross-Curricular connections/integrate D& T

revision of topics covered in Year 10		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	with other subjects (such as Mathematics and Biology) to enable pupils to think more creatively.
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How are pupils informally and formally assessed?	There is one exam papers 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.
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Developing Independent and Home Learning Skills	Lessons are posted on Google classroom, along with exam style questions.
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Useful e-Learning Resources (e.g., web links)	<p>AQA Design and Technology GCSE website: https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF</p> <p>Revision:</p> <ul style="list-style-type: none"> GCSE Design & Technology Revision- 24 videos https://www.youtube.com/watch?v=BfLcUG2vg9I&list=PLFrGcy2dv8TuxsqQJezvJjEla9GxSLK6K 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
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Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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Enrichment activities	Intervention sessions, Trip to the Design Museum
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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.
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Head of Department and email contact	Mr Yiacoumi a.yiacoumi@Wansteadhigh.co.uk
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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 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 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 19 th 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 – Civil Rights and Vietnam	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 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	<i>Weekly homework set and marked on google classroom</i>
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	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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	Pavel Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk

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.

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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 analysing 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	<i>Weekly homework set and marked on google classroom</i>

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	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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	Pavel Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk

Mathematics Foundation

Year 10 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
<ul style="list-style-type: none"> Negative number revision Plotting linear graphs $Y = mx + c$ Proportion revision – ratios, fractions, percentages Transformations – all types 	Autumn 1	<p>Key mathematical words and phrases will be taught within lessons such as</p> <ul style="list-style-type: none"> Gradient Intercept Outcome Event Compound Simple Sum Square Reciprocal Interest Rate Inequality Quadratic Element Linear Constant Variable
<ul style="list-style-type: none"> Year 9 review week Probability Listing outcomes and sample space diagrams Tree diagrams Compound measures Pythagoras' theorem 	Autumn 2	
<ul style="list-style-type: none"> Fractions operations revision Expanding double brackets Percentages – multiplier method Compound interest 	Spring 1	
<ul style="list-style-type: none"> Trig Year 9 review week Proportion problems – recipes, best buys, currency, conversion graphs Circumference and area of circles 	Spring 2	
<ul style="list-style-type: none"> Inequalities inc. 2-way Constructions Plotting quadratic graphs 	Summer 1	
<ul style="list-style-type: none"> Year 9 review week Venn diagrams – sorting elements Bearings Distance-time graphs 	Summer 2	

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative assessments – 1 per term.
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Developing Independent and Home Learning Skills	We use the Dr Frost Maths website for home learning tasks, as well as a platform for independent study. Our schemes of work are uploaded with instructional videos and unlimited practice questions.
Useful e-Learning Resources (e.g., web links)	www.drfrostmaths.com www.corbettmaths.com www.mathsgenie.co.uk
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (Casio fx-83) and their books for timetabled lessons. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club. UK Maths Challenge club.
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned.
Head of Department and email contact	Seth Nelson s.nelson@wansteadhigh.co.uk

Mathematics Higher

Year 10 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
<ul style="list-style-type: none"> Expanding double brackets revision Quadratics – factorising, solving, formula, completing the square Year 9 review week Probability tree diagrams 	Autumn 1	Key mathematical words and phrases will be taught within lessons such as: <ul style="list-style-type: none"> Factorising Binomial Trinomial Solution Set Critical Value Quartile Quantile Estimate Congruent Similar Denominator Roots Intercept Vertex Turning Point Intersection Union
<ul style="list-style-type: none"> Compound measures – speed, density, pressure Trig and Pythagoras revision Sine and cosine rule Linear inequalities revision 	Autumn 2	
<ul style="list-style-type: none"> CF graphs and box plots Compound interest Simultaneous equations 	Spring 1	
<ul style="list-style-type: none"> Year 9 review week Quadratic simultaneous equations Similar and congruent triangles Similar shapes – length, area and volume Capture-recapture sampling 	Spring 2	
<ul style="list-style-type: none"> Histograms Upper and lower bounds Algebraic fractions 	Summer 1	
<ul style="list-style-type: none"> Year 9 review week Circle theorems Sketching quadratic graphs Venn diagram probability and set notation 	Summer 2	

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lesson, as well as three formal summative assessments – 1 per term.
Developing Independent and Home Learning Skills	We use the Dr Frost Maths website for home learning tasks, as well as a platform for independent study. Our schemes of work are uploaded with instructional videos and unlimited practice questions.
Useful e-Learning Resources (e.g., web links)	www.drfrostmaths.com www.corbettmaths.com www.mathsgenie.co.uk

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (Casio fx-83) and their books for timetabled lessons. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club. UK Maths Challenge club.
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned.
Head of Department and email contact	Seth Nelson s.nelson@wansteadhigh.co.uk

Mathematics Foundation

Year 11 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
<ul style="list-style-type: none"> Expanding double brackets revision Factorising quadratics ($a = 1$ only) Laws of indices Year 10 review week Standard form Similar shapes 	Autumn 1	Key mathematical words and phrases will be taught within lessons such as <ul style="list-style-type: none"> Coefficient Reciprocal Root Radical Power Index Base Scale Factor Apex Prism Vector Direction Magnitude
<ul style="list-style-type: none"> Plotting quadratic, cubic, reciprocal graphs Year 10 review week Change the subject of the formula Volume of cones, pyramids (formula) Simultaneous equations inc. by using a graph 	Autumn 2	
<ul style="list-style-type: none"> Solving quadratic equations Column vectors and basic algebraic vectors 	Spring 1	
Revision	Spring 2	
Revision	Summer 1	
Revision	Summer 2	

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lessons, as well as two formal mocks.
Developing Independent and Home Learning Skills	We use the Dr Frost Maths website for home learning tasks, as well as a platform for independent study. Our schemes of work are uploaded with instructional videos and unlimited practice questions.
Useful e-Learning Resources (e.g., web links)	www.drfrostmaths.com www.corbettmaths.com www.mathsgenie.co.uk

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (Casio fx-83) and their books for timetabled lessons. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club. UK Maths Challenge club.
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned.

Head of Department and email contact	Seth Nelson s.nelson@wansteadhigh.co.uk
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Mathematics Higher

Year 11 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
<ul style="list-style-type: none"> Changing the subject (advanced) Expanding triple brackets Algebraic proof Year 10 review week Vectors 	Autumn Half Term 1	Key mathematical words and phrases will be taught within lessons such as <ul style="list-style-type: none"> Coefficient Reciprocal Root Radical Power Index Base Scale Factor Apex Prism Vector Direction Magnitude Frustum Iteration Composite Inverse
<ul style="list-style-type: none"> Proportion equation problems Year 10 review week Functions inc. inverse and composite Iteration Trig graphs, exact values and equations Graph transformations 	Autumn Half Term 2	
<ul style="list-style-type: none"> Graph of a circle Product rule for counting Spheres, cones, frustums 	Spring Half Term 1	
Revision	Spring Half Term 2	
Revision	Summer Half Term 1	
Revision	Summer Half Term 2	

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lessons, as well as two formal mocks.
Developing Independent and Home Learning Skills	We use the Dr Frost Maths website for home learning tasks, as well as a platform for independent study. Our schemes of work are uploaded with instructional videos and unlimited practice questions.
Useful e-Learning Resources (e.g., web links)	www.drfrostmaths.com www.corbettmaths.com www.mathsgenie.co.uk

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (Casio fx-83) and their books for timetabled lessons. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club. UK Maths Challenge club.
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned.

Head of Department and email contact	Seth Nelson s.nelson@wansteadhigh.co.uk
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Media Studies GCSE

Year 10 and 11 pupils receive 6 number of lessons of Media Studies each fortnight.

Media Studies is a very exciting subject available 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, 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, popular music, and newspapers. You will learn the skills of close textual analysis and will explore the key media concepts: media language, representation, audience and industry/ 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. They 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/ institution. They 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 text book Dept reading/ resource list https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%20media%20studies%20Glossary.pdf	Pupils encounter a totally new subject and consider why it is on a school syllabus and its importance and value
Comp1: Section A and B The Media Key Concepts [GRAIL] Film Promotion unit: No Time to Die	Sept/Oct Autumn term	Eduqas GCSE text book Dept reading/ resource list https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%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 A Print Advertising	Nov Autumn term	Eduqas GCSE text book Dept reading/ resource list https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%20media%20studies%20Glossary.pdf	Further refining textual analysis skills Analysing and challenging media representations e.g., gender Considering historical contexts
Comp 1: Section A Magazines	Dec Autumn Term	Eduqas GCSE text book Dept reading/ resource list https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%20media%20studies%20Glossary.pdf	Further refining textual analysis skills Analysing and challenging media representations e.g., gender/ race ethnicity. Understanding impact of key contextual information e.g., feminism, FGM
Comp1: Section A and B	Sept Autumn term	Eduqas GCSE text book Dept reading/ resource list	Understanding the importance of news coverage to citizenship.

Newspapers and The Sun industry focus		https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%20media%20studies%20Glossary.pdf	Understanding political and economic contexts. Exploring complex issues of regulation
Comp: Section B Radio: The Archers	Feb/March Spring term	Eduqas GCSE text book Dept reading/ resource list https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%20media%20studies%20Glossary.pdf	Engaging with a very different media product and institutional context than their regular experience
Comp: 2 Computer games Fortnite	Jan Spring term	Eduqas GCSE text book https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%20media%20studies%20Glossary.pdf	Looking at a very familiar text in news academic ways Understanding industry trends and audience theories
NEA Production	April/May June/July Summer term	Eduqas GCSE text book Dept reading/ resource list https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%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: Crime Drama	Autumn term Year 11	Eduqas GCSE text book Dept reading/ resource list https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%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 text book Dept reading/ resource list https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCE%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 it Now! -mini quiz/ recap activities. Teacher questioning, traffic lighting, regular practice questions built into units and pupils are given verbal/ 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/wider reading tasks
Useful e-Learning Resources (e.g., web links)	Dept 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/GCE%20media%20studies%20Glossary.pdf https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=441 https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=1412

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1439>
<https://www.bbc.co.uk/bitesize/subjects/ztnygk7>

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Film Club? Trips e.g., National Schools Film week, BFI, BBFC Guest visitors
Careers curriculum	Guest visitors, e.g., in past included journalist from The Guardian, Little White Lies magazine

Head of Department and email contact	Ms S Begum Sh.Begum@wansteadhigh.co.uk
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MFL French

Year 10 Pupils receive 6 lessons of French each fortnight.

The importance of French in the curriculum is that it prepares our pupils to be able to communicate confidently in the real world, broaden their horizons, experience and empathy

French/ Spanish inspires pupils to develop Education with Character by expanding their global outlook through an introduction to the cultural diversity of French/Spanish speaking countries in Europe and beyond.

Skills developed in French/Spanish are: effective communication through the improvement of listening, speaking, reading and writing skills.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Friendships and family relationships. Making arrangements to go out. Talking about when you were younger. Talking about hobbies, actors and films. Using the perfect, imperfect and near future tenses. Using comparative and superlative adjectives.</p>	Autumn Term	<p>Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension</p>	<ul style="list-style-type: none"> • 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 groupwork) • Ambitious success criteria for writing tasks
<p>Special occasions and celebrations in the home. Talking about the area in which you live, making plans, the weather and describing community projects. Using modal verbs, 'venir de + infinitive' and combining tenses. "Soler" + infinitive. Sports. Imperfect. Trends. Perfects tense. Different types of entertainment.</p>	Spring Term	<p>Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension</p>	<ul style="list-style-type: none"> • 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.
<p>Holidays – past, present and future. Talking about an ideal holiday. Booking and reviewing hotels and talking about holiday disasters. Ordering in a restaurant and buying souvenirs. Using the conditional, the pluperfect, 'en + present participle' and 'avant de + infinitive'.</p>	Summer Term	<p>Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension</p>	<ul style="list-style-type: none"> • Links to A level study

How are pupils informally and formally assessed?	<p>Mini assessment – Listening, Speaking, Reading and Writing skills/Vocabulary and grammar tests EOT/MOCK GCSE assessment</p>
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Developing Independent and Home Learning Skills	<i>All lessons posted on Google Classroom Homework set weekly. Research based homework. Project work</i>
Useful e-Learning Resources (e.g., web links)	Activeteach pupil resources, www.memrise.com . www.languagesonline.org Brain gym
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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

MFL French

Year 11 pupils receive 6 lessons of French each fortnight.

The importance of French in the curriculum is that it prepares our pupils to be able to communicate confidently in the real world, broaden their horizons, experience and empathy

French/ Spanish inspires pupils to develop Education with Character by expanding their global outlook through an introduction to the cultural diversity of French/Spanish speaking countries in Europe and beyond.

Skills developed in French/Spanish are: effective communication through the improvement of listening, speaking, reading and writing skills.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Comparing UK and French schools and looking at school exchanges.</p> <p>Talking about school uniform and rules.</p> <p>Discussing healthy living and vices.</p> <p>Looking to the future – work and careers and applying for jobs.</p> <p>Using third person pronouns, the imperative, understanding the subjunctive and using direct object pronouns.</p>	Autumn Term	<p>Topic specific knowledge organiser and vocabulary list</p> <p>Revision skills</p> <p>Reading comprehension</p>	<ul style="list-style-type: none"> • 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 groupwork) • Ambitious success criteria for writing tasks
<p>Practising role plays, photo cards and general conversation themes (including mastering your nominated theme).</p> <p>Design posters to highlight global issues relating to the environment and natural disasters.</p> <p>Create an improvement plan for your town.</p> <p>indirect pronouns and giving arguments for and against.</p>	Spring Term	<p>Topic specific knowledge organiser and vocabulary list</p> <p>Revision skills</p> <p>Reading comprehension</p>	<ul style="list-style-type: none"> • 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.
EXAMS	Summer Term		

How are pupils informally and formally assessed?	Mini assessment – Listening, Speaking, Reading and Writing skills/Vocabulary and grammar tests EOT/MOCK GCSE assessment
Developing Independent and Home Learning Skills	<i>All lessons posted on Google Classroom</i> <i>Homework set weekly. Research based homework. Project work</i>
Useful e-Learning Resources (e.g., web links)	Activeteach pupil resources, www.memrise.com . www.languagesonline.org Brain gym
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.

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

MFL Spanish

Year 10 pupils receive 6 lessons of Spanish each fortnight.

The importance of Spanish in the curriculum is that it prepares our pupils to be able to communicate confidently in the real world, broaden their horizons, experience and empathy

French/ Spanish inspires pupils to develop Education with Character by expanding their global outlook through an introduction to the cultural diversity of French/Spanish speaking countries in Europe and beyond.

Skills developed in French/Spanish are: effective communication through the improvement of listening, speaking, reading and writing skills.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Holidays. Present tense. Verbs of opinion. Preterite. Imperfect. Verbs with “usted”. Three tenses together. Positive and negative opinions. School life. Adjectives. Comparatives and superlatives. Justifying opinions. Negatives. Then and now. Phrases followed by infinitive. Near future. Object pronouns.	Autumn Term	Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension	<ul style="list-style-type: none"> • 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 groupwork) • Ambitious success criteria for writing tasks
Free time and social life. Present tense. Adjectival agreement. “Para” with infinitives. Present continuous. A range of connectives. “Ser” and “estar”. Relationship verbs. Present and past. Free-time activities. Stem-changing verbs. TV programs and films. Adjectives of nationality. “Soler” + infinitive. Sports. Imperfect. Trends. Perfects tense. Different types of entertainment.	Spring Term	Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension	Active participation in role plays and discussion in target language Improvising dialogues. tenses. Building resilience by being able express your opinion and justify it through debates

<p>Places in town and directions. Shops and souvenirs. Features of a region. "Se puede". Future tense. Geography of Spain. Clothes and presents. Demonstrative adjectives. Problems in town. Conditional. Synonyms and antonyms. Different tenses together. Idioms.</p> <p>Film: "Diarios de motocicleta". Traveling vocabulary. Latin America geography. Latin America History.</p>	<p>Summer Term</p>	<p>Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension</p>	<ul style="list-style-type: none"> • 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 groupwork) • Ambitious success criteria for writing tasks • Writing a day of Guevara's diary.
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<p>How are pupils informally and formally assessed?</p>	<p>Mini assessment – Listening, Speaking, Reading and Writing skills/Vocabulary and grammar tests EOT/MOCK GCSE assessment</p>
<p>Developing Independent and Home Learning Skills</p>	<p><i>All lessons posted on Google Classroom</i> <i>Homework set weekly. Research based homework. Project work</i></p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>Activeteach pupil resources, www.memrise.com, www.languagesonline.org Brain gym</p>

<p>Equipment for lessons</p>	<p>2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.</p>
<p>Enrichment activities</p>	<p>Extra-curricular language clubs/Trips and visits/Film study/Cultural lessons/International Day of Languages/Culture Day</p>
<p>Careers curriculum</p>	<p>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</p>

<p>Head of Department and email contact</p>	<p>Ms D Collins d.collins@wansteadhigh.co.uk</p>
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MFL Spanish

Year 11 pupils receive 6 lessons of Spanish each fortnight.

The importance of French in the curriculum is that it prepares our pupils to be able to communicate confidently in the real world, broaden their horizons, experience and empathy

French/ Spanish inspires pupils to develop Education with Character by expanding their global outlook through an introduction to the cultural diversity of French/Spanish speaking countries in Europe and beyond.

Skills developed in French/Spanish are: effective communication through the improvement of listening, speaking, reading and writing skills.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Mealtimes and daily routine. Illnesses and injuries. Pharmacy products. Typical foods. The passive. Words which indicate an increase/decrease. Question words. Special days. Reflexive verbs in the preterite. Restaurant orders. Absolute superlatives. Irregular verbs in the preterite. Music festivals. Expressions followed by infinitives. Different jobs. "Soler" in the imperfect. Verbs in different forms. Work experience. Preterite an imperfect together. Alternatives to "and". The importance of learning languages. Present and present continuous. "Saber" and "conocer". Summer jobs. Indirect object pronouns. Gap years. The conditional. The 24-hour clock. Plans for the future. The subjunctive with "cuando".	Autumn Term	Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension Inferring meaning in literary texts. Adding interest when narrating a story.	<ul style="list-style-type: none"> • 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 groupwork) • Ambitious success criteria for writing tasks • Links to A level study
Global issues. Types of houses. The environment. Healthy eating and diet-related problems. High numbers. Present subjunctive in commands.	Spring Term	Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension	<ul style="list-style-type: none"> • 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.

Healthy lifestyles. Different tenses. Extended reasons. International sporting events. Pluperfect. Natural disasters. Imperfect continuous.			<ul style="list-style-type: none"> Talking about who inspires you.
EXAMS	Summer Term		

How are pupils informally and formally assessed?	Mini assessment – Listening, Speaking, Reading and Writing skills/Vocabulary and grammar tests EOT/MOCK GCSE assessment
Developing Independent and Home Learning Skills	<i>All lessons posted on Google Classroom</i> <i>Homework set weekly. Research based homework. Project work</i>
Useful e-Learning Resources (e.g., web links)	Activeteach pupil resources, www.memrise.com . www.languagesonline.org Brain gym

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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
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Music GCSE

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
<p>Area of Study 2: Vocal Music.</p> <p>Pupils will analyse the two set works from this area of study:</p> <p>Killer Queen (Queen)</p> <p>Music for a While (Purcell)</p> <p>They will also study other examples of vocal music in preparation for the unfamiliar listening question in the examination.</p>	Autumn Term 1 (Year 10)	<p>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.</p> <p>BBC Bitesize has some specific material on this area of study: https://www.bbc.co.uk/bitesize/topics/zknbxyc</p> <p>Listening analytically to other vocal music is strongly recommended. This can be in any style.</p> <p>Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.</p>	<p>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.</p>
<p>Area of Study 3: Music for Stage and Screen</p> <p>Pupils will analyse the two set works from this area of study:</p> <p>Defying Gravity (Schwartz)</p> <p>Main title from 'Star Wars' (Williams)</p> <p>They will also study other examples of music for stage and screen in preparation for the unfamiliar listening</p>	Autumn Term 2 (Year 10)	<p>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.</p> <p>https://www.bbc.co.uk/bitesize/topics/zjv4pg8</p> <p>BBC Bitesize has some specific material on this area of study:</p> <p>Listening analytically to other examples of film music or other songs from musicals is strongly recommended. These can be in any style.</p>	<p>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.</p>

<p>question in the examination.</p>		<p>Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.</p>	
<p>Area of Study 4: Fusions</p> <p>Pupils will analyse the two set works from this area of study:</p> <p>Release (Afro Celt Sound System)</p> <p>Samba Em Preludio (Spalding)</p> <p>They will also study other examples of music that combine multiple traditions in preparation for the unfamiliar listening question in the examination.</p>	<p>Spring Term 1 (Year 10)</p>	<p>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.</p> <p>BBC Bitesize has some specific material on this area of study: https://www.bbc.co.uk/bitesize/topics/z7bkscw</p> <p>Listening analytically to other music that combines different musical traditions is strongly recommended.</p> <p>Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.</p>	<p>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.</p>
<p>Area of Study 1: Instrumental Music 1700-1820</p> <p>Pupils will analyse the two set works from this area of study:</p> <p>Brandenburg Concerto No.5 in D major: III (J.S. Bach)</p> <p>Sonata Pathetique: I (Beethoven)</p> <p>They will also study other examples of instrumental music from this period in preparation for the unfamiliar listening question in the examination.</p>	<p>Spring Term 2 (Year 10)</p>	<p>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.</p> <p>BBC Bitesize has some specific material on this area of study: https://www.bbc.co.uk/bitesize/topics/zknbxyc</p> <p>Listening analytically to other classical music from this period is strongly recommended.</p> <p>Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.</p>	<p>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.</p>
<p>Revision of all areas of study in preparation for mock exam</p>	<p>Summer Term (Year 10)</p>	<p>As above.</p>	<p>As above.</p>

Free-brief composition	Throughout Year 10	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.
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	More advanced 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	More advanced 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, gradually reaching the level that pupils will receive in the examination.

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 listening questions set for homework will be assessed on google classroom.
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	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons. Sometimes pupils will be asked to bring instruments that they may play and sheet music.
Enrichment activities	These include choirs, jazz band, wind band, string orchestra, 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.
Curriculum Team Leader and email contact	Mr I Sweet i.sweet@wansteadhigh.co.uk

Physical Education GCSE

Year 10 pupils receive 6 lesson per timetable cycle which will allow for full coverage of theory and NEA content of the specification (AQA).

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 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
<p>Paper 1: The human body and movement in physical activity and sport:</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data <p>NEA Practical Activities: Football Netball Badminton Table Tennis Athletics</p>	<p>Term 1 Sept - Oct: 3.1.3 Physical training & practical activities (NEA)</p> <p>Term 2 Nov-Dec: 3.1.1.1 The structure and functions of the musculoskeletal system & practical activities (NEA)</p> <p>Term 3 Jan-Feb: 3.1.1.2 The structure and functions of the cardio-respiratory system & practical activities (NEA)</p> <p>Term 4 Feb-Mar: 3.1.1.3 Anaerobic and aerobic exercise & 3.1.1.4 The short-and long-term effects of exercise & practical activities (NEA)</p> <p>Term 5: Apr-May 3.1.2 Movement analysis & practical activities (NEA)</p> <p>Term 6: June - Jul: NEA Analysis & Evaluation Coursework & practical activities (NEA)</p>	<p>Pupils will be given topic specific keywords for each topic alongside exam command words.</p> <p>Pupils will develop the use of connectives within written responses to develop evaluation and analysis for 6 & 9 mark questions.</p>	<p>Pupils will have to apply content to a range of sporting activities such as rowing, gymnastics, hockey and equestrian analysing, evaluating and justifying the impact on performance.</p> <p>Within practical performances pupils will perform skills in challenging and progressive contexts as well as full competitive situations for example, in netball increasing the distance of the pass, increasing the number of defenders or playing a variety of positions in a match.</p>

<p>How are pupils informally and formally assessed?</p>	<p>Pupils are formally assessed at the end of each unit for both theory and practical topics. Formal mock exams are in line with the school calendar.</p> <p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport with 3 sports/activities (one team/one individual and one team/individual) Analyse and evaluate performance (strengths and weakness, planning a training program and link to how a theoretical concept will improve skill weakness).</p>
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	End of unit assessments, mock exams, internal/external moderations & competitive fixtures against other schools
Developing Independent and Home Learning Skills	<i>Google Classroom will be used to provide lesson content to allow pupils to review previous content. Homework will be set homework via Google Classroom each week.</i>
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/sport https://www.bbc.co.uk/bitesize/examspecs/zp49cwx https://app.senecalearning.com/classroom/course/91c639c0-06b3-11e8-a7fa-d5f998ee5b98/section/a24fede0-06b3-11e8-a7fa-d5f998ee5b98/session
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons. Wanstead High School PE Kit, trainers, football boots (if required)
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 are creating links with local clubs in the area for example Eton Manor Rugby Club & Wanstead Cricket Club). Opportunity to represent the school in team events and borough events, these can also provide an opportunity to gather video evidence for the NEA
Careers curriculum	Pupils have links to resources on Google Classroom and staff make links to careers during PE lessons e.g., coaching, officiating & performance analysis.
Head of Department and email contact	Mr Matt Adams m.adams@wansteadhigh.co.uk

Physical Education GCSE

Year 11 pupils receive 6 lesson per timetable cycle which will allow for full coverage of theory and NEA content of the specification.

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 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
<p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data <p>NEA Practical Activities: Football Netball Badminton Table Tennis Athletics Basketball</p>	<p>Term 1 Sept - Oct: 3.2.1 Sports psychology & practical activities (NEA)</p> <p>Term 2 Nov-Dec: 3.2.1 Sports psychology & practical activities (NEA)</p> <p>Term 3 Jan-Feb: 3.2.2 Socio-cultural influences & practical activities (NEA)</p> <p>Term 4 Feb-Mar: 3.2.3 Health, fitness and wellbeing & practical activities (NEA)</p> <p>Term 5: Apr-May Exam preparation & practical activities (NEA)</p>	<p>Pupils will be given topic specific keywords for each topic alongside exam command words.</p> <p>Pupils will develop the use of connectives within written responses to develop evaluation and analysis for 6 & 9 mark questions.</p>	<p>Pupils will have to apply content to a range of sporting activities such as rowing, gymnastics, hockey and equestrian analysing, evaluating and justifying drawing key concepts from all theoretical areas.</p> <p>Pupils will analyse and evaluate concepts and link back to the impact on performance showing synoptic links to theoretical areas of the specification.</p> <p>Within practical performances pupils will perform skills in challenging and progressive contexts as well as full competitive situations for example, in netball increasing the distance of the pass, increasing the number of defenders or playing a variety of positions in a match showing progression, challenge and competition.</p>

<p>How are pupils informally and formally assessed?</p>	<p>Pupils are formally assessed at the end of each unit for both theory and practical topics. Formal mock exams are in line with the school calendar.</p> <p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport with 3 sports/activities (one team/one individual and one team/individual) Analyse and evaluate performance (strengths and weakness, planning a training program and link to how a theoretical concept will improve skill weakness).</p> <p>End of unit assessments, mock exams, internal/external moderations & competitive fixtures against other schools</p>
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Developing Independent and Home Learning Skills	<i>Google Classroom will be used to provide lesson content to allow pupils to review previous content. Homework will be set homework via Google Classroom each week.</i>
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/sport https://www.bbc.co.uk/bitesize/examspecs/zp49cwx https://app.senecalearning.com/classroom/course/91c639c0-06b3-11e8-a7fa-d5f998ee5b98/section/a24fede0-06b3-11e8-a7fa-d5f998ee5b98/session

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons. Wanstead High School PE Kit, trainers, football boots (if required)
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 are creating links with local clubs in the area for example Eton Manor Rugby Club & Wanstead Cricket Club). Opportunity to represent the school in team events and borough events, these can also provide an opportunity to gather video evidence for the NEA
Careers curriculum	Pupils have links to resources on Google Classroom and staff make links to careers during PE lessons e.g., coaching, officiating & performance analysis.

Head of Department and email contact	Mr Matt Adams m.adams@wansteadhigh.co.uk
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Physics

Year 10 and 11 pupils receive 2/4 number of lessons of Physics each fortnight (Combined/Triple)

The importance of Physics Subject 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	Reading list and Literacy focus	Where the curriculum is ambitious
Energy Stores and transfers Energy resources	Year 10 Autumn	Difference between stores and transfers Possible reading: Energy: A Human History. https://www.britannica.com/science/energy	Pupils will have the opportunity to do extra research on topics to attain new knowledge and skills that will also inform pupils of the fundamentals of scientific methods. Go further research: Research what properties duvets have to keep you warm in winter and cool in summer.
Radioactivity Electricity	Year 10 Winter	Properties of alpha, beta and gamma radiation. https://www.studysmarter.co.uk/explanations/physics/nuclear-physics/alpha-beta-and-gamma-radiation/	Go further research: Research how Lawrence Livermore achieved a net energy gain in a fusion experiment using lasers where he focused a laser on a target of fuel to fuse two light atoms into a denser one, releasing the energy.
Electromagnetism	Year 10 Spring	Generator effect vs motor effect. https://physicsteacher.in/2017/10/30/generator-effect-motor-effect-physics/	Go further research: Research Einstein's idea of how a photon is a flying needle - why did he use that metaphor?
Forces and Motion	Year 11 Autumn	Acceleration and its history. https://science.jrank.org/pages/8/Acceleration-History.html	Go further research: Car safety - a brief history - find out who invented the crumple zone and why.
Waves	Year 11 Winter	The electromagnetic spectrum and its uses. https://science.nasa.gov/ems/01_intro	Go further research: Find out how earthquakes are used as evidence for the Earth's core structure.
Space	Year 11 Spring	The life cycle of a star. https://www.schoolobservatory.org/learn/astro/stars/cycle	Go further research: Research the International Space Station (ISS) to find out what it does since its launch in 1998.

How are pupils informally and formally assessed?	<ul style="list-style-type: none"> End of unit tests Assessment tasks End of year assessments Retrieval tasks Homework Verbal questioning Work in exercise books
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Developing Independent and Home Learning Skills	Seneca to be used for online homework, in addition to lessons being uploaded to Google Classrooms, this will particularly benefit students who have missed a day or would like to pre-read the lesson
Useful e-Learning Resources (e.g., web links)	https://senecalearning.com/en-GB/ https://www.physicsandmathstutor.com/ https://isaacphysics.org/
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, glue stick, protractor, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Research tasks based on topics studied in class.
Careers curriculum	Units studied will be linked to possible professions such as acoustic consultant, astronomer, geophysicist and meteorologist.
Head of Department and email contact	Ms Sarmine Hoque s.hoque@wansteadhigh.co.uk

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.	Autumn Term	Across all unit's terminology will be used with the expectation that students 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.	Autumn and Spring Term	Across all unit's 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.	Spring Term	Across all unit's 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	Pupils learn to critically evaluate the importance of beliefs and teachings in the lives of believers and their communities Scripture is studied

		with the delivery of each unit.	
Islamic Practices , with particular focus on the five pillars (shahada, salat, zakat, sawm, hajj) and the ten obligatory acts (Shia), and the festivals (Id-ul-Fitr, Id-ul-Adha and Ashura).	Summer Term	<p>Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	<p>Pupils learn to critically evaluate the importance of practices in the lives of believers and their communities</p> <p>Scripture is studied</p>

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 Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks. 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 that each stage of learning.
Useful e-Learning Resources (e.g., web links)	<ul style="list-style-type: none"> • www.rsrevision.com/GCSE • https://www.bbc.co.uk/bitesize/subjects/zb48q6f

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Trips to place of worship- Interfaith Day
Careers curriculum	<p>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 officers, priest and social worker.</p> <p>Jobs which requires working with people and understanding society will require knowledge of religions and world philosophy.</p>

Head of Department and email contact	Ms Christofides E.Christofides@wansteadhigh.co.uk
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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.	Autumn Term	Across all unit's terminology will be used with the expectation that students 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 the 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.	Autumn Term	Across all unit's terminology will be used with the expectation that students 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	Spring Term	Across all unit's terminology will be used with the expectation that students 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,

weapons of mass destruction, the just war, holy war, and pacifism and peace-making.			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.	Spring Term	Across all unit's terminology will be used with the expectation that students 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 Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks. 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 that 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	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Trips to place of worship, Interfaith Day
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 officers, priest and social worker. Jobs which requires working with people and understanding society will require knowledge of religions and world philosophy.

Head of Department and email contact	Ms Christofides E.Christofides@wansteadhigh.co.uk
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AQA Design and Technology: Resistant Materials

Year 10 pupils receive 6 number of 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 topics worldwide and contemporary. 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 the designs impact on daily life and the wider world. In addition, pupils learn 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.

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
<p>Topic: Designing principles:</p> <ul style="list-style-type: none"> Communication of design ideas <p>Topic: Core technical Principles Knowledge:</p> <ul style="list-style-type: none"> 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 device <p>Topic: Specialist Unit:</p> <ul style="list-style-type: none"> Common specialist technical principles: The 6 Rs Section 5B: Timber based materials Sources, origins and properties Commercial manufacturing 	Term 1	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>https://www.youtube.com/watch?v=U337crT30C0 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=ZosCAkCJoic https://www.youtube.com/watch?v=nrArPiM50o_c https://www.youtube.com/watch?v=_uK0gtWhREM&t=6s https://www.youtube.com/watch?v=J1tpD1NRJml</p> <p>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</p>	<p>Cross-Curricular connections/integrate D& T with other subjects (such as Mathematics and Biology) to enable pupils to think more creatively.</p>

<p>Topic: Specialist technical principles:</p> <ul style="list-style-type: none"> • Forces and stresses, • scales of production, • Improving functionality <p>Topic: Making principles:</p> <ul style="list-style-type: none"> • Selection of materials and components, • Tolerances and allowance • material management and marking out • Specialist tools, equipment, techniques and finishes • Surface treatments and finishes <p>Topic: Specialist Unit:</p> <p>Section 5D: Polymers</p> <ul style="list-style-type: none"> • Sources, origins and properties • Commercial manufacturing 	<p>Term 2</p>	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>Introduce pupils to emerging technologies/enhance their technical skills</p>
<p>Topic: Core technical Principle's knowledge:</p> <ul style="list-style-type: none"> • 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 footprint, <p>Topic: Designing principles:</p> <p>Investigation, primary and secondary data, the work of others designers, the work of others companies, and design strategies</p> <ul style="list-style-type: none"> • Energy, materials, systems and devices: Energy storage, Modern materials, Composite materials and technical textiles, <p>Start NEA coursework- Beginning of June 2024</p>	<p>Term 3</p>	<p>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</p>	<p>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</p>

How are pupils informally and formally assessed?	<p>There is one exam papers 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.</p> <p>The Year 11 mock exam will be a full 120-minute paper</p> <p>There are also a range of different exam style questions pupils complete in class in timed conditions.</p>
Developing Independent and Home Learning Skills	Lessons are posted on Google classroom, along with exam style questions.
Useful e-Learning Resources (e.g., web links)	<p>AQA Design and Technology GCSE website: https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF</p> <p>Revision:</p> <ul style="list-style-type: none"> • GCSE Design & Technology Revision- 24 videos https://www.youtube.com/watch?v=BfLcUG2vg9I&list=PLFrGcy2dv8TuxsqQJezvJjEla9GxSLK6K • 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/o00djwkc/assignments/assignment/8498465f-6b2f-42c8-9970-ddb723a98a80
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Intervention sessions, Trip 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 Introduction lessons we discuss careers and where the study of Design and Technology can lead to. Next step is a focus on the NEA coursework that starts in year 10 and terminates in year 11.
Head of Department and email contact	Mr Yiacoumi a.yiacoumi@Wansteadhigh.co.uk

AQA Design and Technology: Resistant Materials

Year 11 pupils receive 6 number of 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 topics worldwide and contemporary. 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 the designs impact on daily life and the wider world. In addition, pupils learn 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.

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
<ul style="list-style-type: none"> Knowledge: Exam practice and revision of topics covered in year 10 <p>Topic: NEA</p> <ul style="list-style-type: none"> Skills: Producing a design brief & specification (10 marks) Generating design ideas (20 marks) 	Term 1	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>engaging pupils in real-world design challenges or create projects that have an impact on the community</p> <p>Think outside the box-provide opportunities for open ended projects</p>
<ul style="list-style-type: none"> Knowledge: Exam practice and revision of topics covered in year 10 <p>Topic: NEA</p> <ul style="list-style-type: none"> Developing design ideas (20 marks) Realising the product (20 marks) Analysing & evaluating (20 marks) 	Term 2	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>Introduce pupils to emerging technologies/enhance their technical skills</p> <p>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</p>

<ul style="list-style-type: none"> Knowledge: Exam practice and revision of topics covered in year 10 	Term 3	<p>Access to list showing the mathematical and science skills that are used in Design and Technology can be found in the below link:</p> <p>https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/appendix-1-links-to-maths-and-science</p>	Cross-Curricular connections/integrate D& T with other subjects (such as Mathematics and Biology) to enable pupils to think more creatively.
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How are pupils informally and formally assessed?	<p>There is one exam papers 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.</p> <p>The Year 11 mock exam will be a full 120-minute paper</p> <p>There are also a range of different exam style questions pupils complete in class in timed conditions.</p>
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Developing Independent and Home Learning Skills	Lessons are posted on Google classroom, along with exam style questions.
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Useful e-Learning Resources (e.g., web links)	<p>AQA Design and Technology GCSE website:</p> <p>https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF</p> <p>Revision:</p> <ul style="list-style-type: none"> GCSE Design & Technology Revision- 24 videos https://www.youtube.com/watch?v=BfLcUG2vg9I&list=PLFrGcy2dv8TuxsqQJezvJjEla9GxSLK6K 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
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Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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Enrichment activities	Intervention sessions, Trip to the Design Museum
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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.
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Head of Department and email contact	Mr Yiacoumi a.yiacoumi@Wansteadhigh.co.uk
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AQA SOCIOLOGY

Year 10 pupils receive 6 number of 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 enable 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 and 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
<p>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</p>	<p>September</p>	<p>The Spirit Level: Why Equality is Better for Everyone - Kate Pickett and Richard Wilkinson</p> <p>Primary and secondary Socialisation, Feminism, Marxism, Functionalism. New Right, Conflict, consensus</p> <p>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</p>	<p>Links to Sociology, Biology and Psychology.</p> <p>Stretching pupils through using A Level study-</p> <p>Studying Weber – Social Action theorist</p>
<p>Families: Functions of families, family forms, conjugal role relationships, changing relationships within families, criticisms of families, divorce, marriage, Family Diversity</p>	<p>October-Jan</p>	<p>Poor Kids (https://www.youtube.com/watch?v=UvoV8BnlbM) Supernanny Megafamilies (Netflix)</p> <p>Symmetrical family, Conjugal Roles, New Man, Patriarchy, Wilmott and Young, Anne Oakley, Secularisation, Polygamy, Reconstituted families, Family diversity</p>	<p>Links to A level studies such as Sue Sharpe which is not on the Specification</p> <p>Independent research to prepare pupils for the research method topics</p>
<p>Education: 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</p>	<p>Jan-April</p>	<p>Malala Yousafzai 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.</p> <ul style="list-style-type: none"> • Too Poor for Posh School (https://www.youtube.com/watch?v=MYaoWPdUOI) • Excluded - Kicked out of School (https://www.youtube.com/watch?v=FPztKwQ90OY) • Tough Young Teachers (https://www.youtube.com/watch?v=Xq 	<p>Links to A Level Studies such as Rosenthal and Jacobson, and Bourdieu (Pupils are given option key thinkers booklet)</p> <p>Extend their knowledge further than the specification for policies and look at Globalisation of education</p>

<p>Bowles and Gintis. Focus on the work of Halsey on class-based inequalities and Ball on parental choice and competition between schools</p>		<p>mveIM8BM)</p> <ul style="list-style-type: none"> • 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/ <p>Poor Kids (BBC) impact of material deprivation https://www.youtube.com/watch?v=8BN7mI6b-e4</p> <p>Cultural deprivation, Cultural Capital, Durkheim, Hidden Curriculum, Fatalism, Educational Reform act, Self-Fulfilling Prophecy, Parsons, Halsey, Heath and Ridge, Correspondence principle</p> <p>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</p>	
<p>Research methods: An overview of understanding of relevant methods and methodological issues, for example the use of official statistics, qualitative and quantitative approaches and the use of mixed methods.</p>	<p>May-July</p>	<p>Michael Apted- Longitudinal study- Up series- Netflix Ventakesh’s study using Observation- Book ‘Gang leader for a day’</p> <p>Primary, secondary data, quantitative, qualitative data, Going Native, Interview bias, Hawthorne effect, socially desirable effect</p> <p>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</p>	<p>Pupils are using terminology such as ‘VERSTEHEN’ which links to A level terminology as well as key study that pupils will use in Year 12 such as Milgram’s experiment and Bandura’s study</p>

<p>How are pupils informally and formally assessed?</p>	<p>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.</p>
<p>Developing Independent and Home Learning Skills</p>	<p>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 Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions.</p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>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/</p>

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Intervention sessions, Trip 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-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 and government, public sector jobs.
Head of Department and email contact	Ms Christofides E. Christofides@wansteadhigh.co.uk

AQA SOCIOLOGY

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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
<p>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</p>	Autumn term	<p>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</p>	<p>Pupils will be given wider reading and examples beyond the curriculum. Examples of Ethnicity and victimisation such as Black Lives Matter-</p> <p>Old Bailey Trip</p> <p>Topical debates/Discussion regarding Crime and deviance that relates to contemporary society and relates to social media- Police Racism</p> <p>Links to George Floyd</p>
<p>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.</p>	Spring and Summer Term	<p>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=fJDhnuvNgEg Benefit street: https://www.youtube.com/results?search_query=benefits+street The secret policeman- https://www.youtube.com/watch?v=BxH99SljfsQ The anchorman- Don't put people into boxes- https://www.youtube.com/watch?v=zRwt25M5nGw</p>	<p>Links to A level studies such as Sue Sharpe which is not on the Specification</p> <p>Independent research with Poverty and why people are in poverty.</p>

How are pupils informally and formally assessed?	<p>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.</p> <p>The Year 11 mock exam will be a full Paper 1</p> <p>There are also a range of different exam style questions pupils complete in class in timed conditions.</p>
Developing Independent and Home Learning Skills	<p>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 Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks are uploaded, along with past papers and exam style questions.</p>
Useful e-Learning Resources (e.g., web links)	<p>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/</p>
Equipment for lessons	<p>2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.</p>
Enrichment activities	<p>Intervention sessions, Trip to the Old Bailey</p>
Careers curriculum	<p>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-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 and government, public sector jobs.</p>
Head of Department and email contact	<p>Ms Christofides E. Christofides@wansteadhigh.co.uk</p>

AQA Design and Technology: Textiles

Year 10 pupils receive 6 number of 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 topics worldwide and contemporary. 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 are an excellent subject for comparing both historic and present-day designs, in order to understand the designs impact on daily life and the wider world. In addition, pupils learn 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.

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
<p>Topic: Core technical Principle's Knowledge</p> <p>Materials and their working properties</p> <p>Introduction to material properties: Papers and boards, timbers, metals, polymers, textiles</p> <p>Common specialist technical principles: Forces and stresses, Improving functionality, ecological and social footprint, The 6 Rs, scales of production.</p> <p>Skills: Recap of machine skills: threading the machine, filling a bobbin changing the presser foot.</p> <p>NEA Skills workshops: Pupil produce a range of <i>deforming and reforming</i> samples in preparation for their NEA project: Seams, bound edges, darts, gathers, pleats and quilting. They learn to sew a zip into a seam and sew buttonholes on the sewing machine. Pupils produce a pattern</p>	Autumn Term 1 & 2	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>Introduce pupils to a wide range of textile techniques such as sewing, embroidery, teaching them both traditional and contemporary techniques, allowing them to create innovative textile samples.</p> <p>Provide pupils with knowledge to explore natural fibres (cotton, wool and silk) as well as synthetic fibres (polyester/nylon) to gain a greater understanding in their characteristics and properties.</p>

<p>template for a pocket and learn to use pattern symbols.</p>			
<p>Topic: Design and Making principles and Specialist technical principles: Knowledge: Designing principles: Investigation, primary and secondary data, the work of others designers, the work of others companies, design strategies and Communication of design ideas Making principles: Selection of materials and components, tolerances, material management, Tools, equipment, techniques and finishes and Surface treatments and finishes Specialist Unit Paper & Board and Plastics: Sources, origins and properties Commercial manufacturing, surface treatments and finishes NEA Skills workshop: Pupils experiment with a range of <i>addition</i> decorative techniques: free hand machine embroidery, applique, cutwork, hand embroidery, machine couching and embellishment.</p>	<p>Autumn Term 1 & 2</p>	<p>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 to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>To cover topics such as pattern cutting, garment assembly and finishing techniques-encouraging pupils to create high- quality finished products.</p> <p>Introduce pupils to the use of technology in Textiles such as digital printing, laser-cutting and Computer Aided Design, encouraging greater use of software to visualize their ideas.</p>
<p>Topic: Core technical Principle's knowledge: Knowledge: New and emerging technologies: Industry and enterprise, Sustainability and the environment, People, culture and society, Production techniques and systems, Informing design decisions Energy, materials, systems and devices: Energy storage, Modern materials, Smart materials, Composite materials and technical textiles, Systems approach to designing, Electronic systems</p>	<p>Autumn Term 1 & 2</p>	<p>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 to their findings to rest of the class. Reading is promoted in lessons.</p> <p>https://www.youtube.com/watch?v=U337crT3OC0 https://www.youtube.com/watch?v=0-j-cThtf1U https://www.youtube.com/watch?v=wTiw2CktpW0</p>	<p>Provide pupils with an understanding of the textile industry, current trends and future directions. Teach them about ethical and sustainable practices, including considerations for sourcing materials, reducing waste and promoting fair trade.</p> <p>Teach them about different career paths, provide opportunities for pupils to develop business entrepreneurial mindsets. Organize visits, invite</p>

<p>processing, Mechanical device</p> <p>NEA Skills workshop: Pupils experiment with a range of <i>addition</i> decorative techniques. They add colour to fabric using a range of processes e.g., tie dye, batik, stenciling, screen printing and transfer inks.</p> <p>Start NEA coursework- Beginning of June 2024</p>		<p>https://www.youtube.com/watch?v=UCbr-oAU2eQ https://www.youtube.com/watch?v=ZosCAkCJoic https://www.youtube.com/watch?v=nrArPiM50oc https://www.youtube.com/watch?v=uK0gtWhREM&t=6s https://www.youtube.com/watch?v=J1tpD1NRJml</p> <p>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</p>	<p>guest speakers to share their experiences and insights.</p>
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<p>How are pupils informally and formally assessed?</p>	<p>There is one exam papers 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.</p> <p>The Year 11 mock exam will be a full 120-minute paper</p> <p>There are also a range of different exam style questions pupils complete in class in timed conditions.</p>
<p>Developing Independent and Home Learning Skills</p>	<p>Lessons are posted on Google classroom, along with exam style questions.</p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>AQA Design and Technology GCSE website: https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF</p> <p>Revision:</p> <ul style="list-style-type: none"> • 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

<p>Equipment for lessons</p>	<p>2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.</p>
<p>Enrichment activities</p>	<p>Intervention sessions, Trip to the Design Museum.</p>

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 Introduction lessons we discuss careers and where the study of Design and Technology can lead to. Next steps is to focus on the NEA coursework that starts in year 10 and ends in year 11.
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AQA Design and Technology: Textiles

Year 11 pupils receive 6 number of 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 topics worldwide and contemporary. 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 are an excellent subject for comparing both historic and present-day designs, in order to understand the designs impact on daily life and the wider world. In addition, pupils learn 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.

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
<ul style="list-style-type: none"> Knowledge: Exam practice and revision of topics covered in year 10 <p>Topic: NEA</p> <ul style="list-style-type: none"> Skills: Producing a design brief & specification (10 marks) Generating design ideas (20 marks) 	Autumn Term 1 & 2	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>Provide pupils a range of design briefs that challenge them to think creatively and explore different concepts and themes.</p> <p>Encourage pupils to conduct thorough research and to gather inspiration from a wide range of sources such as fashion magazines, art exhibitions, historical textiles (V & A visit), and cultural influences, which will inspire their own ideas.</p>
<ul style="list-style-type: none"> Knowledge: Exam practice and revision of topics covered in year 10 <p>Topic: NEA</p> <ul style="list-style-type: none"> Developing design ideas (20 marks) Realising the product (20 marks) Analysing & evaluating (20 marks) 	Spring Term 1 & 2	<p>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.</p> <p>Oracy is promoted, pupils produce presentations on each designer and present to their findings to rest of the class. Reading is promoted in lessons.</p> <p>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</p>	<p>Create a supportive environment for pupils to experiment with different techniques or practice questions where they feel comfortable taking risks and pushing the boundaries of their creativity. Pupils will be encouraged to document their ideas and reflect on their outcomes, even if they don't go as planned.</p>

<ul style="list-style-type: none"> Knowledge: Exam practice and revision of topics covered in year 10 	Summer Term 1 & 2	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 connections/integrate D & T with other subjects (such as Mathematics and Biology) to enable pupils to think more creatively. This will provide a collaborative class-room environment, encouraging pupils to share ideas, provide feedback and learn from each other. This will help pupils develop their critical thinking skills and learn from different perspectives.
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How are pupils informally and formally assessed?	There is one exam papers 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	Lessons are posted on Google classroom, along with exam style questions.
Useful e-Learning Resources (e.g., web links)	<p>AQA Design and Technology GCSE website: https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF</p> <p>Revision:</p> <ul style="list-style-type: none"> 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	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Intervention sessions, Trip 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.

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