



**DCIS Curriculum Learning Map: Year 10 2021-2022**

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
<b>English Pathway 1</b>	<p><b>Literature: Novel (Of Mice and Men)</b></p> <p>Read and analyse the novel, focusing on characterisation and themes. <i>Intercultural Learning Focus</i> <b>Language: Imaginative coursework</b> Of Mice and Men as a stimulus (monologue/ diary entry/ prose)</p>	<p><b>Literature: Poetry Anthology</b></p> <p>Read and analyse poetry from the Edexcel Anthology. Complete a variety of essay tasks in preparation for the English Literature Exam. <i>Intercultural Learning Focus</i></p>	<p><b>Language: Understanding a text</b></p> <p>Developing the skills of retrieval and inference in the context of the English Language Exam. Q 1/2/3/4. Students study texts from the Non-fiction Anthology.</p>	<p><b>Literature: Modern Drama (An Inspector Calls)</b></p> <p>Analyse play, focusing on characterisation and dramatic conventions. Complete Modern Drama Literature coursework.</p>	<p><b>Literature: Literary Heritage (Macbeth)</b></p> <p>Read and Analyse play, focusing on Shakespeare's presentation of both the protagonist and the central relationship.</p>	<p><b>Literature: Literary Heritage (Macbeth)</b></p> <p>Continue to study the play. Complete Literary Heritage coursework. <b>Language: Imaginative coursework</b> Macbeth as stimulus (monologue/ diary entry/ prose)</p>
<b>English Pathway 2</b>	<p><b>Step Up to English - Early Entry</b></p> <p>Students will work towards their early entry qualification by reading for understanding, undertaking group and individual presentations, and writing for purpose.</p>	<p><b>Non-fiction Anthology and Writing for Purpose</b></p> <p>Reading for understanding, developing inference and language analysis in the context of the English Language Exam Q 1/2/3/4.</p>	<p><b>Non-fiction Anthology and Writing for Purpose</b></p> <p>Analysis of language in the context of the English language exam Q4. Writing to explain/ inform/ describe and persuade in the context of Q 6/7 of the language exam.</p>	<p><b>Short Stories</b></p> <p>Reading challenging texts for understanding. Analysing language, character and themes. Developing comparative writing skills</p>	<p><b>Coursework Anthology</b></p> <p>Read poetry and prose from the Edexcel Anthology. Research skills. Writing to explain/describe and entertain. <i>Intercultural Learning Focus</i></p>	<p><b>Imaginative Writing Coursework</b></p> <p>Use coursework anthology texts as a stimulus (letter writing with a focus on description).</p>

		Writing to explain/ inform/ describe and persuade.				
<b>Mathematics Higher</b>	<b>Algebra &amp; Geometry</b>  Quadratic equations, simultaneous equations, graphs, properties of shapes	<b>Algebra &amp; Geometry</b>  Pythagoras' theorem, real-life graphs, transformations, function notation	<b>Algebra &amp; Geometry</b>  Functions, Non-right angled trigonometry, 3D shapes	<b>Algebra &amp; Geometry</b>  Advanced trigonometry, algebraic manipulations, exam- technique	<b>Algebra &amp; Statistics</b>  Graph transformations, histograms, cumulative frequency graphs and IQR	<b>Statistics</b>  Compound measures, statistical analysis & interpretation of data
<b>Mathematics Foundation</b>	<b>Number &amp; Geometry</b>  Percentages, symmetry, angles in parallel lines	<b>Geometry &amp; Statistics</b>  Graphs, statistical measures, polygons	<b>Algebra</b>  Solving quadratics, quadratic graphs, algebraic manipulation	<b>Geometry &amp; Measures</b>  Bearings, scale drawings, similarity, congruence, shape transformations	<b>Geometry</b>  Perimeter and area of triangles, quadrilaterals, compound shapes, circles and sectors	<b>Geometry &amp; Probability</b>  Volume & surface area of 3D shapes, probability of independent events
<b>Science Pathway 1</b>	<b>Energy Transfers across Science</b>  Transport in Humans and Plants, Gases in the Atmosphere, Work and Power	<b>Changes across Science</b>  Excretion, coordination & response in Humans, Reactivity Series, Radioactivity	<b>Changes across Science</b>  Excretion, coordination and response in Plants, Acids and Alkalis, Waves	<b>Testing Outcomes of Processes</b>  Reproduction, Chemical Tests, Electricity	<b>Changes in Scientific Systems</b>  Inheritance, Cell Division, Energetics, Astrophysics	<b>Changes in Scientific Systems</b>  Inheritance and Natural Selection, Ecology, Rates of Reaction, Magnetism and Electromagnetism
<b>Science Pathway 2</b>	<b>Physics 1a</b>  Balanced Forces Unbalanced Forces Motion	<b>Physics 1a</b>  Speed, Acceleration Energy Transfers Wasted Energy and Energy Resources	<b>Biology 1b</b>  Pathogens Communicable and Non Communicable Diseases	<b>Biology 1b</b>  Lifestyle and Disease, Spread and Control of Pathogens	<b>Chemistry 1b</b>  Filtration, Chromatography, Electrolysis, Acids and Alkalis	<b>Chemistry 1b</b>  Making Salts, Metals and Recycling Metals
<b>ICT</b>	<b>Topic 3B</b> Operating Online	<b>Topic 5/6</b> Spreadsheets	<b>Topic 4</b> Online Goods & Services	<b>Topic 5/6</b> Databases	<b>Topic 5/6</b> Web Authoring	<b>Theory Consolidation</b>  <b>Software Skills Test</b>
<b>BTEC IT</b>	<b>Unit 2: Working in the IT Industry</b>  Assignment 1: Recruiting in the IT industry		<b>Unit 29: Presenting information using IT</b>  Assignment 1: The right tool for the job Assignment 2: Developing and reviewing documents			

<b>Computer Science</b>	<b>Topic 5a</b> Networking	<b>Topic 2b</b> Python Advanced	<b>Topic 5b</b> Networking Security <b>Topic 3b</b> Encryption	<b>Topic 4b</b> Software & Translators	<b>Topic 6</b> Legal, Moral & Ethics	<b>Theory Consolidation</b>  <b>Python Challenge</b>
<b>BTEC Business</b>	<b>B7: Branding a Product</b>	<b>B7: Branding a Product</b>	<b>Presentation skills</b> <b>B9: Presenting a Business Idea</b>	<b>B9: Presenting a Business Idea</b>	<b>Class project</b>	<b>Class project and reflections</b>
<b>IGCSE Business Studies</b>	<b>1 - Business Activity</b>  1.5 Business and the International Economy 1.6 Government objectives and policies 1.7 External Factors 1.8 Judging success	<b>3 – Business finance</b>  3.1 Business finance – sources 3.2 Cash flow forecasting-	<b>2 – People in business</b>  2.1 Internal and external communication 2.2 Recruitment and selection	<b>2 - People in business</b>  2.3 Training 2.4 Motivation and rewards 2.5 Organisation structure and employees	<b>3 – Business finance</b>  3.3 Costs and break-even analysis 3.4 Financial documents	<b>5 – Business operations</b>  5.1 Economies and diseconomies of Scale  5.2 Production
<b>Drama</b>	<b>Component 3:</b>  (Section A) study of play script - <i>DNA</i> by Dennis Kelly. Set Lighting Sound Costume	<b>Component 3:</b>  (Section A) study of play script - <i>DNA</i> by Dennis Kelly. Exam technique	<b>Component 1:</b>  Devising. Response to stimuli & development of ideas. Live Performance Evaluation. Note making & sample questions.	<b>Component 1:</b>  Devising. Refinement of devised performance. Live Performance Evaluation. Note making & sample questions.	<b>Component 1:</b>  Final Performance and filming of devised performance.	<b>Component 1:</b>  Development, refinement, and completion of portfolios. <b>Component 2:</b> Scripted performance introduction
<b>Design Technology</b>	<b>Padlock</b>  Explore nature and how it can influence design choices. Theory notes about designing. Create a nature inspired padlock from wood and metal	<b>Trophy</b>  Explore associated images to do with a range of activities. Theory notes about materials. Create a trophy using timber and metal Evaluate and reflect on the project.	<b>Making Skills</b>  Explore a range of making techniques. Theory notes about joining techniques. Create a series of joints Consider joining techniques for combining timbers, polymers and metals	<b>Folding Stool</b>  Explore space saving products. Theory notes about material properties. Create a 3D moving wooden stool. Accurate housing joints and measurements needed.	<b>Fusion 360</b>  Explore AutoDesk Fusion 360 design software. Create CAD.  <b>Start year 11 NEA</b> Explore contexts set by the exam board. Further research to be completed over the summer break	

	Evaluate and reflect on the project. Timber, Metal, Pillar drill, Jigs, Templates, Threading Assessment: Overall project combined with an end of project assessment	Timber, Pillar drill, Tenon saw, Coping saw, Scroll saw, finishing tools. Assessment: Overall project combined with an end of project assessment	Evaluate and reflect on the project. Assessment: Overall project combined with an end of project assessment	Evaluate and reflect on the project. Timber, Machine screws, Tenon saw, Disc sander Assessment: Overall project combined with an end of project assessment		
<b>Visual Arts</b>	<b>Natural Form (coursework 60%)</b>  Students will respond to the topic whilst building on skills, knowledge and understanding. develop and explore ideas Research primary and contextual sources Experiment with media, materials, techniques and processes Present personal response(s) to the theme Architecture. Assessment: AO1/AO2/AO3/AO4	<b>Natural Form (coursework 60%)</b>  Students will respond to the topic whilst building on skills, knowledge and understanding. Develop and explore ideas Research primary and contextual sources Experiment with media, materials, techniques and processes Present personal response(s) to the theme Architecture. Assessment: AO1/AO2/AO3/AO4	<b>On a shelf (coursework 60%)</b>  Students will respond to the topic whilst building on skills, knowledge and understanding. Develop and explore ideas Research primary and contextual sources Experiment with media, materials, techniques and processes Present personal response(s) to the theme Architecture. Assessment: AO1/AO2/AO3/AO4	<b>On a shelf (coursework 60%)</b>  Students will respond to the topic whilst building on skills, knowledge and understanding. Develop and explore ideas Research primary and contextual sources Experiment with media, materials, techniques and processes Present personal response(s) to the theme Architecture. Assessment: AO1/AO2/AO3/AO4	<b>Telling Stories</b>  Students will respond to the topic whilst building on skills, knowledge and understanding. Develop and explore ideas Research primary and contextual sources Experiment with media, materials, techniques and processes Present personal response(s) to the theme Architecture. Assessment: AO1/AO2/AO3	
<b>Music</b>	<b>Introduction to AOSs</b>  Exploring performance as a solo and ensemble. Introduction to Appraisal exam (Set Works) (AOS1) Start on 'Free Composition' coursework.	<b>AOS 1(Instrumental)</b>  Exploring AOS1 'Instrumental Music' looking in detail at <i>Beethoven's Pathetique Sonata</i> . Preparation for performance and work on composition is ongoing	<b>AOS 3 (Stage and Screen)</b>  Exploring AOS3 'Music for Stage and Screen', looking in detail at a <i>Star Wars: Blockade Runner</i> . Preparation for performance and	<b>AOS 2 (Vocal music)</b>  Exploring AOS2 'Vocal music', looking in detail at Purcell's <i>Music For a While</i> . Preparation for performance and work on composition is ongoing	<b>Appraisal</b>  Introduction to extended written answers (Question 9). Practice 'Dictation' and 'Unfamiliar' Questions. Preparation for performance and	<b>Assessment</b>  Composition completed and submitted (1.5 min) Solo performance (2 min) Ensemble performance (2 mins) Appraisal Exam based on Set works

			work on composition is ongoing		work on composition is ongoing	covered throughout the year. (60 mins)
<b>History</b>	<b>China: conflict, crisis and change, 1900–89</b> (Paper 2) In class Assessments A and B type Questions Intercultural links: China, Russia, Japan, US	<b>China: conflict, crisis and change, 1900 -89</b> (Paper 2) End of Topic Paper Intercultural links: China, Russia, Japan, US	<b>Germany Democracy to Dictatorship</b> In class Assessments A and B type Questions Link to student heritage; German.	<b>Germany: Democracy to Dictatorship</b> In class Assessments A, B and C type Questions Link to student heritage; German.	<b>Germany: Democracy to Dictatorship</b> End of Topic Paper Link to student heritage; German.	<b>A World Divided: Superpower relations 1943 - 72</b> In class Assessments A, B and C type Question EOY Assessments Link to student heritage; US, Russia, South America, Korea, Vietnam.
<b>Geography</b>	<b>Paper 1: IGCSE Coastal Environments</b> Paper 1: IGCSE Coastal Fieldwork Skills [Tbc]	<b>Paper 1: IGCSE Coastal Environments Finish</b> Paper 1: IGCSE Hazardous Environments (Start)	<b>Paper 1: IGCSE Hazardous Environments</b>		<b>Paper 2: IGCSE Economic activity and Energy</b>  Paper 2: IGCSE Urban Fieldwork skills	
<b>Psychology</b>	Social Influence	Social Influence  End of unit social influence test	Psychological Problems	Psychological Problems  End of unit test	Revision	Revision and EOY test
<b>Religious Studies</b>	The universe, creation and the place of human beings (Part 2) <i>Free will, determinism &amp; predestination</i> <i>Belief &amp; uncertainty</i> <i>Problem of Evil and Suffering (brief)</i>		Peace and conflict <i>Conflict &amp; war</i> <i>Peace, reconciliation &amp; forgiveness</i> <i>Bullying</i> <i>Sin &amp; crime</i> <i>Punishment</i> <i>Capital Punishment</i>	The problem of evil and suffering	Rights equality and Social Justice <i>Human Rights</i> <i>Equal rights &amp; opportunities</i> <i>Multi-ethnic &amp; racial harmony</i> <i>Multi-faith society &amp; relationships</i> <i>Relationships between rich and poor</i> <b>Intercultural Focus</b>	Revision and EOY test
<b>Global Citizenship</b>	Theme 2 - Economic development and the environment <i>Skills and Knowledge Organiser</i>		Theme 3 - Culture and community <i>Skills and Knowledge Organiser</i> <i>*Intercultural Learning focus*</i>		Section A - Citizenship community action project	
<b>French</b>	<b>The world around us</b>	<b>The world around us</b>	<b>The world around us</b>	<b>Life from infancy to adulthood</b>	<b>Life from infancy to adulthood</b>	<b>Life from infancy to adulthood</b>

	Life in the town and rural life Shopping and money matters Public services	Environmental issues Weather and climate Everyday life in a French-speaking country	Customs and festivals Travel and transport	Childhood School rules and pressures	School trips, events, exchanges The importance of sport Role models	Accidents and injuries Role models
<p><b>Curriculum focus on Intercultural Learning &amp; Health &amp; Wellbeing</b> A series of language projects and workshops will be planned for the year group as local cultural outdoor trips, festival celebrations and language projects. Key activities: Movie screening during one of the festivals organized by various Embassies, video storytelling related to various festivals and traditions, Book club as on-going activity (based on short stories).</p>						
Mandarin	<p><b>Unit 4: Personalities</b> Personalities and Physical Appearances, Interpersonal Relationships, Hobbies <b>Unit 5: Food</b> Food and Beverage, Dining Out, Food and Culture</p>		<p><b>Unit 6: Health &amp; Fitness</b> My Body, Health Issues, Health Lifestyle <b>Unit 7: Holidays</b> Trip Preparation, Going on Holidays, Shopping Revision on IGCSE past exam papers (Reading, Writing, Listening &amp; Speaking)</p>		<p><b>Unit 8: Hometown</b> Weather &amp; Geography, Different Places in a City, Places of interest Revision on IGCSE past exam papers (Reading, Writing, Listening &amp; Speaking)</p>	
	<p><b>Advanced level</b> A Higher Tier of Mandarin program will be offered to students who have passed Youth Chinese Test Level 5 which will be conducted in the lessons. These students can opt to be entered for the higher qualifications of IGCSE Mandarin at Year 11.</p>					
	<p><b>Curriculum focus on Intercultural Learning &amp; Health &amp; Wellbeing</b> A series of language projects and workshops will be planned for the year group such as Chinese traditional art &amp; craft experience, local cultural outdoor learning trips, festival celebration &amp; relevant language projects. Key activities: Chinese Diabolo, Speech and Drama, Blue White Porcelain Plate Painting, Outdoor Learning Trip and Language Book Design Competition etc.</p>					
Spanish	<p><b>Everyday life at home and at school</b> Food and drink (recap) Common ailments and healthy lifestyles Media – TV and film</p>	<p><b>Self, family and friends – at home and abroad</b> Relationships with family and friends Daily routine and helping at home Hobbies and interests</p>	<p><b>Self, family and friends – at home and abroad</b> Hobbies and interests (with various tenses) Special occasions</p>	<p><b>Self, family and friends – at home and abroad</b> Holidays Tourist information and directions</p>	<p><b>The world around us</b> -Life in the town and rural life Shopping and money matters Public services</p>	<p><b>The world around us</b> Environmental issues Weather and climate Everyday life in a Spanish-speaking country</p>
<p><b>Curriculum focus on Intercultural Learning &amp; Health &amp; Wellbeing</b> A series of language projects and workshops will be planned for the year group such as local cultural outdoor trips, festival celebrations and language projects. Key activities: Movie screening during one of the festivals organized by various embassies, Día de Los Muertos and Cinco de Mayo video storytelling, Book club as on-going activity (based on short stories).</p>						
GCSE PE	Lever systems, examples of their use in activity		Goal setting Classification of skills		Use of a PEP to develop personal health PARQ's	

	Planes and axis of movement Movement possibilities at joints Range of movement Joint classification	SMART Targets Forms of practice Mental preparation Types of guidance Types of feedback	The long-term effects of exercise How to optimise training to prevent injuries The principles of training and their application to the Personal Exercise Programme The writing of the PEP
<b>CORE PE</b>	Options choices - Block 1 - <b><u>Fitness block</u></b> <b><u>Choice of</u></b> Cross Country / Well being walk / Fitness training / Boxing  Options choices - Block 2 - <b><u>Team Games block</u></b> <b><u>Choice of</u></b> Wellbeing walk / basketball / volleyball / Football		

