

DORCHESTER LEARNING CENTRE YEAR 10 CURRICULUM PLAN 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Language: Creative Reading for GCSE, Entry Level Certificate or Functional Skills.</b></p> <ol style="list-style-type: none"> <li>1. Finding information.</li> <li>2. Commenting on language.</li> <li>3. Commenting on structure.</li> <li>4. Explaining an opinion about the source.</li> </ol> <p><b>Literature: 20th Century</b> <i>An Inspector Calls</i> Analytical and literacy skills to answer a character-based question.</p>	<p><b>Language: Creative Writing</b> Write a story or description using a picture or topic as a starting point.</p> <p><b>Literature: An introduction to the 19th Century Novel</b> <i>Focus on character and plot of A Christmas Carol.</i></p>	<p><b>Language: 19th Century context</b>, for fiction and non-fiction</p> <p>Read a range of 19th century texts for meaning and technique.</p> <p><b>Literature: Shakespeare</b> <i>Romeo and Juliet</i> Analytical and literacy skills to answer a question based on an extract and on knowledge of the rest of the play</p>	<p><b>Language: Non-fiction Viewpoint Reading</b> of two sources, one modern, one nineteenth century.</p> <p><b>Literature: Shakespeare</b> <i>Romeo and Juliet</i> Analytical and literacy skills to answer a theme question based on an extract and on knowledge of the rest of the play</p>	<p><b>Language: Viewpoint writing</b> Write an article, speech, letter or similar on a topic given.</p> <p><b>Literature: Poetry</b> <i>Anthology</i> Analytical and literacy skills to understand the 'Power and Conflict' AQA poetry anthology.</p>	<p><b>Language: Speaking and Listening</b></p> <p>Prepare one or two presentations (Exam board requirements may mean audio visual recording)</p> <p><b>Literature: Poetry</b> <i>Anthology</i> Analytical and literacy skills to understand the 'Power and Conflict' AQA poetry anthology.</p>
Maths	<p>Congruence</p> <p>Similarity</p> <p>Enlarge shapes</p> <p>Trigonometry</p> <p>Pythagoras</p>	<p>Solve equations and inequalities</p> <p>Represent inequalities on a number line</p> <p>Represent equations on graphs</p> <p>Solve simultaneous equations on a graph</p> <p>Solve simultaneous equations algebraically</p>	<p>Review KS3 angles</p> <p>Understand and use bearings</p> <p>Area and circumference of circles</p> <p>Areas and volumes related to circles, cylinders, cones, spheres</p> <p>Vectors</p>	<p>Ratios</p> <p>Fractions in ratios</p> <p>Combining ratios, best buys</p> <p>Currency conversions</p> <p>Convert fractions, decimals, percentages</p> <p>Find percentages and percentage change</p> <p>Simple compound interest</p> <p>Probability</p> <p>Tree diagrams</p> <p>Venn diagrams</p>	<p>Understand sampling</p> <p>Construct and interpret tables</p> <p>Understand and represent grouped data</p> <p>Understand correlation</p> <p>Use lines of best fit</p> <p>Construct frequency polygons</p> <p>Evaluate measures of location</p>	<p>Non-calculator methods – 4 operations, decimals, percentages, fractions</p> <p>Factors, multiples and primes</p> <p>Arithmetic and geometric sequences</p> <p>Indices and roots</p>

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Science	<p><b>The World of the Microscope</b></p> <p>Animal and Plant Cells Eukaryotic and Prokaryotic Cells Specialisation in Animal and Plant Cells Chromosomes and Mitosis</p>	<p><b>Tissues and Organs</b></p> <p>The Human Digestive System The Chemistry of Food Catalysts and Enzymes Factors Affecting Enzyme Action The Lungs Circulatory System – The Heart Cardiovascular Disease Aerobic and anaerobic respiration</p>	<p><b>Health and Disease</b></p> <p>Pathogens and Disease Immune system Preventing Infections Viral Disease Bacterial Diseases Disease caused by fungi/protists Developing Drugs Non-communicable diseases</p>	<p><b>Changes in energy stores</b></p> <p>Conservation of energy Energy and work GPE, kinetic energy and elastic energy stores Energy dissipation Energy and efficiency Heat energy transfer mechanisms Specific heat capacity</p>	<p><b>Resultant forces</b></p> <p>Speed and D-T graphs Velocity and acceleration Velocity time graphs Forces and acceleration Drag, Weight and terminal velocity Newton’s Laws Forces and elasticity</p>	<p><b>Density/Energy</b></p> <p>States of matter and Pressure Changes of state Energy demands Energy from wind and water Power from Sun and Earth Energy and the environment</p>
PE	<p>Non qualification group-</p> <p>A range of sporting opportunities each half-term that aims to promote Health/Fitness - Short term and long term benefits of exercise.</p>	<p>Non qualification group-</p> <p>A range of Racket Sports – short tennis, table tennis, badminton Health/Fitness - Short term and long term benefits of exercise.</p>	<p>Non qualification group-</p> <p>A range of team games promote Health/Fitness - Short term and long term benefits of exercise.</p>	<p>Non qualification group-</p> <p>A range of striking and fielding games. Health/Fitness - Short term and long term benefits of exercise.</p>	<p>Non qualification group-</p> <p>A range of fitness activities that improve knowledge of Health/Fitness - Short term and long term benefits of exercise.</p>	<p>Non qualification group-</p> <p>A range of sporting opportunities each half-term that aims to promote Health/Fitness - Short term and long term benefits of exercise.</p>
Careers	<p><b>Unifrog Launch</b></p> <p>Students to become familiar with new platform and program.</p> <p>Aspirations and interests</p> <p>Students use Unifrog to identify what personality they have and match it with careers.</p> <p>Well being</p> <p>Students gain an insight into the difference between stress and anxiety. They'll learn techniques to help</p>	<p><b>Communication</b></p> <p>Students explore what makes a great communicator in short groups and individually.</p> <p>Team Work Students to identify skills and traits of a good team player.</p> <p>Leadership</p> <p>Students identify what makes a great leader and how students can be great leaders too!</p>	<p><b>Skills and Enterprise</b></p> <p>Students get their thinking caps on and work in teams to create their own start-up business on a hypothetical £10 budget.</p> <p>Work Experience/ Apprenticeships</p> <p>Students learn about the pros and cons of apprenticeships. Students look into the benefits of Work experience and look to contact companies with a</p>	<p><b>Career Planning/Research</b></p> <p>Students research chosen careers and/or career they would like to follow.</p> <p>Talking about activities and themselves (interview practice) Students to talk about themselves positively for 5 minutes.</p>	<p><b>Goal Setting</b></p> <p>How do you set a goal and actually stick to it? Students can find out in this lesson and create their own goal-setting action plans!</p> <p>Budgeting Students learn how to budget with different amounts of incoming and outgoing money.</p>	<p><b>Interview practice</b></p> <p>Students prepare for college and work based interviews</p> <p>CVs Students update their competencies on their CVs on Unifrog.</p> <p>Applications Start to identify post 16 options and look on how to apply for chosen path.</p>

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	manage them and places to go for support.		view of obtaining some WE.			
Art	Introduce students to a variety of techniques and activities related to chosen area of study. Selected the first areas of study from the following titles: Fine art, Graphic communication, Textile design, Three-dimensional design and Photography.	Recording ideas/developing ideas through investigations. Students are introduced to methods of critical analysis when engaging with sources	Students extend their practical experience as they respond to their chosen area of study Promote engagement with and coverage of the four assessment objectives.	Take part in and document experiences such as a school organised museum or gallery visits, or work with an artist in residence.  Revisit past work or develop their induction project. Students are encouraged to build on the foundation knowledge, understanding and skills developed.	Take part in and document experiences such as a school organised museum or gallery visits, or work with an artist in residence.  Revisit past work or develop their induction project. Students are encouraged to build on the foundation knowledge, understanding and skills developed.  Students gain understanding of all the assessment objectives and are encouraged to show balanced coverage of them.	Structures in Nature  Go outside, look at nature and the world around us. Photograph and sketch. Use natural materials for mark-making and colour influence
PSHE	<p><b>Health and Wellbeing,</b></p> <p>Focuses on health, hygiene, exercise, mental health, personal safety, drugs and alcohol.</p> <p>Introduction to Health and Wellbeing topic. Topics include:</p> <p>Social Anxiety and social media Tattoos and piercings Self-esteem Binge Drinking</p>	<p><b>Keeping Safe and Healthy</b></p> <p>Topics include:</p> <p>Hate Crime Homelessness Living Sustainably Screen Time Suicide awareness Grief</p>	<p><b>Relationships and SRE</b></p> <p>Focuses on sex, relationships, friends and family matters, LGBT+, positive and unhealthy relationships.</p> <p>Topics include:</p> <p>Consent, rape and sexual abuse Relationship break –ups - Safe sex and chem sex What is good sex?</p>	<p><b>Relationships</b></p> <p>Topics include:</p> <p>Bullying Body shaming Happiness and positivity Types of relationships Contraception Pornography</p>	<p><b>Living in the Wider World</b></p> <p>Focuses on careers, personal finance independent living, skills for life and personal values.</p> <p>Topics include:</p> <p>Anti-social behaviour Fake news and critical thinking Overt and covert racism Online frauds and scams Criminal Justice system</p>	<p><b>Living in the Wider World</b></p> <p>Topics include:</p> <p>Crime gangs and County lines Why do people become extremists Money Laundering Revision skills The dark web</p>

