

# CURRICULUM BOOKLET 2024-25



OUR SCHOOL VALUES

# Aspire ACHIEVE Thrive

**YEAR 8 THE TERM AHEAD**  
for students, parents and carers

# THE TERM AHEAD



Welcome to our second curriculum newsletter. The purpose of these is to provide you, as parents and carers, with an overview of what your child will be learning in the term ahead.

As we approach the end of the Autumn Term, we celebrate the progress our students have made in relation to their learning. Staff have been busy continuing to review and adapt the curriculum to ensure we strive for a World Class learning experience. For example, despite extensive work to develop our sports facilities (which will provide us with some of the best in the City), students have continued practical sessions utilising space at Central Park; in Science, children have been undertaking more practical experiments to enhance their understanding; in English, teachers have been planning new material and poems; in Visual Arts, learners have explored clay, colour, shape and form; in Performing Arts, musicians have been performing a range of musical styles and music technology, with Year 11 performing a live gig at Livewire in Saltash; and so much more! At all times, our fantastic learners have thrown themselves into the task at hand and we have been really impressed with their efforts.

The Spring Term is also looking to be particularly exciting. Year 7 are off to the Theatre Royal to watch the panto; in music, we're exploring whole-class brass lessons; students will be programming in Computing; Geography have planned fieldwork for each year group; we have external visitors booked to run workshops; and we are in the process of incorporating World Class Virtual Reality into our curriculum - more information will follow soon! As well as all of this, we continue to be leaders across the City and Country for our completion rates on Sparx. Well done everyone!

This really is an exciting time, with further plans in motion to continue to provide enriching opportunities for our students.

We hope you all have an enjoyable and restful Christmas break.

**Mr Oakes**  
Head of School

As we approach the Christmas break, it's been fantastic to reflect on what has been a successful and busy term for Year 8. Alongside achieving impressive wins in Boys' Rugby and Girls' Netball, students have shown tremendous dedication in their academic studies, with excellent engagement across the curriculum and consistent effort in completing Sparx homework. Rehearsals for *Oliver!* are in full swing, and we can't wait to see the production come to life next term. Beyond the classroom, many students have also been making the most of the wide range of clubs available, from homework clubs and art to Sports clubs and drama. Looking ahead to January, we're excited to continue building on this momentum, with more sporting events, extracurricular opportunities, and, of course, the much-anticipated performances of *Oliver!* taking centre stage.

**Mr Nevin**  
Head of Year 8

## KEY DATES

**Monday 6th January**  
**Back to School**

**Tuesday 11th, Wednesday 12th,**  
**Thursday 13th February**  
**Oliver JR Performance**

**Monday 5 May**  
**Year 8 Parents Evening**



## Ground Floor

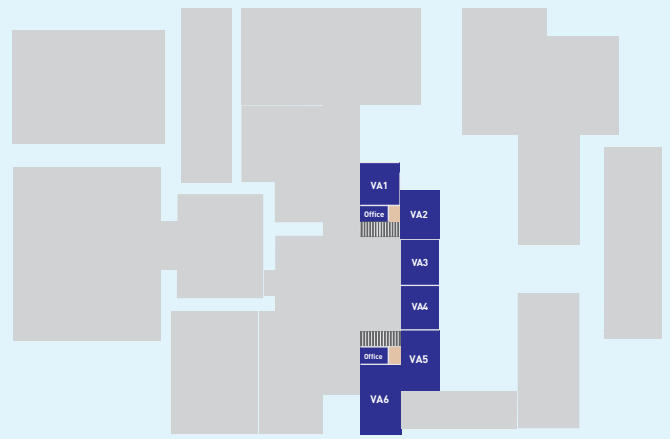


## SDCC MAP

## First Floor



## Second Floor



Please feel free to contact your child's tutor at any time by phone or email if you have any queries, whether this be pastoral, academic or a general enquiry.

Tutor: to email, use staff initial and surname @sdcc-smhc.net for example mhussey@sdcc-smhc.net

## YEAR 8 TUTORS

Head of Year: Mr Nevin					
Tutor Group	Tutor	Room	Tutor Group	Tutor	Room
81	E Tremellat	SC1	87	L Kelly	SC8
82	N Carnat	SC2	88	R Bond	SC9
83	A Bullard	SC3	89	S MacKenzie	SC10
84	S Campion	SC4	810	A Moss	SC12
85	K Harvey	SC5	811	S Romaine/L Heap	SC11
86	C Harewood	SC7	812	M Bate	SC13



# Tutor Time Reading Programme YEAR 8

Students complete 20 minutes of reading each morning, giving them an experience of a wide range of texts

## TITLE

## AUTHOR

Adventures of a Young Naturalist	David Attenborough
Animal Farm	George Orwell
Chinese Cinderella: The True Story of an Unwanted daughter	Adeline Yen Mah
Children of blood and Bone	Tomi Adeyemi
I Am Malala	Malala Yousafzai
Life of Pi	Yann Martel
Looking for JJ	Anne Cassidy
Maggot Moon	Sally Gardner
Mud, Sweat and Tears	Bear Grylls
One	Sarah Crossan
Noughts and Crosses	Malorie Blackman
The Curious Incident of the Dog in the Night Time	Mark Hadden
The Giver	Lois Lowry
The Hiding Place	Corrie ten Bloom
The Hobbit	J.R.R. Tolkien
The Lion, The Witch and The Wardrobe	C.S. Lewis
The Ruby in the Smoke	Phillip Pullman
The Woman in Black	Susan Hill
Wed Wabbit	Lissa Evans



# CURRICULUM OVERVIEW

SDCC Year 8 Curriculum	TERM 2	
	HALF TERM 3	HALF TERM 4
Maths	Students are able to understand key statistical terms, whilst learning about how and why data is collected and presented in different methods	Students build algebraic confidence through understanding of equations, expressions and formula whilst also being able to apply those rules to problems and other scenarios such as graphs
English Language & Literature	<p align="center"><b>Unit 5: The Fragile Mind</b></p> <p align="center">To explore how writers have created some of the great flawed characters in Literature. To explore our own humanity within this context.</p> <p align="center">Othello, Iago, Lear, Lady Macbeth...</p>	
Science	Students learn atomic structure in more detail and move on to the periodic table. They then learn about different groups and trends on the periodic table before completing revision and their first summative assessment.	Students learn about forces in magnets and electromagnets. They then move on to look at genetics and variation.
French	<p align="center"><b>Where I live</b></p> <p align="center">Describing my house and talking about my weekend activities.</p>	
Geography	<p align="center"><b>Ecosystems - Coral Reefs</b></p> <p>Climate change, tourism, bleaching and restoration. Students continue to develop an understanding of sustainability and the oceans, with specific focus on coral reefs. Students will build location knowledge and cultural capital as they study specific examples of coral reef ecosystems.</p>	<p align="center"><b>Urbanisation</b></p> <p>Global population distribution, megacities, push / pull factors, India (Mumbai / Dharavi). Students gain an understanding of how the world's growing urban population creates opportunities and challenges. The key process of migration is investigations with specific reference to the impact on Mumbai. Through studying Mumbai, locational knowledge of India is developed and cultural capital built.</p>
History	<p><b>The Civil Rights Movement in Great Britain.</b> Looks at the Empire Windrush, 1958 Race Riots and Enoch Powell and the Race Relations Acts Develops the skills of empathy and usefulness</p>	<p><b>The Civil Rights Movement in the USA</b> This focuses on the ending of Slavery, the development of the Jim Crow laws and the formation of the KKK. There are case studies on Little Rock 9, Emmett Till, Montgomery Bus Boycott and the campaigners. Specifically looking at the role of the individuals</p>

# CURRICULUM OVERVIEW

<p><b>Art</b></p>	<p>Students continue to experiment in a range of materials which includes photography, acrylic paint and digital manipulation, developing their understanding of the various materials explored.</p>	<p>Natural Forms is the inspiration, when students produce observational studies, further developing their skills in a range of materials and techniques.</p>
<p><b>Computing</b></p>	<p><b>Python Programming Projects</b> Students will work towards completing a number of computational thinking challenges in order to solve complex problems.</p> <p><b>Assessment Point 1</b> Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered in Term 1</p>	<p><b>Computing Systems</b> Students will gain an understanding of the different components that make up Computing Systems. For example: the use of the CPU, Memory and Storage. They will also learn about other components found in Computing Systems and the role and purpose of Operating Systems.</p>
<p><b>Drama</b></p>	<p>Mystery Pictures: Building narrative through image stimulus. Skill development: whole class in-role, hot-seating, cross-cutting, flashback and direct address to audience.</p>	<p>Mystery Pictures - Continues</p>
<p><b>Food Technology/ Catering</b></p>	<p>To know what a commodity is in food production. To understand what the different commodities are, how they are produced or reared and how they can be cooked and used to produce different recipes. Students will then cook with these commodities, building on their skills from last year and learning how to use the hobs. They will then learn how to evaluate their dishes and shop brought ingredients to create sensory star profiles</p>	<p>To continue to learn about commodities, where they come from, how they are reared and how they can be used. They will also learn how to create timeplans for other people to use to produce a dish with contingencies for possible issues that may arise</p>
<p><b>Modern Britain</b></p>	<p><b>Rule of Law/Tolerance &amp; Mutual Respect</b> - To understand the attacks which are related to terrorism on the UK. We look at the impact of the attacks and how society comes together in solidarity, showing the mutual respect for all victims and communities. We describe how people feel when an attack happens and learn about the first responders and security that is involved in keeping us safe as a country.</p>	<p><b>Tolerance &amp; Mutual Respect</b> - looking at Christianity as a religion and the practices of a Christian. Introducing the practice of prayer and communicating to God; the sacraments for Christians and why they are important to them.</p>



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<b>Music</b>	<b>Music Tech 2</b> - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film. Students will be introduced to inputting through other digital providers, such as Musescore and Sibelius.	
<b>PE and Health</b>	<p>Explore the use of external resistance for exercise</p> <p>Link fundamental skills to context specific skills</p> <p>Develop resilience to keep trying different activities</p>	<p>Explore mobility training techniques and exercises</p> <p>Create space by changing speed, direction and double movements.</p>
<b>PSE/RSE</b>	<p><b>Identity, Relationships and Sex Education:</b> Introduction to Relationships, Sexual Orientation, Periods and Menstruation Cycles</p>	<p><b>Identity, Relationships and Sex Education:</b> Introduction to Contraception <b>Physical Health and Mental Wellbeing:</b> What is Mental Health?</p>
<b>Textiles</b>	<p><b>Reduce, Reuse, Recycle:</b> Developing research and analytical skills to form opinions by exploring the work of Textile artist Vanessa Barragão. Exploring a range of textile techniques using upcycled materials including weaving, Batik and fabric inks.</p>	<p><b>Reduce, Reuse, Recycle (Part 2):</b> Students continue their project by embellishing their Batik designs with beads, sequins and buttons. They will develop their pattern cutting knowledge as well as developing sewing machine skills to make their outcome. (The project will run for one term and then groups will rotate to a new technology subject)</p>
<b>Media</b>	<p>Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.</p>	<p>Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.</p>
<b>Spanish</b>	<p><b>Where I live</b> Describing my house and talking about my weekend activities.</p>	

# HOME LEARNING - KS3

EVERY MOMENT  
MATTERS

	Online HW	Written HW
Monday	Sparx Maths	Geography
Tuesday	Sparx Science	History
Wednesday	Sparx Reader	Languages/Literacy
Thursday	Sparx Catch Up	Modern Britain
Friday	Sparx Catch Up	Computing

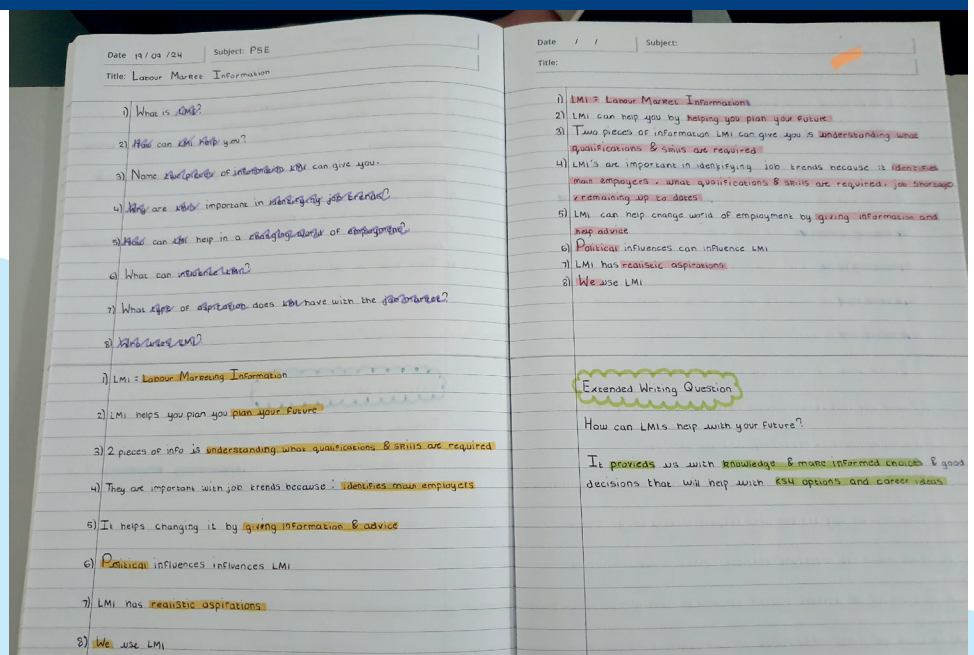
WE ARE  
#TEAM SDCC

Support is available:

Students are supported with their written homework each morning during their tutor sessions, but additional support for homework can be found in En1 before school starts.

Support for online Homework takes place each break-time in En4, and after school for each of the Core subjects.

## KS3 HOMEWORK EXAMPLE





# CLUBS

## SPRING 2025



### EVERYDAY

#### BREAKFAST CLUB

*Who?* All Years | *Where?* KS4 Canteen  
*When?* 7.45am

#### FOOTBALL

*Who?* All years | *Where?* Sports hall  
*When?* Before School

#### CAMPUS RADIO

*Who?* All Years | *Where?* TBC  
*When?* Break A & B

### MONDAY

#### ROCK CLUB

*Who?* KS3 | *Where?* PA2  
*When?* 3-4pm

#### SIGN LANGUAGE

*Who?* All Years | *Where?* GF01  
*When?* Break A

#### PRODUCTION DANCE

*Who?* All years | *Where?* PA1  
*When?* 3.10-5pm

### MONDAY & FRIDAY

#### BENCH BALL

*Who?* All Years | *Where?* Sports Hall  
*When?* Break A

#### GUITAR/DRUM LESSONS

*Who?* All Years | *Where?* TBC  
*When?* All Day

### MONDAY, TUESDAY & FRIDAY

#### BASKETBALL

*Who?* All years | *Where?* Sports Hall  
*When?* Break B

### TUESDAY

#### NETBALL

*Who?* Years 7, 8 & 9 | *Where?* Courts  
*When?* 3.10-4pm

#### BOYS FOOTBALL

*Who?* Years 7 & 8 | *Where?* Sports Hall  
*When?* 3.10-4pm

#### CONTEMPORARY MUSIC CLUB

*Who?* KS4 Musicians (on BTEC course)  
*Where?* PA2  
*When?* 3-4pm

#### COOKING CLUB

*Who?* Years 7 & 8 | *Where?* Fn1  
*When?* 3-4pm

#### TEXTILES: DIY FASHION

*Who?* All years | *Where?* VA2  
*When?* 3.10-4pm

#### ECO COUNCIL

*Who?* Years 7-13 | *Where?* EB15  
*When?* Break B

#### PRODUCTION ACTING

*Who?* All years | *Where?* Theatre  
*When?* 3.10-5pm

#### MODERN BRITAIN

*Who?* Years 7-13 | *Where?* EB10  
*When?* 3.10pm - 4pm

#### POKEMON

*Who?* All Years | *Where?* CT1  
*When?* Break B

#### LGBTQIA+ CLUB

*Who?* All Years | *Where?* EN2  
*When?* Break B

### TUESDAY & WEDNESDAY

#### FITNESS (FT1)

*Who?* Years 7 & 8 | *Where?* FT1  
*When?* 3.10-4pm

### TUESDAY & THURSDAY

#### BADMINTON

*Who?* All years | *Where?* Sports Hall  
*When?* Break A

### TUESDAY, WEDNESDAY & THURSDAY

#### FITNESS SUITE

*Who?* Year 9 & 10 | *Where?* Fitness Suite  
*When?* 3.10-4pm

### WEDNESDAY

#### NETBALL

*Who?* Years 8, 9 & 10 | *Where?* Courts  
*When?* 3.10-4pm

#### GIRLS FOOTBALL

*Who?* Years 7 & 8 | *Where?* Sports Hall  
*When?* 3.10-4pm

#### NEEDLE POINT

*Who?* All years | *Where?* Ma9  
*When?* 3-4pm

#### ART AND CLAY CLUB

*Who?* All years | *Where?* VA3  
*When?* 3.10-4pm

#### PHOTOGRAPHY CLUB

*Who?* All years | *Where?* VA1  
*When?* 3.10-4pm

#### PRODUCTION SINGERS

*Who?* All years | *Where?* PA2  
*When?* 3.10-4.30pm

#### BRONZE DofE CLUB

*Who?* Year 9 - those that signed up to the award in September |  
*Where?* KS3 Canteen  
*When?* (Week B) After school

#### SILVER DofE CLUB

*Who?* Year 10 - those that signed up to the award in September |  
*Where?* KS3 Canteen  
*When?* (Week A) After school

#### PARAGON MATHS

*Who?* All years | *Where?* MA5  
*When?* 3.10-4pm

### THURSDAY

#### DODGEBALL

*Who?* Years 7, 8 & 9 | *Where?* Old Gym  
*When?* 3.10-4pm

#### KEYBOARD CLUB

*Who?* All years | *Where?* PA2  
*When?* 3-4pm

#### BOYS FOOTBALL

*Who?* Years 9 & 10 | *Where?* Sports Hall  
*When?* 3.10-4pm

#### STEAM

*Who?* All years | *Where?* CT1  
*When?* 3.10pm-4pm

#### PRODUCTION ACTING

*Who?* All years | *Where?* Theatre  
*When?* 3.10-5pm

#### PRODUCTION DIGITAL

*Who?* All years | *Where?* CT3  
*When?* 3.10pm-4pm

#### MEDIA CLUB

*Who?* Years 7 - 10 | *Where?* VA5  
*When?* 3.10-4pm

#### LGBTQIA+ CLUB

*Who?* All Years | *Where?* EN2  
*When?* Break B

#### MEDICS AND DENTISTS

*Who?* Any Year 12 looking to apply to Medicine/Dentistry | *Where?* TBC  
*When?* 3.05-4pm

#### CHESS CLUB

*Who?* Years 7-11 | *Where?* Ma7  
*When?* 3:05-4pm

#### KEYBOARD LESSONS

*Who?* All Years | *Where?* TBC  
*When?* All day

### FRIDAY

#### FURTHER MATHS

*Who?* Year 11 set 1s only  
Not open to new members sorry!  
*Where?* FF05  
*When?* 3-4pm

#### BOOK CLUB

*Who?* KS4/ 5 | *Where?* GF02  
*When?* Break A

#### ROCK CLUB

*Who?* KS4 | *Where?* PA2  
*When?* 3-4pm

Aspire **ACHIEVE** Thrive

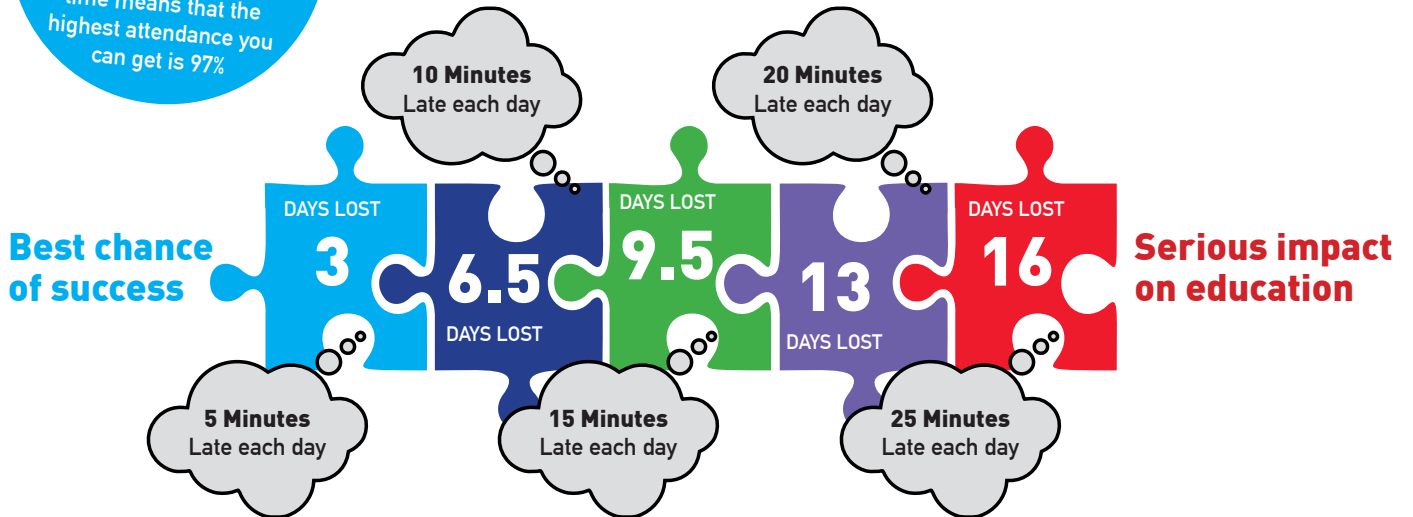
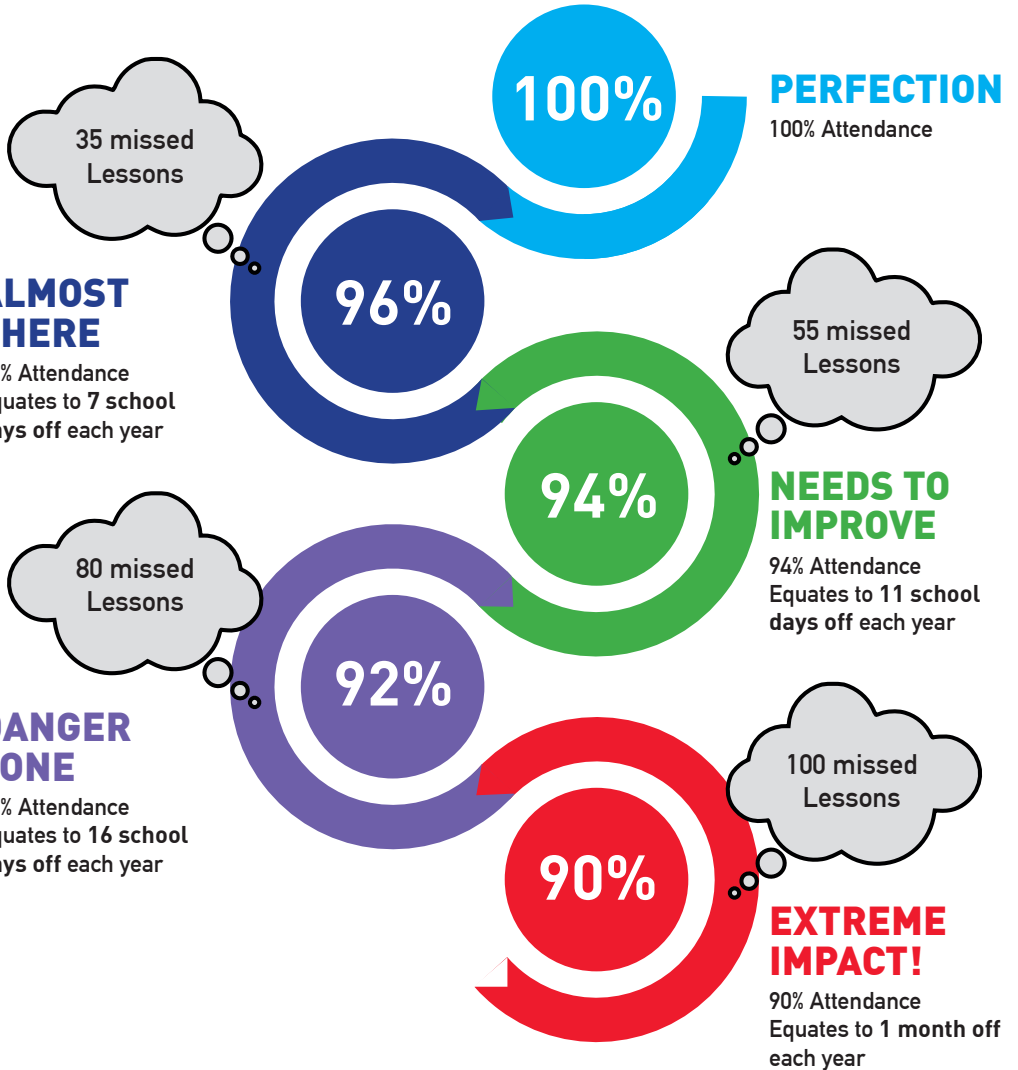
# Attendance Matters

## #EVERYDAYCOUNTS

**Medical Appointments**  
When possible book them outside of school hours

**90% Attendance**  
or less can reduce your chances of good outcomes by half

**Family Holidays**  
You have 175 days a year where you are not in school. A one-week holiday in term time means that the highest attendance you can get is 97%



**Average learning hours per day is 5 hours.**  
**If you are 15 minutes late each day you will have missed 2 full weeks of school in 1 year!**