

# CURRICULUM BOOKLET 2024-25

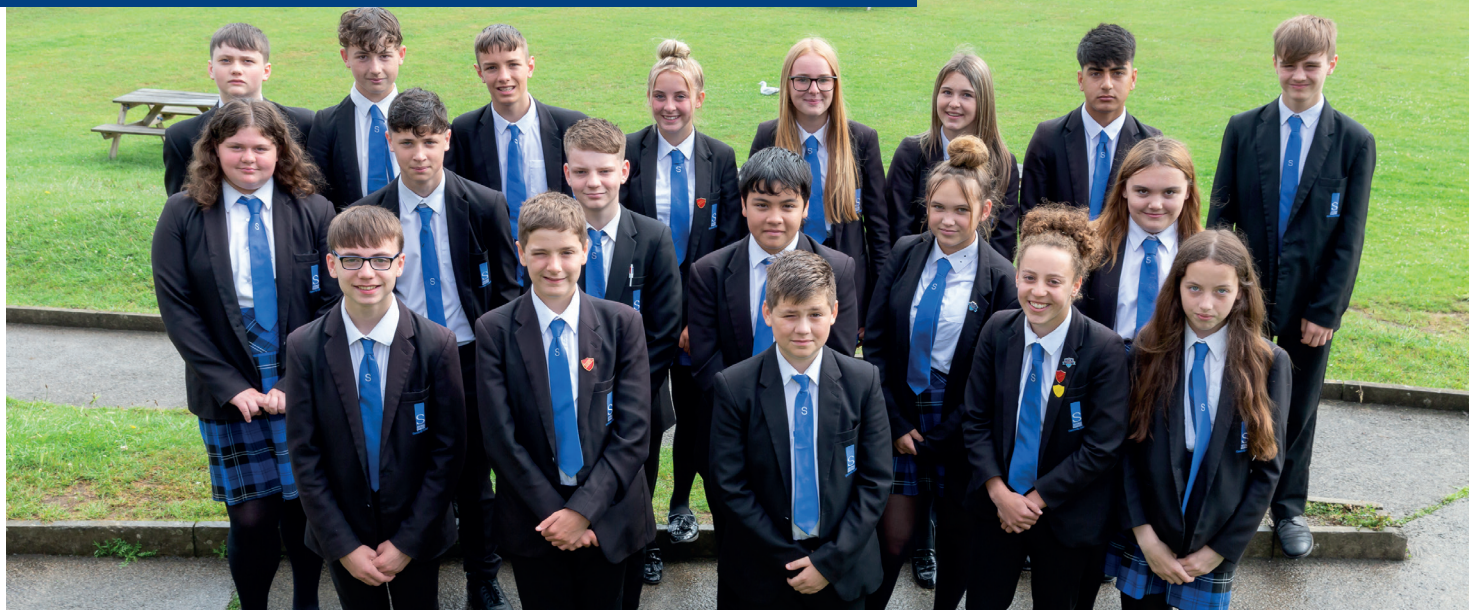


OUR SCHOOL VALUES

# Aspire ACHIEVE Thrive

**YEAR 10 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

## KEY DATES

**Monday 6th January**  
**Back to School**  
**Tuesday 11th, Wednesday 12th,**  
**Thursday 13th February**  
**Oliver JR Performance**  
**Tuesday 25th March**  
**DofE Presentation Evening**

As we approach the end of this term, I wanted to take a moment to reflect on the outstanding start to the year for our Year 10 students. It has been both rewarding and inspiring to witness the enthusiasm and passion they have brought to their studies and chosen subjects. Their engagement in lessons has been exceptional, and it is clear that they are embracing the opportunities available to them at this pivotal stage of their education.

This positive energy has extended beyond the classroom, with many students actively participating in a wide range of extracurricular activities. From sports teams to creative clubs, their commitment and involvement have been truly commendable. We are particularly excited about the upcoming ski trip to Italy, which promises to be a highlight of the year and a wonderful chance for students to build lasting memories and strengthen friendships.

Academically, our students have shown maturity and dedication as they adapt to new routines, including their revised homework schedules. These habits will undoubtedly serve them well as they continue to develop the skills and discipline necessary for success. With one eye already on their future, we will be looking towards work experience placements for 2025.

I would like to extend my thanks to all parents and guardians for your ongoing support. Your encouragement at home plays a vital role in helping our students achieve their best. Together, we are creating a strong foundation for their continued growth and success.

Wishing you all a restful and enjoyable holiday period, and I look forward to seeing our Year 10 students return with the same energy and enthusiasm in the new term.

**Mr Harris**  
Head of Year 10

## Ground Floor

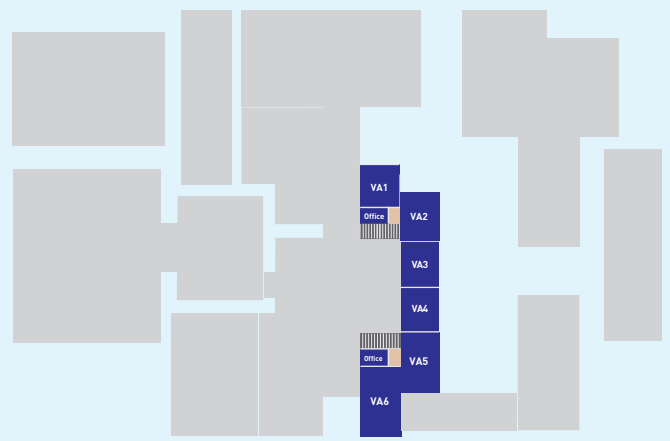


## SDCC MAP

## 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 10 TUTORS

Head of Year: Mr Harris					
Tutor Group	Tutor	Room	Tutor Group	Tutor	Room
101	S Schmidt	EB12	107	A Clift	EB18
102	S Burroughs	EB13	108	P Harrison	EB1
103	J Fisher/L Matthews	EB14	109	H Richards	EB2
104	R Turner	EB15	1010	J Gratton	EB3
105	L Tanner	EB16	1011	H Spear	SC6
106	K Booth	EB17			





**GREENSHAW**  
LEARNING TRUST

**S**

**STOKE**  
**DAMEREL**

# Tutor Time Reading Programme YEAR 10

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

## TITLE

## AUTHOR

A Long Way Gone	Ishmael Beah
Brave New World	Aldous Huxley
Circe	Madeline Miller
Code Name Verity	Elizabeth Wein
Flowers for Algernon	Daniel Keyes
Great Expectations	Charles Dickens
Hamnet	Maggie O'Farrell
Hitchhiker's Guide to the Galaxy	Douglas Adams
I Am Legend	Richard Matheson
Long Walk to Freedom	Nelson Mandela
Never Let Me Go	Kazuo Ishiguro
Saint Death	Marcus Sedgwick
Sophie's World	Jostein Gaarder
The Great Gatsby	F.Scott. Fitzgerald
The Help	Kathryn Stockett
The Kite Runner	Khaled Hosseini
The Strange Case of Dr. Jekyll and Mr. Hyde	Robert Louis Stevenson



# CURRICULUM OVERVIEW

SDCC Year 10 Curriculum	TERM 2	
	HALF TERM 3	HALF TERM 4
Maths	<p><b>Foundation:</b> Students expand on their geometric skills and are able to calculate lengths, areas, perimeters and volumes of complex and compound shapes</p> <p><b>Higher:</b> Students are introduced to complex data analysis and presentation for data within frequency tables, such as Histograms, Cumulative Frequency Graphs and Frequency Polygons</p>	<p><b>Foundation:</b> Students develop data, numerical and algebraic skills through work on inequalities, sequences and probability</p> <p><b>Higher:</b> Students demonstrate the ability to find missing values in complex 2D and 3D shapes whilst being confident in using algebraic application when finding angles</p>
English Language & Literature	'Macbeth' - Students learn about the Jacobean context of the writing of 'Macbeth', including James I, witchcraft, position of women in society, Jacobean theatrical conventions.	Theme of 'Identity' - study of poetry and creative writing in preparation for Language Paper 1 and Literature Paper 2.
Combined Science	<p>Chemistry: Properties of the periodic table</p> <p>Physics: Forces and acceleration</p>	<p>Biology: Evolution and genetic manipulation</p> <p>Chemistry: Extraction of metals</p> <p>Physics: Calculating energy transfers</p>
French	From the town to the countryside Describing towns and regions.	
Geography	<p><b>The Living World</b> Ecosystems, ponds, tropical rainforests, causes and impacts of deforestation (Malaysia). Students learn about key complex interactions in the natural world which work together to create awe-inspiring natural beauty. Students consider sustainable approaches to the use of the rainforest, and cultural capital is built as they debate the advantages and disadvantages of deforestation.</p>	<p><b>The Living World</b> Characteristics of cold environments, plant and animal adaptations, economic opportunities and challenges in cold environments. Students learn about key complex interactions in the natural world which work together to create awe-inspiring natural beauty. Locational knowledge is developed as students study Svalbard, in the Arctic Circle.</p>
History	Henry and his Ministers - looks at the role and impact of Thomas Cromwell. The Break with Rome and religious changes	Conflict in the Middle East- explores the origins and development of Israel and the impact it has had on the region from 1948 to 1995

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<p><b>Art</b></p>	<p>John Brickels - Ceramic construction. Boyle Family - Mixed media, ceramics and paint. Alexander Rodchenko - Photography and printmaking. Paul Catheral - Reduction lino prints.</p>	<p>Mark Powell - Biro detail onto mixed media. Students then develop their ideas into a final outcome for the unit of work. This is based on the explorations into the various artists, materials and techniques.</p>
<p><b>Computer Science</b></p>	<p><b>1.3 Computer networks, connections and protocols</b> Students will investigate the types of network (LAN and WAN) and the factors that affect the performance of networks. They will then go on to explore the hardware components that are used in computer networks. Students will gain an understanding of the function of the Internet and investigate the DNS system, Hosting, Cloud Computing and the use of Web Servers. Students will investigate wired and wireless networks. They will understand how IP addresses are formatted and how MAC addresses are used within networks. Students will learn about key networking protocols and the importance of organising protocols into 'layers'.</p> <p><b>Assessment Point 1</b> Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered to date.</p> <p><b>Practical Programming</b> Students will learn how to perform condition-controlled iteration in computer programs.</p>	<p><b>1.4 Network Security</b> Students will investigate the threats posed to networks and how to prevent vulnerabilities.</p> <p><b>Practical Programming</b> Students will learn how to perform a range of arithmetic calculations in computer programs. They will also understand the use of libraries in relation to computer programming.</p>
<p><b>IT</b></p>	<p><b>Component 1C Develop and review a user interface.</b> - Developing a user interface - Review a user interface</p>	<p><b>Component 1 Assessment</b> Students prepare for and complete the Pearson Set Assignment (PSA) for Component 1</p>



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<b>Drama</b>	Comp 1: Pearson Set Assignment (PSA) - based on one of the plays previously studied. Students will develop practical exam standard performances of a few scenes, develop an extensive portfolio of evidence to demonstrate their understanding under controlled conditions lessons.	Comp 1: Pearson Set Assignment (PSA) Continues
<b>Food Technology/ Catering</b>	To be able to understand the food safety laws required in a hospitality establishment. To understand the ways that food can make people unwell and how to control this.	To understand the preventative methods to control food induced ill health. To understand the roles and responsibilities of the Environmental Health Officer. To know the macro and micro nutrients and the nutritional needs of different groups of people based on age and lifestyle. To understand how different cooking methods affect the nutrients in food. To know how factors affect menu choices
<b>Music</b>	<b>Component 1 continued - EXAM BRIEF SET</b>	
<b>PE and Health</b>	Investigate the varying types and provision of sport and physical activity for different types of participant	Equipment and technology required for participants to use when taking part in sport and physical activity / Controlled Assessment One
<b>PSE/RSE</b>	RSHE students will focus on Relationships and Families and look at religious views of Christianity and Islam. We will explore human sexuality, sexual relationships and the importance of marriage in a faith.	RSHE students will focus on relationships and families and the impact of marriage and sexting. Students will explore how this impacts on a person and society.
<b>Business</b>	Students focus on understanding more about finance and look at breakeven and cash flows and business profit through the impact of changing revenue and costs	In this term students will learn about the importance finance for a business. They also learn about the different types of businesses that exist
<b>Child Development</b>	In this term students will continue learning course content for Component 2. They will explore different types of play for different ages.	In this term students will continue learning course content for Component 2. They will explore how play can be organised to promote learning through a variety of activities and how to promote social skill and health awareness.

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<p><b>Health and Social Care</b></p>	<p>In this half term students will continue learning content for Component 2. They will explore a range of health conditions and services that support people with those conditions. They will learn about Allied Health Professionals and start to look at barriers people face when accessing services.</p>	<p>Students will continue to learn about barriers to accessing services and will be given PSA practice tasks. They will be introduced to LAB, the 6 C's and what skills and attributes are, as well as potential obstacles people may face when recovering.</p>
<p><b>Media</b></p>	<p>Component 1 Pearson Set Assignment Task 1; Investigate Media Products. media forms, purpose, media audiences, the relationship between media products, their purpose and audience</p>	<p>Component 1 Pearson Set Assignment Task 2 - Explore how media products are created to provide meaning and engage audiences; genre, narrative and representation; media production techniques; how genre, narrative, representation and media production techniques combine to create meaning and engage audiences</p>
<p><b>Photography</b></p>	<p><b>Abstract</b> - Researching a range of photographers past and present and exploring how to photograph everyday objects from a range of viewpoints and angles so they become abstract and out of context. Develop editing skills to highlight the abstract element of their photos. Compare Black and white v' Colour.</p>	
<p><b>Travel and Tourism</b></p>	<p><b>Component 1 Assessment</b> Students prepare for and complete the Pearson Set Assignment (PSA) for Component 1</p>	<p><b>Component 1B cont.:</b> They will also explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes. students will complete a completing a piece of coursework on one specific destination.</p>



# HOME LEARNING - KS4

EVERY MOMENT  
MATTERS

WE ARE  
#TEAM SDCC

## Year 10 Homework Timetable

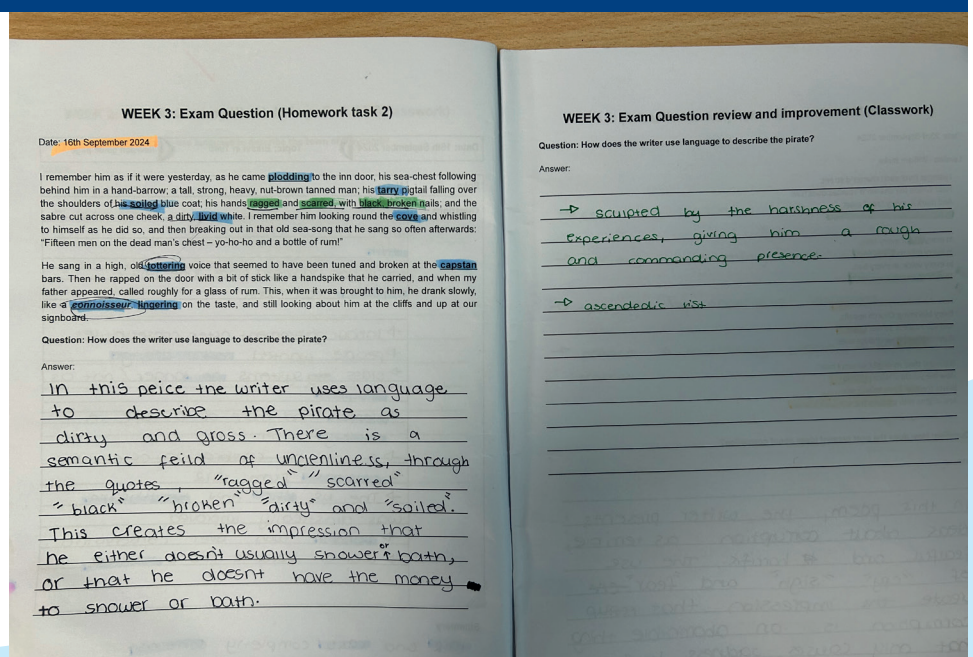
<b>Monday</b>	English Task 1	Ebacc Option A Task 1	Option C Task 1
<b>Tuesday</b>	Option B Task 1	Sparx Science	Science Task 1
<b>Wednesday</b>	Sparx Maths	Option C Task 2	Sparx Science
<b>Thursday</b>	Ebacc Option A Task 2	Sparx Maths	Option B Task 2
<b>Friday</b>	Sparx Science	Science Task 2	English Task 2

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.

## KS4 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



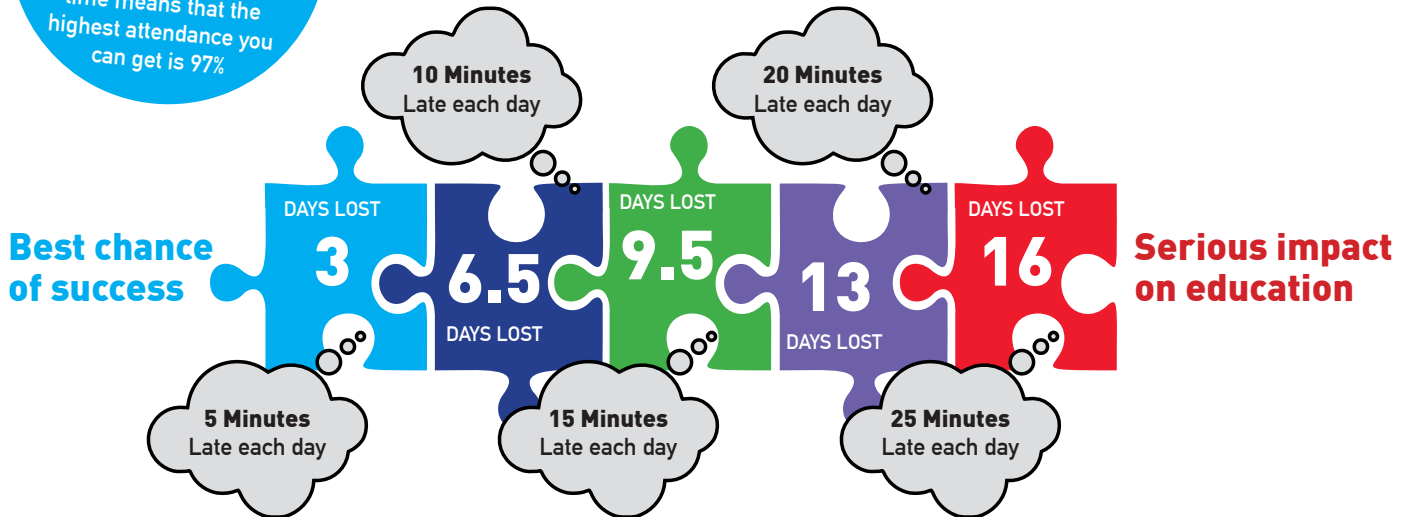
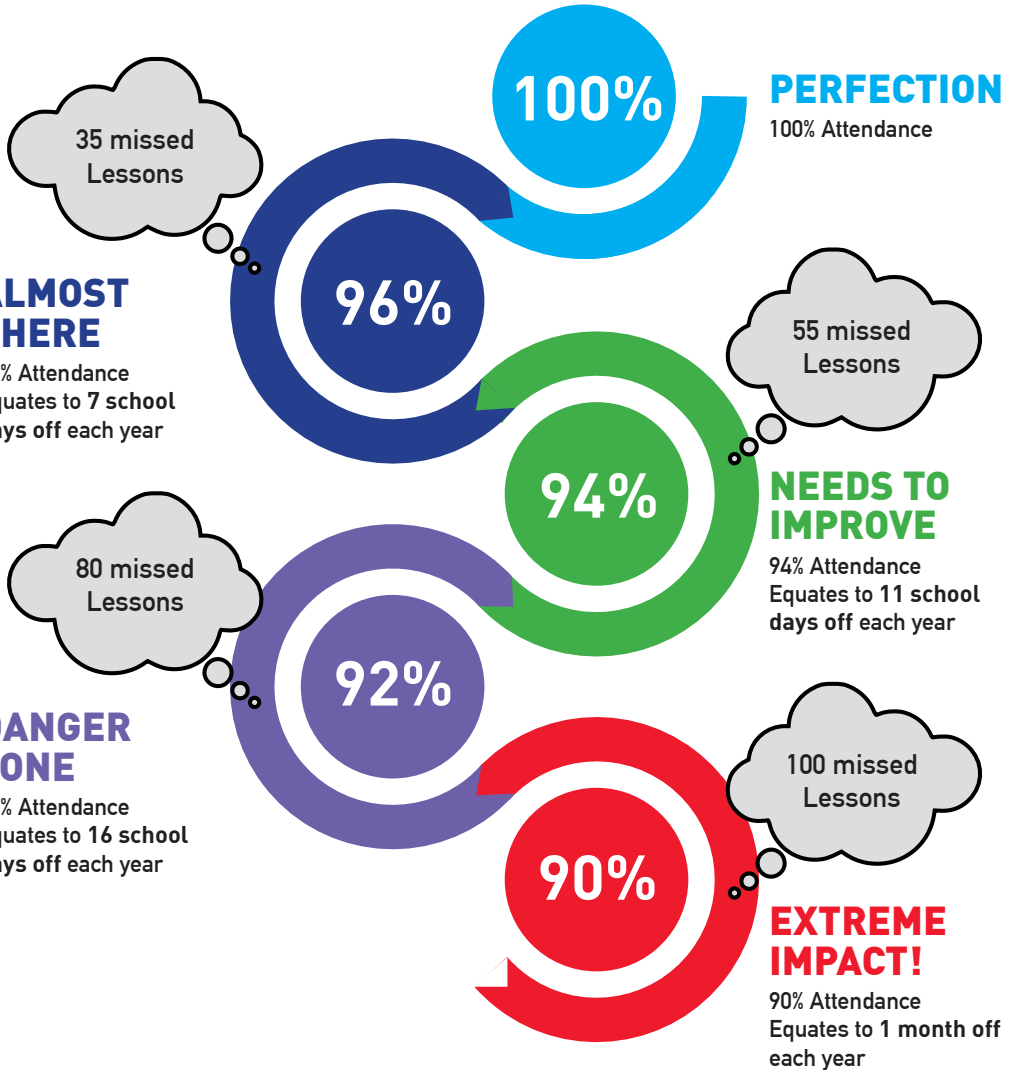
# Attendance Matters

## #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!**