

# CURRICULUM BOOKLET 2024-25



# Aspire ACHIEVE Thrive

OUR SCHOOL VALUES

**YEAR 10 THE TERM AHEAD**  
for students, parents and carers

# THE TERM AHEAD



*As we approach the start of the Summer Term, we look forward to additional hours of daylight, outdoor activities and the warmth of the sun. Our Year 11s and 13s are busy readying themselves for their final examinations and we wish them all the best. They are putting so much effort into their studies that we're certain they will be successful in gaining the grades they deserve.*

*In the rest of the school, we continue our mission to be World Class. Our outstanding Sports Facilities are now, mostly, open with the addition of two new impressive astros, alongside the appointment of a new Director of Sport. We have exciting plans to provide a full PE offer that not only promotes physical wellbeing but one of lifelong health and fitness.*

*We continue to embed the use of virtual reality in more subjects to enhance the curriculum experience for students. In the Spring Term, Year 7 were transported to the depths of the ocean in their Art lessons; whilst Year 9 Geographers took part in a virtual field trip to explore the different courses of a river.*

*Science practicals are fully up and running; whole class instrumental tuition has begun in music; preparation for the Summer Showcase is in full swing; fieldwork plans are well underway; planning for a new-look Sports Day is gaining momentum; and we've planned an exciting final week of the academic year with a variety of trips for Key Stage 3 and work experience opportunities for Year 10.*

*It's certainly an exciting time to be in school.*

**Mr Oakes**  
**Head of School**

*This term brings many exciting opportunities for our students. Work experience placements will provide valuable real-world experience, while the Plymouth University mentor programme and STEM placements will further enrich their learning. Students have adapted amazingly to their GCSE studies, and we are incredibly proud of their progress, highlighted in their most recent assessments. The opening of our new 3G and Astro facilities will enhance sports and extracurricular activities, and our Duke of Edinburgh participants will begin their practice walks and expeditions. It's set to be a fantastic term, and we appreciate your continued support.*

**Mr Harris**  
**Head of Year 10**

## KEY DATES

**Monday 30th June**  
**Non Pupil Day**

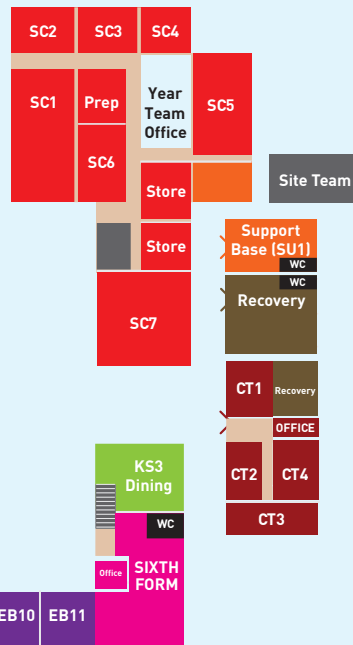
**Monday 25th June -**  
**Friday 4th July**  
**Mocks**

**Wednesday 9th July**  
**Awards Evening**  
**Monday 14th July**  
**Work Experience Week**

## Ground Floor



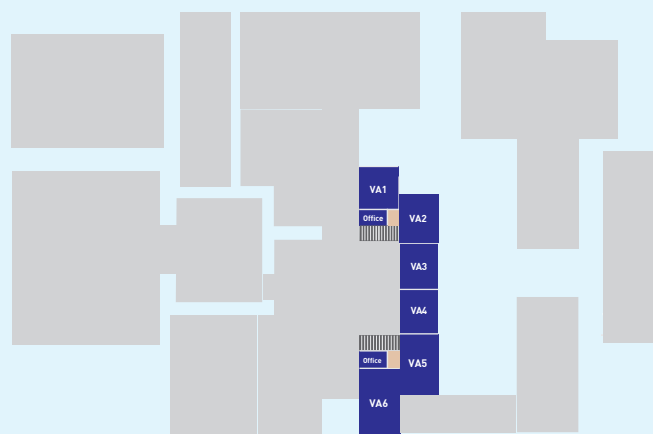
## SDCC MAP



## 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	J Farrow	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 3	
	HALF TERM 5	HALF TERM 6
Maths	<p><b>Foundation:</b> Students demonstrate fluency within Geometry by applying their learning to real life applications such as loci, constructions and plans and elevations.</p> <p><b>Higher:</b> Students develop complex algebraic skills through the development of Quadratics, whilst also apply their algebraic skills to numerical and geometrical problems with trigonometry and algebraic fractions.</p>	<p><b>Foundation:</b> Students are able to interpret and evaluate venn diagrams, frequency trees and probability trees.</p> <p><b>Higher:</b> Students are able to use Loci, Bearings and constructions with a range of real life and abstract problems.</p>
English Language & Literature	<p><b>English Paper 1:</b> Language analysis - students read a variety of fictional extracts in preparation for English Paper 1.</p> <p><b>English paper 2:</b> Non- fiction texts in preparation for English Paper 2: 19th Century texts and 20th century texts. Themes such as penal systems, women in society, children in society, education, commerce, labour.</p>	
Combined Science	<p><b>Chemistry:</b> Acids, alkalis and neutralisation.</p> <p><b>Physics:</b> Nuclear radiation.</p>	<p><b>Biology:</b> Recap of previous topics.</p> <p><b>Chemistry:</b> Concentration and mole calculations.</p> <p><b>Physics:</b> Recap of previous topics.</p>
French	<p><b>At school</b> Describing school, teachers, subjects, school uniform and school rules.</p>	<p><b>At school</b> Talking about school clubs; comparing French and British schools; comparing primary and secondary schools.</p>
Geography	<p><b>Weather Hazards and Climate Change</b> Global atmospheric circulation, formation of tropical storms, effects and responses of tropical storms, specific examples of global and UK weather hazards, causes mitigation and adaptation to climate change. Students learn about global atmospheric processes and how these processes interact with the human world. Cultural capital is developed through empathic consideration of effects and responses to natural disasters.</p>	<p><b>Revision and Mock Exams</b> During HT6, students will complete a mock exam. The exam will be Paper 1 of the GCSE.</p>

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<b>History</b>	The Development of medicine - causes of disease, treatments and the development of who and how the sick are treated from 1250 to 2000.	Continues the study of Medicine through time with a recap on the Western Front.
<b>Art</b>	Students produce work under the theme of Identity. Developing their creative skills through exploration of various materials and techniques. Exploring the work of artists and/or designers that are influenced by the theme of identity.	Students focus on developing personal outcomes based on their investigations. The aim of this unit of work is for the student to independently explore the creative process, developing the skills required for the exam unit.
<b>Computer Science</b>	<p><b>1.5 Systems Software</b> Students will explore the purpose and function of Operating Systems and the purpose of a range of utility software.</p> <p><b>1.6 Ethical, Legal, Cultural and Environmental Impact</b> Students will investigate ethical, legal, cultural and environmental impact of computer systems and investigate the impact computer systems can have on privacy. Students will explore legislation in relation to Computing.</p> <p><b>Practical Programming</b> Students will learn how to store data using one-dimensional arrays and write programs that iterate through an array.</p>	<p><b>MOCK Exam</b> During the course of Term 3, students will complete a MOCK exam based on content covered so far.</p> <p><b>Practical Programming</b> Students will learn how to perform count-controlled iteration in computer programs.</p>
<b>IT</b>	<p><b>Component 2A</b> Understand how data is collected and used by organisations and its impact on individuals</p> <ul style="list-style-type: none"> <li>- Characteristics of data and information <ul style="list-style-type: none"> <li>- Representing information</li> <li>- Ensuring data is suitable for processing <ul style="list-style-type: none"> <li>- Data collection</li> <li>- Quality of information</li> <li>- Threats to individuals</li> </ul> </li> </ul> </li> </ul>	<p><b>Component 2B Create a dashboard</b> using data manipulation tools</p> <ul style="list-style-type: none"> <li>- Data processing methods</li> <li>- Producing a dashboard</li> </ul>



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<b>Drama</b>	<b>Comp 3:</b> mock using a Pearson Set Assignment - based on a previous assignment brief. Students will develop practical exam standard devised performances, with the written skills and ideas logs and a final evaluation.	<b>Comp 2:</b> Practical realisation of an extended section of script developed to a level 2 standard. Students will work with a play, developing their stage blocking and characterisation, whilst also keeping an up-to-date logbook which details their progress. Supporting evidence: Logbook, Skills audit, practical performance exam and written evaluation.
<b>Food Technology/ Catering</b>	To be able to construct a dovetailed time plan for recipes with procedures and special points. To be able to evaluate dishes that they have cooked and their own performance.	To carry out a mock Unit 2 assessment
<b>Music</b>	<b>Component 1 READY FOR COMPLETION</b>	<b>Performance Mock</b> - Students will rehearse in preparation for a mock performance to be given at the end of the academic year.
<b>PE and Health</b>	Controlled Assessment One / Explore how different components of fitness are used in different physical activities.	Demonstrate ways to participate in sport and understand the roles and responsibilities of officials.
<b>PSE/RSE</b>	PSHE students will focus on the impact of relationships and families when learning about online pornography (myths and reality) and its impact on society.	PSHE students will focus on Health and Wellbeing for this term. Students will investigate common types of mental health and learn how physical exercise will help and support the mental health of your mind. The benefits of keeping fit and eating a healthy diet.
<b>Business</b>	Students attention turn to understanding the importance of business location and business plans. The students will learning about the marketing mix, focusing on the 4P's before learning about different stakeholders in business.	Students will focus on how technology supports businesses and what legislation businesses and consumers need to be aware of. Followed by the different aspects of the economy, before reviewing Theme 1 knowledge.
<b>Child Development</b>	In this term students will being taken through examples of the tasks they will complete in the PSA. Students will be given the opportunity to practice these tasks in preparation for the real thing in year 11. Students will also start learning content for component 3 which is the exam unit.	

# CURRICULUM OVERVIEW

<b>Health and Social Care</b>	In this term students will continue learning about different obstacles and complete PSA practice tasks to help prepare them for year 11. They will also start learning content for Component 3 which is the exam unit. They will start exploring different factors that can impact on someone's health and wellbeing.	Students will continue to learn about factors for component 3. They will start preparation for a Mock PSA and complete this Mock.
<b>Media</b>	Developing media skills in pre-production and log writing.	Developing production and post-production (video editing) skills and log writing.
<b>Photography</b>	<b>My Generation</b> - Focused on how the students perceive their generation. They will be introduced to photographers and the way in which they capture their generation with a focus on technology and the pressures of the teenage years. Students will have the opportunity to have freedom on what they explore while covering each Assessment Objective.	<b>Express Yourself</b> - Students explore the theme of express yourself. Observing the work of various contemporary Photographers and developing their own personal response whilst covering each assessment objective.
<b>Travel and Tourism</b>	<b>Component 2A: Customer Needs in Travel and Tourism.</b> In this component, students will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences.	<b>Component 2A cont: Customer Needs in Travel and Tourism.</b> In this component, students will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences.



# HOME LEARNING - KS4

EVERY MOMENT  
MATTERS

WE ARE  
#TEAM SDCC

## Year 10 Homework Timetable

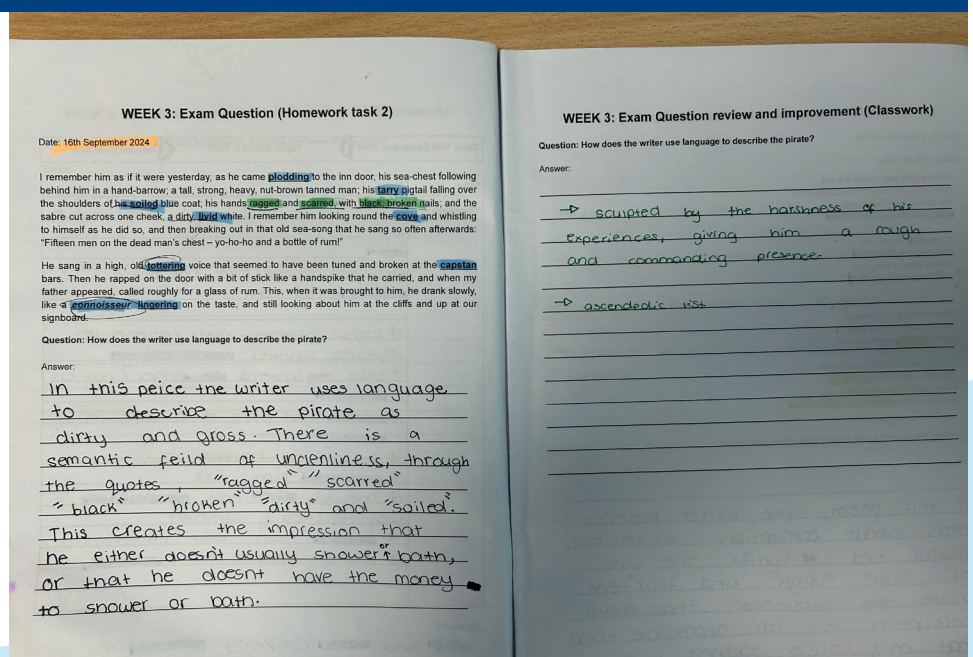
Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Science	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Maths	Option B Task 2
Friday	Sparx Science	Science Task 2	English Task 2

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

## SUMMER 2025



### EVERYDAY

#### MORNING FOOTBALL

*Who?* All years | *Where?* Astro  
*When?* Before School

#### BREAKFAST CLUB

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

#### CAMPUS RADIO

*Who?* All years | *Where?* EB17  
*When?* Break A & B

### MONDAY

#### SIGN LANGUAGE

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

#### ROCK CLUB - KS3

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

### MONDAY & FRIDAY

#### GUITAR/DRUM LESSONS

*Who?* KS3/4/5 | *Where?* TBC  
*When?* ALL DAY

### MONDAY, TUESDAY & FRIDAY

#### TABLE TENNIS

*Who?* All years | *Where?* FT1  
*When?* Break B

### TUESDAY

#### ROUNDERS

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

#### CRICKET

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

#### POKEMON

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

#### ECO COUNCIL

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

#### MODERN BRITAIN

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

#### COOKING CLUB

*Who?* Years 7 & 8 | *Where?* FN1  
*When?* 3-4pm

#### LGBTQIA+ CLUB (SPRINKLZ)

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

#### TEXTILES: DIY FASHION

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

#### STEAM

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

### TUESDAY, WEDNESDAY & THURSDAY

#### FITNESS SUITE

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

### WEDNESDAY

#### FITNESS (FT1)

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

#### YEAR 7 & 8 ROUNDERS

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

#### YEAR 7 & 8 FOOTBALL

*Who?* Years 7 & 8 | *Where?* 3G  
*When?* 3.10-4pm

#### YEAR 7 & 8 FITNESS

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

#### ESPORTS

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

#### PARAGON MATHS

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

#### NEEDLE POINT

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

#### PHOTOGRAPHY CLUB

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

#### ART AND CLAY CLUB

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

#### MUSICAL THEATRE CLUB

*Who?* All years | *Where?* Theatre  
*When?* 3-4.30pm

#### BRONZE DofE CLUB

*Who?* Year 9 - those that signed up to the award in September |  
*Where?* EB17 and EB18  
*When?* After school (Week B)

#### SILVER DofE CLUB

*Who?* Year 10 - those that signed up to the award in September |  
*Where?* EB17 and EB18  
*When?* After school (Week A)

### THURSDAY

#### YEAR 9 & 10 FOOTBALL

*Who?* Years 9 & 10 | *Where?* 3G  
*When?* 3.10-4pm

#### ALL YEARS TENNIS

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

#### STEAM

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

#### LGBTQIA+ CLUB (SPRINKLZ)

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

#### CHESS CLUB

*Who?* Years 7-11 | *Where?* Ma7  
*When?* 3.05-4pm

#### KEYBOARD CLUB

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

#### MEDICS AND DENTISTS

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

#### ACTING CLUB

*Who?* All years | *Where?* Theatre  
*When?* 3-4.30pm

#### MEDIA CLUB

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

#### KEYBOARD LESSONS

*Who?* KS3/4/5 | *Where?* TBC  
*When?* ALL DAY

#### CREST SCIENCE CLUB

*Who?* KS4 | *Where?* SC1  
*When?* 3.10-4pm

#### BOXING

*Who?* KS3/4/5 | *Where?* FT1  
*When?* 3-4pm

#### BOXING

*Who?* KS3/4/5 | *Where?* FT1  
*When?* BREAK B

#### BEATMAKERS

*Who?* All years | *Where?* PA4  
*When?* Break B

### FRIDAY

#### FURTHER MATHS

*Who?* Year 11 set 1s only | *Where?* FF05  
*When?* 3-4pm

#### BOOK CLUB

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

#### ROCK CLUB - KS4

*Who?* All years | *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%

35 missed Lessons

### ALMOST THERE

96% Attendance  
Equates to 7 school days off each year

80 missed Lessons

### DANGER ZONE

92% Attendance  
Equates to 16 school days off each year

100%

### PERFECTION

100% Attendance

55 missed Lessons

94%

### NEEDS TO IMPROVE

94% Attendance  
Equates to 11 school days off each year

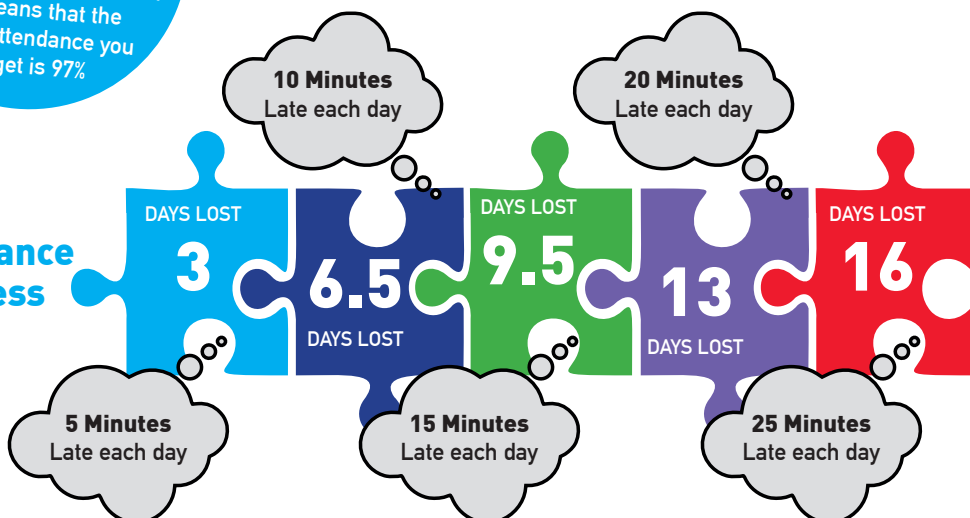
100 missed Lessons

90%

### EXTREME IMPACT!

90% Attendance  
Equates to 1 month off each year

**Best chance of success**



**Serious impact on education**

**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!**