

CURRICULUM BOOKLET 2025-26



OUR SCHOOL VALUES

Aspire ACHIEVE Thrive

YEAR 7 THE TERM AHEAD
for students, parents and carers

THE TERM AHEAD



Dear Parents and Carers,

I am delighted to welcome you and your children back to school for the start of a new academic year. I hope you all had a restful and enjoyable summer break, and that our students are feeling refreshed and already embracing the opportunities ahead.

*This year promises to be an exciting one. Our staff have been working hard to ensure that our curriculum is rich, ambitious and inspiring for every learner. Alongside the curriculum information included in this newsletter, you will also find details of the reading books students will be engaging with and a wide range of clubs and activities available to them. We strongly encourage every child to get involved in at least one of these opportunities, as they help to build confidence, friendships and a strong sense of community. It has been fantastic to see so many engaging already, from football success, to a growing number of students taking part in our catering club. It was also brilliant to see 177 students audition for this year's school production, *High School Musical Jr. - Good luck!**

As a school, we are continually striving to be World Class in everything we do — from the quality of our teaching and learning to the opportunities and support we provide outside the classroom. Our ambition is to ensure that every student leaves us not only with excellent academic results, but also with the skills, character and confidence to thrive in life beyond school. We are pleased to announce that we have now joined the World Class Education Network - the only school in the City and children will be able to work towards World Class status through their Personal Development curriculum.

Please keep an eye on upcoming newsletters and our school website for key dates, events and information. We look forward to working in partnership with you to make this year both successful and memorable for our students.

Thank you, as always, for your ongoing support. If you have any questions about the curriculum or wider school life, please do not hesitate to contact us.

With best wishes,

Mr Oakes
Head of School

We are delighted with the excellent start Year 7 have made to their secondary school journey. The transition from primary schools across the city has been a great success.

In addition, the recent 'Big Day Out' team-building event at Mount Edgecombe provided a wonderful opportunity for students to form new friendships and strengthen their confidence.

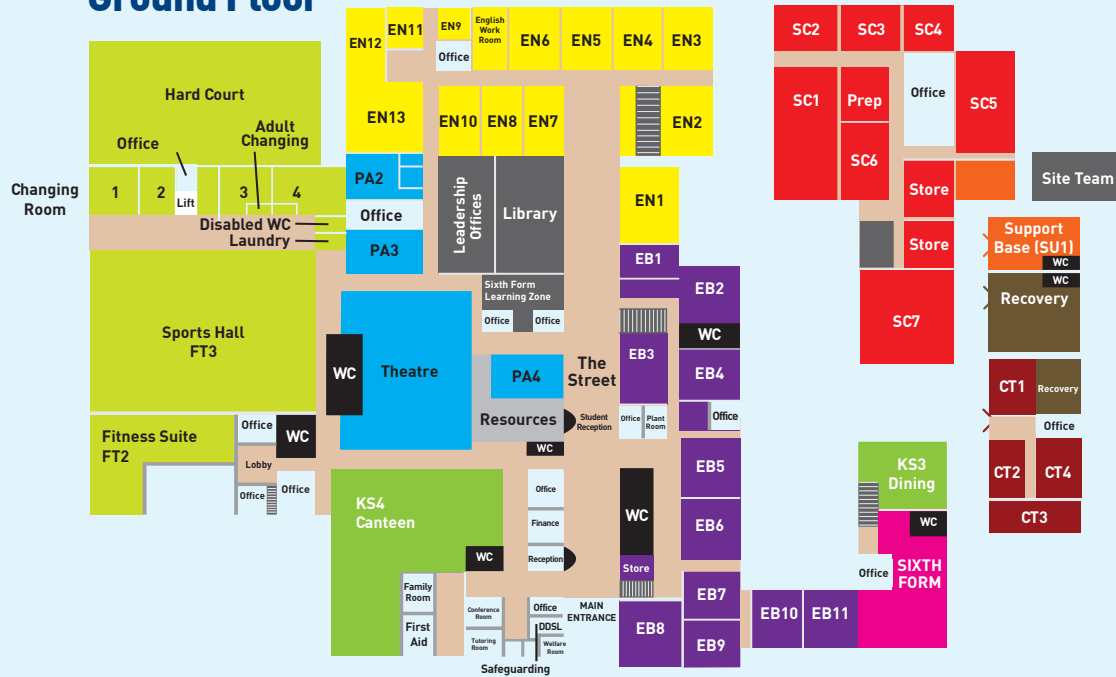
As we began the new school year, it was lovely to see everyone looking so smart in their brand new uniforms! It's been a busy start and I have been especially pleased with the high levels of engagement in after-school clubs such as football, netball and the performing arts.

Ms MacManus
Head of Year 7

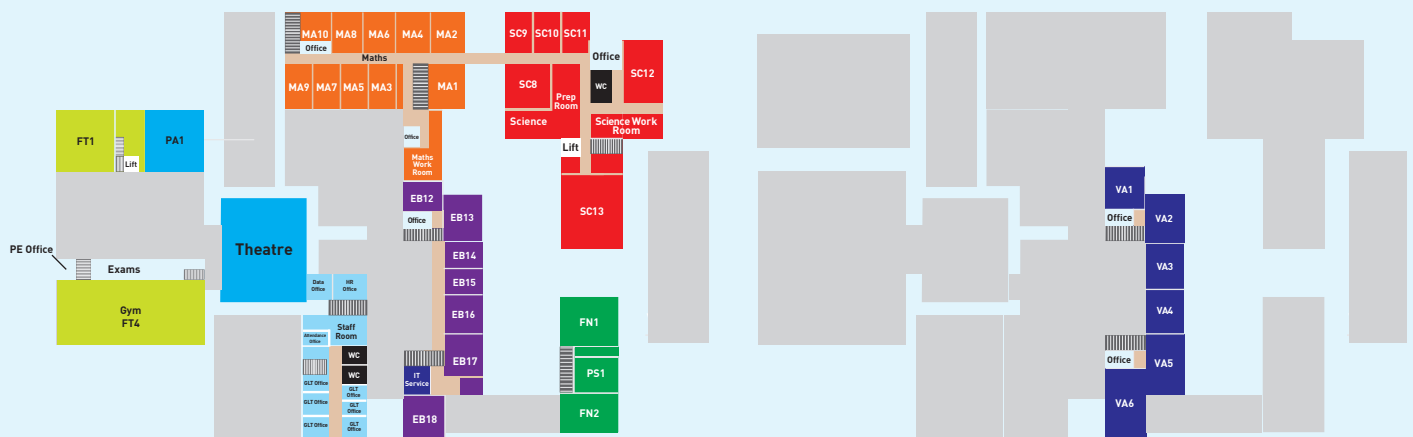
KEY DATES

Open Evening (Years 6-7)
Wednesday 10th September 2025
Year 7 Big Day Out
Monday 29th September -
Thursday 2nd October 2025
DofE Presentation Evening
Tuesday 24th March 2026
Year 7 Parents Evening
Thursday 30th April 2026

SDCC MAP



Second Floor



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

YEAR 7 TUTORS

Head of Year: Ms MacManus & Mrs Morgan						
Tutor Group	Tutor	Room		Tutor Group	Tutor	Room
71	B Plumptre	EB1		77	A Clift	EB8
72	R Turner	EB2		78	H Richards	CT4
73	J Farrow	EB3		79	S Geoghegan	EB4
74	S Green Th (R Sophola)	EB5		710	R Crowe/F Haley	EB10
75	L Tanner W (R Sophola)	PA4		711	R Harvey	EB11
76	M Skeemer Tu (J Le Page)	EB7		712	H Spear	EB6



GREENSHAW
LEARNING TRUST



Tutor Time

Reading Programme

YEAR 7

TITLE

AUTHOR

A Little Princess	Frances Hodgson Burnett
Alice's Adventures in Wonderland	Lewis Carroll
Ender's Game	Orson Scott Card
Girl of Ink and Stars	Kiran Millwood Hargrave
Journey to the Centre of the Earth	Jules Verne
Matilda	Roald Dahl
My Family and Other Animals	Gerald Durrell
Northern Lights	Phillip Pullman
Oliver Twist	Charles Dickens
Peter Pan	J.M. Barrie
Rooftoppers	Paulo Coelho
The Alchemist	Katherine Rundell
The Diary of a Young Girl	Anne Frank
The House of Silk	Anthony Horowitz
The Jungle book	Rudyard Kipling
The Pearl	John Steinbeck
The Secret Garden	Frances Hodgson Burnett
The Weight of Water	Sarah Crossan
Watership Down	Richard Adams
Wonder	R.J. Palacio

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

CURRICULUM OVERVIEW

SDCC Year 7 Curriculum	TERM 1	
	HALF TERM 1	HALF TERM 2
Maths	Students develop their written methods and numerical manipulation, whilst also being able to estimate and round	Students build on their previous number work and begin to explore the relationship between fractions, decimals, percentages and ratio
English Language & Literature	Unit 1 – Origins To understand the origins and purpose of narratives and explore how they influence our lives and our writing. Mythology, Bible stories, Fables, Fairy Tales, The Seven Basic Plots, Allusions, links to modern texts Big Idea: To understand the origins and purpose of narratives and explore how they influence our lives and our writing.	
Science	Introduction to science and basic lab equipment. Students begin to practice basic science skills. They learn about atoms, elements and compounds as well as solids, liquids and gases.	Students build on their HT1 learning by moving on to melting and boiling and methods of heat transfer. They investigate separating mixtures in different ways before being introduced to the concepts of cells and microscopes. Cells and microscopes
French	Introducing myself + basic communication French phonics, greetings, birthday, school equipment (using the present tense "I have")	My free time: first person verbs in the present and past tenses, translation
Geography	Fantastic places Continents and oceans, Our Island Home, Svalbard, Tuvalu and Tokyo. Students build an understanding of location through longitude and latitude as well as the processes of the greenhouse effect. Cultural capital is built through awe and wonder at a range of places.	Sustainable Water The water cycle, The Aral Sea, Water security in China, Sustainable water solutions. Students engage with the key process of the water cycle and the sustainable use of water. Location knowledge is built upon from HT1, and cultural capital is expanded with an introduction to Asian locations of The Aral Sea and China.

CURRICULUM OVERVIEW

History	Baghdad and the development of medicine. Students will begin to learn the basic concepts of cause and effect through the study of early Baghdad . They will continue to view this through looking at how medicine and treatments have changed in the UK. They will be taught the skills of inference and historical debate	The first unit on medicine will continue for the first part of this half term. Looking at the discipline of continuity and change. Towards the end of this half term students will look at the concept of anarchy by looking at the challenges many monarchs faced. In this half term it will be medieval monarchs who are the focus. This allows the development of perspective and importance.
Art	What is Art? A brief History of Art. Students look at the formal elements in art; colour theory, texture and pattern design work.	Basic drawing skills are covered in various materials. Students then explore the work of an artist (Amiria Gale) before then creating their own layered mixed media outcome.
Computing	Digital Skills An introduction to Computing, covering password security and the use of a range of Google Workspace applications. Students will learn how to use Google Classroom, Google Drive, Google Docs, Sheets Slides and Mail.	4 Concept Strands that form part of a broad, balanced Computing Education have been identified, these strands are rarely taught in isolation and are regularly revised in a range of contexts: Creating Digital Assets Data and Information Algorithms, Data Structures and Programming Computer Systems, Networks and Artificial Intelligence
Drama	Introduction to Drama and Interpersonal Skills for success such as Collaboration, Cooperation, Sharing ideas, Devising from Basic Stimulus and Ensemble	Ishi - using a basic historical story to develop an understanding of empathy and different cultures with a focus on verbal and non-verbal acting skills.
Food Technology/ Catering	Basic skills and introduction to the healthy eating guidelines. To understand the structure and function of carbohydrates, fats, proteins and micronutrients. To evaluate their skills and shop bought products. To write time plans to follow to produce a dish To know the two basic knife holds of bridge and claw and be able to use them correctly. To produce meals using the oven and grill and to understand the mashing technique	To be able to evaluate the dishes they produce. To create time plans to follow concentrating on special points. Working with chicken which is a high risk food and knowing the hygiene points when preparing and cooking chicken.

CURRICULUM OVERVIEW

Modern Britain	Diversity - The differences and where we see them. We see diversity in the six main religions of the world. Students are able to study the different religions and understand who founded them, when they began and what they each believe in.	Democracy - To be able to understand what democracy is and how important it is to us as a country. We follow parliament and understand the 3 parts of parliament, being the House of Commons, House of Lords and the Monarchy. All are crucial to our freedom of speech and having your say in parliament. We are able to look at the rule of law and how it works, which enables students to understand the processes around making a law for all of the UK.
Music	African Drumming - Students will be working on their ensemble skills by learning 3 key techniques on the Djembe Drum. Through this unit they will perform regularly, create their own rhythms and consider how tempo can improve their skills. Students are introduced to the 4 main rhythms that are used in many other pieces studied in KS3.	Vocal Skills 1 - Students continue their singing journey from KS2 into 3. All students experience the opportunity to warm up and understand the importance of why we warm up. When developing our vocal skills, students will listen and learn a variety of songs from a selection of genres. These songs will be rehearsed during lesson times and will lead to a year group performance of these songs, such as Christmas assemblies.
PE and Health	Identifying the stages and example exercises of a warm up Developing travelling with and without equipment Developing hand-eye coordination for hitting/catching/passing	Identifying exercises for and circuit training process Identify key muscles and bones Develop skills such as jumping to a variety of landing techniques Developing decision making around when to perform skills
PSE/RSE	Life Beyond School: What is PSHE? Getting to know people, What is a community?, Who am I?	Celebrating Differences: Importance of being kind, learning disabilities, Islamophobia, What is a career?
Textiles	Tie Dye Bags (Part 1) : Developing design skills working from 2nd hand resources, exploring a range of textile techniques and their history including tie dye. Exploring textile artists whose work is technically linked - Priscilla Jones.	Tie Dye Bags (Part 2) : Students will be turning their designs and research into a drawstring bag learning how to applique, stencil, heat press vinyl and embellishment techniques before using the sewing machines to complete their outcomes. (The project will run for one term and then groups will rotate to a new technology subject)

CURRICULUM OVERVIEW

Media	Introduction to film and media language. Image analysis, narrative and genre. Pre-production skills.	
Spanish	Introducing myself + basic communication Spanish phonics, greetings, birthday, school equipment (using the present tense "I have")	My free time: first person verbs in the present and past tenses, translation

HOME LEARNING - KS3

EVERY MOMENT
MATTERS

WE ARE
#TEAM SDCC

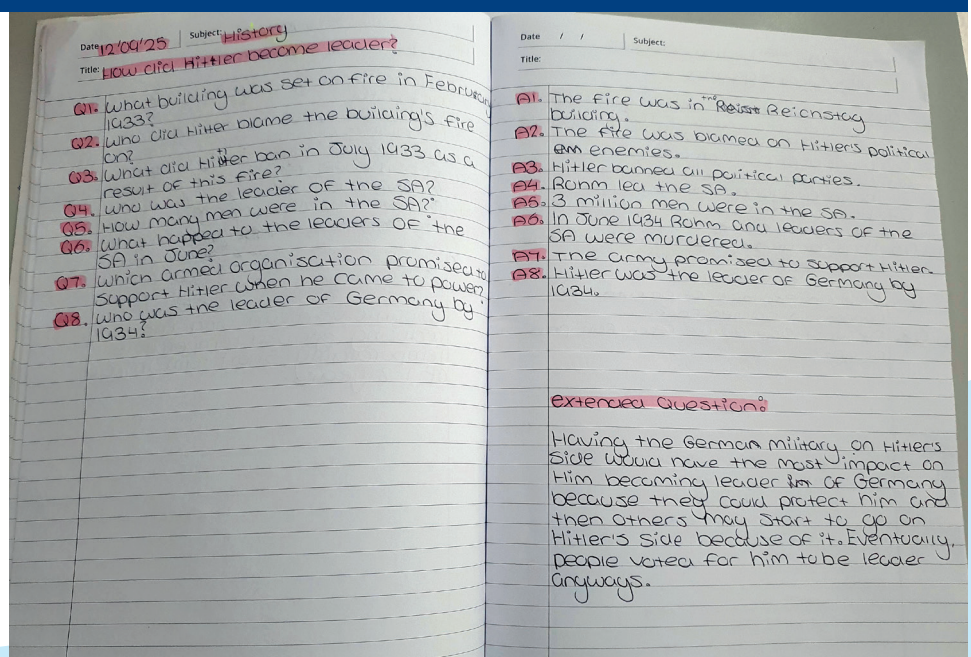
	Online HW	Written HW
Monday	Sparx Maths	Geography
Tuesday	Sparx Science	History
Wednesday	Sparx Reader	Languages/Literacy
Thursday	Sparx Catch Up	Modern Britain
Friday	Sparx Catch Up	Computing

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

AUTUMN 2025



EVERYDAY

MORNING FOOTBALL
Who? All years | *Where?* Green Astro
When? Before School

**ENGLISH SPARX
BREAKFAST CLUB**
Who? KS3 | *Where?* EN1
When? Before school from 7.45am

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

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

TUESDAY & WEDNESDAY

STEAM
Who? All years | *Where?* Stoke -
CT1 (Tuesday)
Scott - FF03 (Wednesday)
When? After school

SIXTH FORM GYM
Who? Years 12 & 13 | *Where?* FT1
When? Wednesday Week A
Tuesday Week B 3.10- 4pm

TUESDAY, WEDNESDAY & THURSDAY

SCHOOL PRODUCTION
Who? All years | *Where?* Theatre (Main
Space)/PA1 & PA2
When? 3-5pm

THURSDAY

KEYBOARD CLUB
Who? All Years | *Where?* PA2
When? After school

CROCHET CLUB
Who? All years | *Where?* MA9
When? After school

DoFe CLUB BRONZE
Who? Years 9 and 10 | *Where?* KS3 Canteen
When? After school

DoFe CLUB SILVER
Who? Years 9 and 10 | *Where?* KS3 Canteen
When? After school Week B

E-SPORTS
Who? All years | *Where?* CT3
When? After school

RUGBY
Who? All years | *Where?* Green Astro
When? After school

BASKETBALL
Who? All years | *Where?* Sports Hall
When? After school

FITNESS
Who? Years 9 & 10 | *Where?* FT1
When? After school

MEDIA CLUB
Who? Years 7-10 | *Where?* VA5
When? After school

CHESS CLUB
Who? All years | *Where?* Ma7
When? After school Week A

PARAGON MATHS
Who? All years | *Where?* MA5
When? After School Week B

MONDAY

**ARGYLE COMMUNITY
TRUST FOOTBALL (GIRLS
ONLY)**
Who? All years | *Where?* Green Astro
When? After school

TUESDAY

READING CLUB
Who? Years 7-9 | *Where?* Library
When? Break A

D.I.Y FASHION
Who? All years | *Where?* VA2
When? After school

FOOTBALL
Who? Years 7 & 8 | *Where?* Green Astro
When? After school

NETBALL
Who? Years 8 & 9 | *Where?* Sports Hall/
Courts
When? After school

FITNESS
Who? Years 9 & 10 | *Where?* FT1
When? After school

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

TUESDAY & THURSDAY

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

WEDNESDAY

ART & CLAY ART
Who? All years | *Where?* VA3
When? After school

GIRLS FOOTBALL
Who? All years | *Where?* Green Astro
When? After school

FOOTBALL
Who? Years 9 & 10 | *Where?* Green Astro
When? After school

BADMINTON
Who? All Years | *Where?* Sports Hall
When? After school

NETBALL
Who? Year 7 | *Where?* Sports Hall/Courts
When? After school

EPQ DROP IN SESSION
Who? Sixth Form | *Where?* SF07
When? Break B

ROCK CLUB JUNIOR
Who? Year 7 | *Where?* PA2
When? After school

FRIDAY

CCF
Who? Years 10-13 | *Where?* Off site
When? PM

CHRISTIAN FAITH GROUP
Who? All years | *Where?* EB14
When? Break A

FURTHER MATHS
Who? Year 11 (top maths sets only) |
Where? Ma6
When? After school (3-4pm)

ROCK CLUB
Who? Years 8-11 | *Where?* PA2
When? After school

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

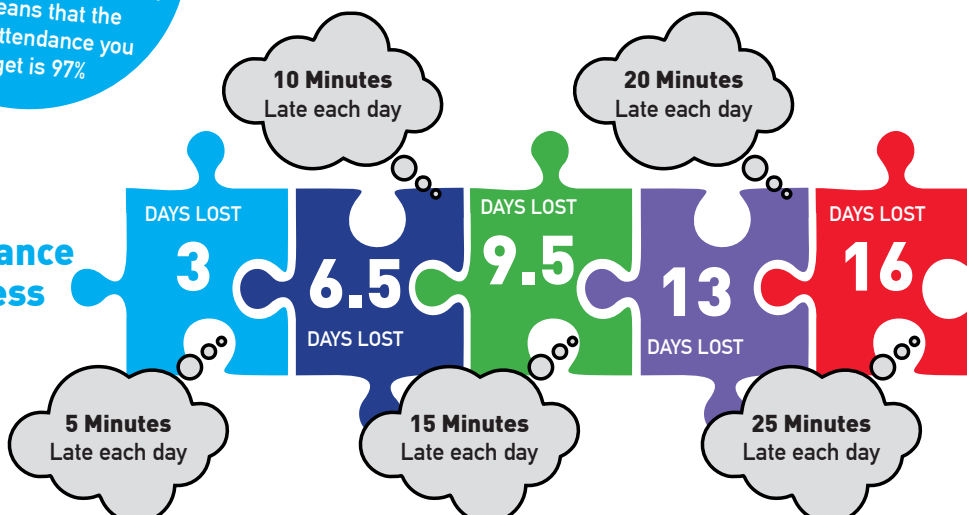
100 missed Lessons

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!