

CURRICULUM BOOKLET 2026-27



**WORK
HARD
BE KIND**

YEAR 9 THE TERM AHEAD
for students, parents and carers


Be**World**Class

THE TERM AHEAD



Dear Parents and Carers,

Welcome to our latest Curriculum Newsletter.

At the heart of our school community is a shared drive to Be World Class, rooted every day in our core ethos: Work Hard: Be Kind. We firmly believe that when pupils challenge themselves academically, demonstrate resilience, and treat those around them with kindness and respect, they lay the strongest possible foundation for both personal growth and future success.

Achieving these high standards is a joint effort. A strong, collaborative partnership between home and school is essential to ensuring every child reaches their full potential. Learning naturally extends beyond the classroom door, and by working closely together, we can provide the consistent support, encouragement, and structure our students need to flourish.

Inside this newsletter, you will find vital information to keep you informed and involved in your child's educational journey throughout the Autumn Term:

What Your Child Is Learning: A breakdown of the key topics, concepts, and skills your child will be exploring this term across the curriculum. We strongly encourage you to discuss these themes at home, as asking your child about their learning helps deepen their understanding and enthusiasm.

Homework Expectations: Clear guidance on weekly routines and tasks designed to consolidate classroom learning, build confidence, and develop crucial independent study habits.

Key Dates for Your Diary: An overview of upcoming events, assessment windows, trips, and key school milestones over the coming weeks.

Thank you for your ongoing support, dedication, and partnership. By continuing to work together, we can ensure every pupil is supported to be the very best they can be.

Warm regards,

Mr Oakes

Interim Headteacher

I am delighted to be writing to you as the new Head of Year 9, and to welcome you back after what I hope has been a restful and enjoyable summer.

It is a real privilege to be leading this years group. Year 9 is such an important year - your children are now at the top of Key Stage 3 and role models for Years 7 and 8. This is the year where we go from being taught the curriculum to really mastering it, alongside one of our core values of **working hard** and laying the strongest possible foundations for their GCSEs.

I have been so impressed already with the maturity the children showed at the end of Year 8, and I am genuinely excited for what we will achieve together this year in year 9.

What is in store this term:

Stepping up in the Curriculum

This term, their learning will go deeper. In subjects like English, Maths and Science they will tackle more challenging GCSE-style concepts. This is not about choosing options yet, but about showing us their strengths, curiosity, and the subjects where they truly shine.

Leadership and Character

As the most senior students in KS3, we will be looking for them to lead. This means impeccable standards in uniform, equipment and behaviour, but also in attitude, while showing kindness. There will be opportunities for Ambassador roles, mentoring, and representing the school in extra-curricular sporting activities. Fun Fridays at Break Times is Back: To celebrate all the hard work during the week, we are introducing Fun Fridays! Break times will feature special outdoor games, music, and interactive activities to help the children unwind, play together, and build strong friendships.

My expectations are clear and fair. I want every student to be in school every day, on time, equipped to learn and ready to be kind. In return, I promise you consistency, support, and that I will champion your child every step of the way. My door is always open.

Thank you for your ongoing support. I look forward to working closely with you and your child as we all continue to work hard, be kind and be world class!

Best wishes

Miss Honeyghan
Head of Year 9

SDCC MAP



The diagram shows a building layout with a central vertical corridor. On the left side of the corridor, there are six rooms labeled VA1, VA2, VA3, VA4, VA5, and VA6 from top to bottom. On the right side, there are also six rooms labeled VA1, VA2, VA3, VA4, VA5, and VA6 from top to bottom. There are two 'Office' labels, one next to a room with a striped pattern and another next to a room with a solid pattern. The layout is symmetrical around a central vertical corridor.

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

YEAR 9 TUTORS

Head of Year: Miss Honeyghan						
Tutor Group	Tutor	Room		Tutor Group	Tutor	Room
91	S Hashemi	SC1		96	A.Keene Th (F Haley)	SC6
92	R Lightfoot	SC2		97	S Greenhough M (K Burn)	SC7
93	K Heseltine	SC3		98	F Gallacher	SC8
94	S. McKenzie	SC4		99	K Booth	SC11
95	I. Stephens	SC5		910	A Howle W (K Burn)	SC10



GREENSHAW
LEARNING TRUST



Tutor Time

Reading Programme

YEAR 9

TITLE

AUTHOR

A Spark of Light	Jodie Picoult
Anita and Me	Syal Meera
Code Name Verity	Elizabeth Wein
Everyday	David Levithan
Homer's Odyssey	Simon Armitage
Charlotte Bronte	Jane Eyre
Lord of the Flies	William Goulding
Of Mice and Men	John Steinbeck
Scythe	Neal Shusterman
The Perks of being a Wallflower	Stephen Chobsky
The A.B.C. Murders	Agatha Christie
The Art of Being Normal	Lisa Williamson
The Book Thief	Marcus Zusak
The Poet X	Elizabeth Acevedo
Things a Bright Girl can Do	Sally Nichols
Things Fall Apart	Chinua Achebe
Touching the Void	Joe Simpson
War of the Worlds	H.G. Wells
Wuthering Heights	Emily Bronte

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

CURRICULUM OVERVIEW

SDCC Year 9 Curriculum	TERM 1	
	HALF TERM 1	HALF TERM 2
Maths	Students develop their fluency skills by revising their understanding of fractions, decimals and percentages, before looking at standard index form.	Students further develop their algebra skills by solving inequalities and quadratic equations, as well as rearranging formulae. They also practise their geometry skills by learning how to construct shapes using a compass.
English Language & Literature	Unit 7: Conflict To explore the ways in which writers try to understand why and how humans can be so destructive. Students will study the WW1 play, Journey's End and look at conflict poetry across time to understand the destruction and power of mankind. Text: Journey's End	
Science	Biology: Cells and microscopes Chemistry: Atoms, elements and the periodic table Physics: The particle model	Biology: Cell specialisation Chemistry: Pure and impure substances Physics: Scalar, vectors and forces
French	My family and me Introduction to basic French culture and pronunciation. Introduce yourself, Physical appearance, Personality (present/past). Students will learn to use adjectives and nouns correctly.	
Geography	Our Urban World Economic sectors, TNC's, clone towns, dereliction, regeneration, suburbanisation, sustainable transport. Students learn about key urban processes and connect these to a sustainable future for our urban areas. Local examples throughout build cultural capital and an understanding of the local place.	Tectonic Hazards Plate movement, earthquake formation, effects and responses (Nepal 2015 and Chile 2010), volcanoes formation, effects and responses (Tonga 2022), risk management. With the foundations of geological time and the structure of the earth built in Y7, students now learn about the processes that affect the surface of the earth. Cultural capital is built through an empathetic approach to effects and responses.

CURRICULUM OVERVIEW

History	Life in Nazi Germany explores how the lives of ordinary people were changed by Hitler and the Nazis. It looks at these changes through the medium of sources developing the skills of interpretation. The end of this term moves into a Study of the Holocaust	Holocaust is studied during the first part of this half term. This is a compulsory unit on the National Curriculum. This leads on to looking at certain events like Pearl Harbour and the dropping of the atom bomb which have specific significance for WW2 and the Post-war world. The term culminates in a short case study of Russia around 1917
Art	Students begin the year re-visiting basic skills in numerous materials, producing a series of studies based around facial features and expressions. Observational studies are developed into a ceramic outcome inspired by the artist Franz Xaver Messerschmidt.	Students explore the work of artists, using Francoise Nielly as inspiration to produce colourful studies in oil pastel and paint.
Computing	Web Development In this unit, learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS. Learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.	Data Representation: Images and Sound Just like in the previous Data Representation unit (Y8), where learners examined characters and numbers, the ideas that learners need to understand are not really new to them. They will draw on familiar examples of composing images out of individual elements, mixing elementary colours to produce new ones, and taking samples of analogue sound signals, to illustrate these ideas and bring them together in a coherent narrative. This unit also has a significant practical aspect. Learners will use relevant software to manipulate images and get an idea of how the underlying principles of digital representations are applied in real settings. Assessment Point 1 Students will sit their end-of-term assessment. Following a formal assessment in class, they will review their performance and address any gaps in knowledge.

CURRICULUM OVERVIEW

Drama	Devising Drama from stimulus - Topic: Young Offenders. Includes Script Writing, Prepared and Spontaneous Improvisation, Monologue and whole class In-role. Building backstory, dramatic tension, nuance and more complex characterisation.	
Food Technology/ Catering	To understand about seasonal food, food wastage and where our food comes from. To evaluate dishes that they have prepared using sensory words. To prepare and cook high skill dishes.	To understand about factors that affect our choice of food. To learn about different types of international cuisine and our British cuisine. To evaluate a dish that students have made.
Modern Britain	Tolerance & Mutual Respect - Theme, Religion Human Rights & Social Justice studying the importance of human rights and social justice for everyone. The views of being prejudice and looking at stereotypes and how society deal with different beliefs. In today's society we see the role of women changing because of human rights and equality, along with how we deal with wealth and exploiting the poor.	Religion, Crime and Punishment - how this impacts on the lives of two religions. What they believe about the reasons for crime and how they are treated when a crime is committed. Understanding from the point of reasons for crime and how we treat criminals in the UK. From the religious views of forgiveness for the wrongs that people do. The aims of punishment and for reformation and forgiveness.
Music	Keyboard skills 3 - Students continue their keyboard work into Year 9, fusing their knowledge of chords and melody to play 'Hallelujah'.	
PE and Health	Free weight training techniques Develop communication skills	
PSE/RSE	Health and Wellbeing and Staying Safe Online and Offline; Bullying in all its forms, dealing with Grief and Loss and Addiction	Health and Wellbeing and Sex, The Law and Consent: How self-esteem changes, Sexual Consent and Why have Sex?.
Textiles	Icons: Developing research and analytical skills to form opinions by exploring the work of Textile artist Victoria Villasana. Students will be able to choose their own icon which will inform the rest of their project and made personal to them. They will learn the new techniques of image transfer and removal.	Icons (Part 2): Students will personalise their icons by exploring a range of techniques inspired by the textile artist Victoria Villasana as well as taking inspiration from their icon to create a textile portrait using hand embroidery, machine embroidery and developing their embellishment techniques to complete their outcomes. (The project will run for one term and then groups will rotate to a new technology subject)

Media	Film Production and Advanced Video Editing. Use of camera in moving image productions. Advanced film analysis including mise-en-scene (visual film language), sound and genre.
Spanish	Students are able to discuss what they eat and don't eat and what makes a healthy lifestyle. Students will use opinions and develop their conversation skills.

KEY DATES

Open Evening (Years 6-7)
Wednesday 16th September 2026
Year 9 Parent & Option Evening
Thursday 25th February 2027
DofE Presentation Evening
Tuesday 27th April 2027

CAROUSEL

What?

Students now complete the majority of their homework on Carousel Learning.

Online homework for Sparx (Maths, English, Science) will remain.

Carousel Learning is a widely renowned programme designed with improving student outcomes at its heart. Carousel Learning allows teachers to quiz students on specific knowledge for their homework and then uses that data to help inform the lessons.

Students will self-quiz given predetermined 'decks' of questions. They are able to revise all the relevant information for the quiz and then submit their answers.

Why?

We want our students to be knowledgeable and to apply that knowledge across a variety of subjects and contexts. The process of self-quizzing is proven to help cement knowledge into long term memory and will allow students to better apply their understanding in lessons.

Carousel Learning helps students prioritise information and continually quizzes them on key facts. Teachers are able to see how individuals are performing at their homework and use this analytics within their lessons to further check and support their learning.

How?

Homework will continue to be set for the same subject areas as currently provided.

Students can access their Carousel homework via:

<https://student.carousel-learning.com/login>

Students will be able to log in using their usual school account through Google.

Please note that if their browser is set to a personal Google account, this won't be possible and they will need to sign out of their personal account, or open an incognito browser.

When?

The following table indicates which homework should be completed each week. Whilst all homework will have a deadline of Friday 4pm, we recommend that students follow the timetable below.

Day	Online HW (Campus)	SDCC	SMHC
Monday	Sparx Maths	Geography	Health Sciences
Tuesday	Sparx Science	History	Psychology
Wednesday	Sparx Reader	Languages	PSE
Thursday	Sparx Catch Up	Modern Britain	Geography + French
Friday	Sparx Catch Up	Computing	History + Spanish

We are also working directly with Carousel so will report back any feedback you have.

Should you have any questions, please do not hesitate to get in touch.

M Hussey

MHussey@sdcc-smhc.net

EVERY
MOMENT
MATTERS

WE ARE
#TEAM
SDCC



CLUBS

AUTUMN 2026

EVERYDAY

BREAKFAST CLUB

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

CAMPUS RADIO CLUB

Who? All years | *Where?* EB17
When? Both Breaks

MORNING FOOTBALL

Who? All years | *Where?* 3G/Sports Hall
When? 7.45 - 8.20am

SPARX READER BREAKFAST CLUB

Who? Years 7 & 8 | *Where?* EN1
When? Before school

MONDAY

ECO COUNCIL

Who? All years | *Where?* EB18
When? Break B

MONDAY & WEDNESDAY

ZINE SCENE

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

TUESDAY & WEDNESDAY

YEAR 7 & 8 FITNESS

Who? Years 7 & 8 | *Where?* FT1
When? After school

STEAM

Who? All years | *Where?* CT1
When? Week A - After school

TUESDAY & THURSDAY

YEAR 9 & 10 FITNESS

Who? Years 9 & 10 | *Where?* FT2
When? After school

TUESDAY

TEXTILES CLUB

Who? All years | *Where?* VA2
When? After school

YEAR 13 A LEVEL BIOLOGY INTERVENTION SESSIONS

Who? Year 13 A Level biologists only |
Where? SC6
When? After school

KEYBOARD CLUB

Who? All years | *Where?* PA3
When? Week A - Break B

7 & 8 BOYS FOOTBALL

Who? Years 7 & 8 | *Where?* 3G
When? After school

ALL YEARS NETBALL

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

LANGUAGES

Who? All years | *Where?* EB6
When? After school

FUTURE MEDICS AND DENTISTS CLUB

Who? Years 12 & 13 (There will also be sessions on an adhoc basis for Yr 10/11 students at both schools) | *Where?* SF07
When? Tutor time

WEDNESDAY

YOUNG CARERS CLUB

Who? All years | *Where?* EN12
When? Break A

ART AND CLAY CLUB

Who? All years | *Where?* VA3
When? After school

DANCE CLUB

Who? All year | *Where?* PA1
When? After school

ROCK CLUB JR

Who? Year 7 (beginner students across years) | *Where?* PA3
When? After school

DRUM LESSONS

Who? All years | *Where?* Practice Room
When? All day

GIRLS FOOTBALL

Who? All year | *Where?* 3G
When? After school

YEAR 7 & 8 BASKETBALL

Who? Years 7 & 8 | *Where?* Sports Hall
When? After school

SCIENCE CLUB

Who? Years 7 - 9 | *Where?* Sc3
When? After school

PHOTOGRAPHY CLUB

Who? All years | *Where?* VA1
When? After school

EAL CLUB

Who? EAL students in all years
Where? EAL Classroom
When? Break A

THURSDAY

DoE CLUB

Who? Years 9 & 10 (This is only open to students who sign up for DoE in September)

Where? TBC

When? After school

DRAMA CLUB

Who? All years | *Where?* PA2

When? After school

KEYBOARD LESSONS

Who? All years | *Where?* Practice Room

When? Afternoons

SDCC SINGERS

Who? All years | *Where?* PA3

When? After school

FURTHER MATHS

Who? Year 10 top sets | *Where?* MA6

When? After school

CAMPUS TV

Who? All years | *Where?* VA6

When? After school

ACADEMY ONLY FOOTBALL

Who? Year 7 | *Where?* 3G

When? After school

RUGBY

Who? All years | *Where?* Grass

When? After school

YEAR 7 & 8 NETBALL

Who? Years 7 & 8 | *Where?* Sports Hall/

Courts

When? After school

SPEEDY COOKS

Who? Years 7 or 8 who don't have food

in that term | *Where?* Fn1

When? Break A

CODING CLUB

Who? All years | *Where?* CT2

When? Break A / Break B

MEDIA CLUB

Who? All years | *Where?* VA5

When? After school

SPRINKLZ' LGBT+ CLUB

Who? All years | *Where?* VA6

When? Break B

SCIENCE - POWER UP SUPPORT

Who? Year 11 | *Where?* SC1

When? Break A

PARAGON MATHS

Who? All years | *Where?* MA5

When? Week A - After School

FRIDAY

ROCK CLUB SR

Who? KS4 primarily (skill based) |

Where? PA3

When? After school

FURTHER MATHS

Who? Year 11 top sets | *Where?* MA6

When? After school

KEYBOARD CLUB

Who? All years | *Where?* PA3

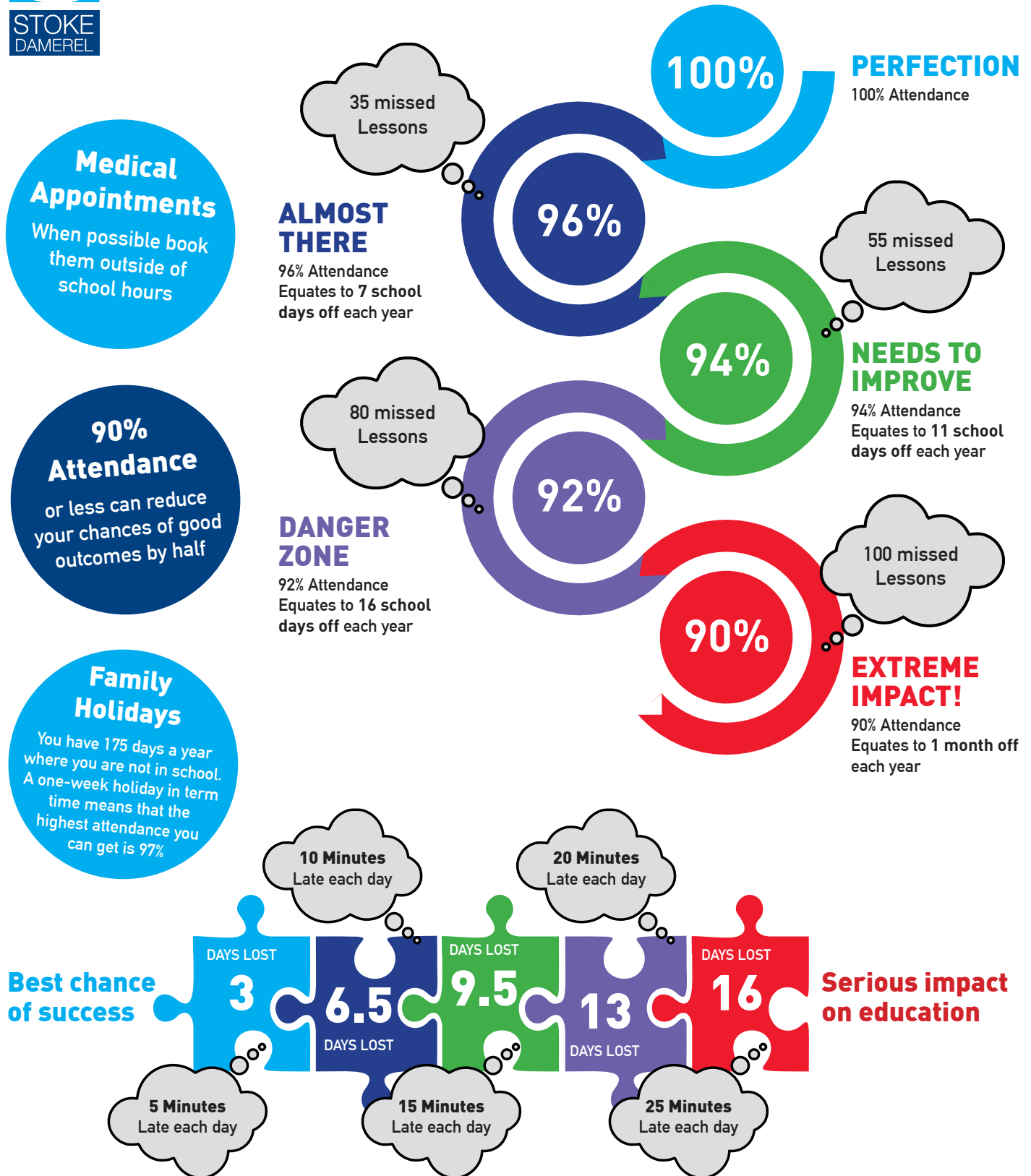
When? Week B - Break B

OVER
40
CLUBS

WORK
HARD
BE KIND

Attendance Matters

#EVERYDAYCOUNTS



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!