

CURRICULUM BOOKLET 2025-26



OUR SCHOOL VALUES

Aspire ACHIEVE Thrive

YEAR 11 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

Year 11 students have made a fabulous start to year 11, the work ethic and determination to be successful this year has clearly been seen from the students. The effort and concentration from the students to learn has been exceptional and the willingness to ensure that they work towards next summer's Examinations has been nothing more than exceptional. I could not be more proud of all the students.

It has also been good to see some students taking advantage of the additional revision and support sessions to prepare them for the mock exams in November. It would be great if you could encourage your son / daughter to take advantage of this opportunity over the next few weeks as we move towards the Mock exam in November.

It has also been fabulous to see some of the students take part in the extra curricular opportunities with fabulous results from the Girls Netball team and the Boys Rugby team.

I look forward to seeing the progress that the class of 2026 make over the next few months as they prepare for their mock exams and the celebrations we have in December.

Mr Ward
Head of Year 11

KEY DATES

Open Evening (Years 6-7)
Wednesday 10th September 2025

Year 11 Revision Evening
Wednesday 15th October 2025

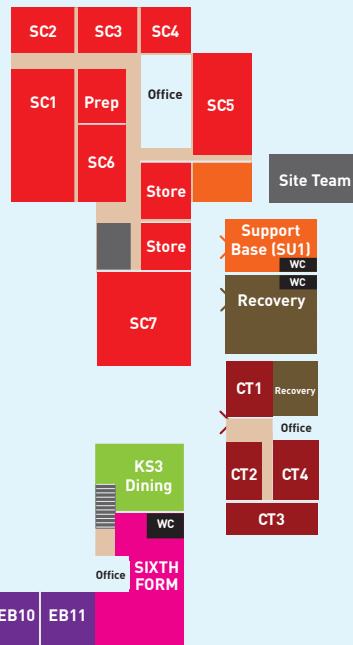
Year 11 Parents Evening
Thursday 15th January 2026

DofE Presentation Evening
Tuesday 24th March 2026

Ground Floor



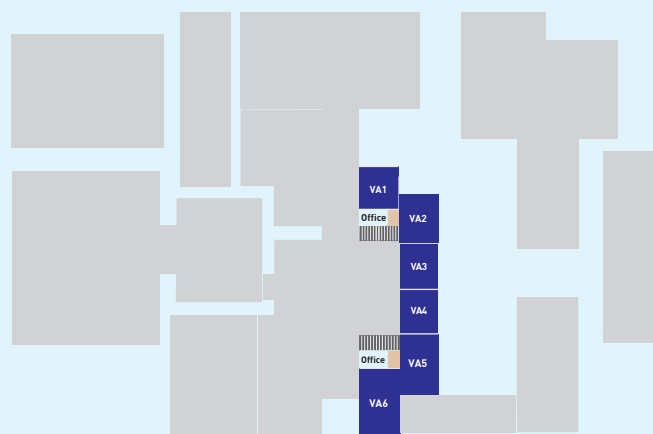
SDCC MAP



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 11 TUTORS

Head of Year: Mr Ward					
Tutor Group	Tutor	Room	Tutor Group	Tutor	Room
111	D Dyer (A), R Unsworth (B)	EN1	116	M Grainger (A), R Klesniks (B)	EN7
112	R Unsworth (A), D Dyer (B)	EN5	117	F Parker (A), A Moss (B)	EN3
113	D Henderson (A), R Cousins (B)	EN6	118	A Moss (A), F Parker (B)	EN2
114	S Tidball (A), B Chapman (B)	EN4	119	J Edwards (A), S Williams (B)	EN9
115	B Chapman (A), S Tidball (B)	EN8	120	S Williams (A), J Edwards (B)	EN10

CURRICULUM OVERVIEW

SDCC Year 11 Curriculum	TERM 1	
	HALF TERM 1	HALF TERM 2
Maths	Foundation: Students are able to show confidence when manipulating compound measures and their application. They are also able to use their algebra to work with linear and quadratic graphs Higher: Students are able to further expand their numerical and algebraic skills with functions, iteration and Sine/Cosine rule. Students are also able to further develop their geometry through an understanding of circle theorems	Foundation: Students are able to apply their algebraic understanding complex problems including trigonometry and vectors. Higher: Students learn to use previously develop algebraic skills for complex graphs, non-linear simultaneous equations and an increased understanding of proof
English Language & Literature	'An Inspector Calls' by JB Priestley. Students learn about socialism and capitalism. They consider the Edwardian period in which the play is set but also the post-war (1945) time in which the play was written. They consider themes such as patriarchy, social responsibility and generational and class divides.	Poetry of power and conflict. Students learn how to analyse poems. The poems have a wide range of contexts from Romanticism to the Crimean War, World War 1, the Vietnam war, the troubles in Northern Ireland.
Combined Science	Biology: Evolution Chemistry: Factors influencing reaction rate Physics: Magnetism and the motor effect	Biology: Homeostasis and the nervous system Chemistry: Revision of previous topics Physics: Revision of previous topics
French	Local area, holiday & travel	Jobs and future plans

CURRICULUM OVERVIEW

Geography	The Development Gap / An NEE (Nigeria) Demographic Transition Model, population pyramids, development indicators, uneven development and reducing the gap. Nigeria: location, importance, contexts, economics and the role of TNCs. Students develop further their understanding of human processes, and the interactions that create global economic divides. Sustainable solutions to the development gap are discussed and cultural capital is developed through the study of an NEE in Africa.	The Changing UK Economy The post-industrial economy, science and business parks, changing transport infrastructure and rural landscapes. The North South divide and trade with Europe / the wider world. Students engage in a UK based unit of study which focuses their learning on economic factors that affect the UK. Students learn about specific UK developments such as HS2 and Liverpool2, considering their advantages and disadvantages.
History	Henry and his Ministers - Cromwell	
Art	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.
Computer Science	2.1 Computational Thinking and Algorithms Students will develop their understanding of Computational Thinking methodologies. They will investigate how algorithms are designed, created and refined. They will then learn how to understand, apply and implement a range of sorting and searching algorithms. Practical Programming Students will carry out more advanced string manipulation and explore file handling.	2.2 Programming Fundamentals Students will cover the fundamentals of programming from a 'theoretical' point of view. By this point in the course, students will be confident programmers and will be able to make the links between the topics covered and their practical experience from coding regularly in Year 10 and 11. Many of these topics will be covered through the course of their studies already. Practical Programming Students will develop an understanding of the use of string manipulation techniques. MOCK Exam During the course of Term 1, students will complete a MOCK exam based on content covered so far.

CURRICULUM OVERVIEW

IT	Component 2C Draw conclusions and review data presentation methods. - Drawing conclusions based on findings in the data - How presentation affects understanding Component 2 Assessment Students prepare for and complete the Pearson Set Assignment (PSA) for Component 2	Component 2 Assessment Students prepare for and complete the Pearson Set Assignment (PSA) for Component 2
Drama	Comp 2: Pearson Set Assignment (PSA) 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.	
Food Technology/ Catering	Consolidation of notes for Unit 2 from Year 10 and practice mock assessments based on the 4 tasks	Unit 2 assessment: students will be given a brief and will be expected to choose 2 dishes, explain why they have chosen them based on their nutritional content and the customers in the brief. They will then discuss why they have chosen these dishes based on factors affecting menu choices and produce a detailed, dovetailed timeplan which they will use to prepare 2 dishes. They will then need to evaluate the dishes they have produced and their own performance

CURRICULUM OVERVIEW

Modern Britain	Diversity and Tolerance - Students will concentrate on their GCSE paper 1 and 2. They will start with Paper 1 Theme A, relationships and families. They will understand the role of society, the family and human sexuality. The family is really important to show what is right from wrong, to share the love and understand different relationships within the family. Extended family, same sex families all play a part in modern contemporary Britain. Students will also understand Theme F - Human Rights and Social Justice. They will study the purpose of human rights and why we have them. Religious freedom in contemporary modern Britain and the role of women in society and the workplace. Students will also consider the religious views of society for Paper 1, Christianity and Islam, teachings, beliefs and practices.	Rule of Law and Democracy - Students will concentrate on their GCSE paper 1 and 2. They will understand Paper 2 Theme D - Peace and Conflict and be able to look at views regarding reasons for conflicts in the world and the importance of peace. Our content will cover a Just war and Holy war and look at various views surrounding the fighting of war and justified reasons for it. We will understand the role of pacifists and the response to victims of war. For Paper 1, students will learn about Christianity, teachings, beliefs and practices and understand how different religious people live in our society. The tolerance and mutual respect that as neighbours we can live in harmony.
Music	Btec Music Component 2 BRIEF - Students now begin a more in depth analysis of the composition process, focusing on the using of Music Tech to create their own detailed compositions. They begin to work on a detailed rehearsal and technical skills plan to ensure their performances are ready for their midway and final performances at Livewire, Saltash, in December.	Btec Music Component 2 BRIEF - Continued - Students now begin a more in depth analysis of the composition process, focusing on the using of Music Tech to create their own detailed compositions. They begin to work on a detailed rehearsal and technical skills plan to ensure their performances are ready for their midway and final performances at Livewire, Saltash, in December.
PE and Health	Explore how different components of fitness are used in different physical activities / Controlled Assessment Two	Demonstrate ways to improve participants sporting techniques / Controlled Assessment Two
PSE/RSE	PSHE students will focus on Rights and Responsibilities and understand what human rights are and why we have them. We understand the British Values of Tolerance and Mutual Respect and explore women's rights and equality and hate crimes.	RSHE students will explore the religious views on attitude to wealth and giving money to the poor. Students will learn about the role of women in religion and follow religions through human rights and social justice.

CURRICULUM OVERVIEW

Business	Students begin looking at ethics of businesses and conflict that can arise. Attention turns to understanding how businesses operate through job, batch and flow production before focusing on managing quality. Finally, finish with the sales process	Students focus on understanding the 4P's - Product, Price, Place Promotion. With each element there will be in depth knowledge about each
Child Development	Btec L1/2 Tech Award - In Year 11 students will complete the Pearson set assignments for Component 2. Students will also continue to learn the content for Component 3.	In this half term students will improve their PSA tasks after initial marking. In December they will continue to learn the content for Component 3.
Health and Social Care	Btec L1/2 Tech Award - In Year 11 students will complete the Pearson set assignments for Component 2. Students will also continue to learn the content for Component 3 learning about factors affecting health and wellbeing.	In this half term students will improve their PSA tasks after initial marking. In December they will continue to learn the content for Component 3 learning about physiological and lifestyle indicators.
Media	Component 2 Pearson Set Assignment - Developing Digital Media Production Skills Task 1; Pre-production -research and ideas log; practical experimentation; applying media pre-production skills and techniques to shape your ideas via a script, storyboard, shooting schedule; review and refinement; writing a log and reflecting on learning	Component 2 Pearson Set Assignment - Developing Digital Media Production Skills Task 2; Develop and apply media production and post-production processes, skills and techniques to create a media product; shooting a video production; video editing; testing, reviewing and refining practical work; exporting media product for digital distribution, writing a log
Photography	Surrealism - Looking at the history of Surrealism and how it has emerged over the years using different techniques and technologies. Students will spend time developing their skills in each AO especially their written analysis and annotation skills. They will also have a focus on camera and Photoshop skills including shutter speed, cutting, pasting and seamless merging to prepare them for their exam paper.	
Travel and Tourism	Component 2B: Customer Needs in Travel and Tourism. Students will apply their understanding by selecting products and services and planning a holiday to meet customer needs and preferences.	Component 2 Assessment Students prepare for and complete the Pearson Set Assignment (PSA) for Component 2

HOME LEARNING - KS4

EVERY MOMENT
MATTERS

WE ARE
#TEAM SDCC

Year 11 Homework Timetable

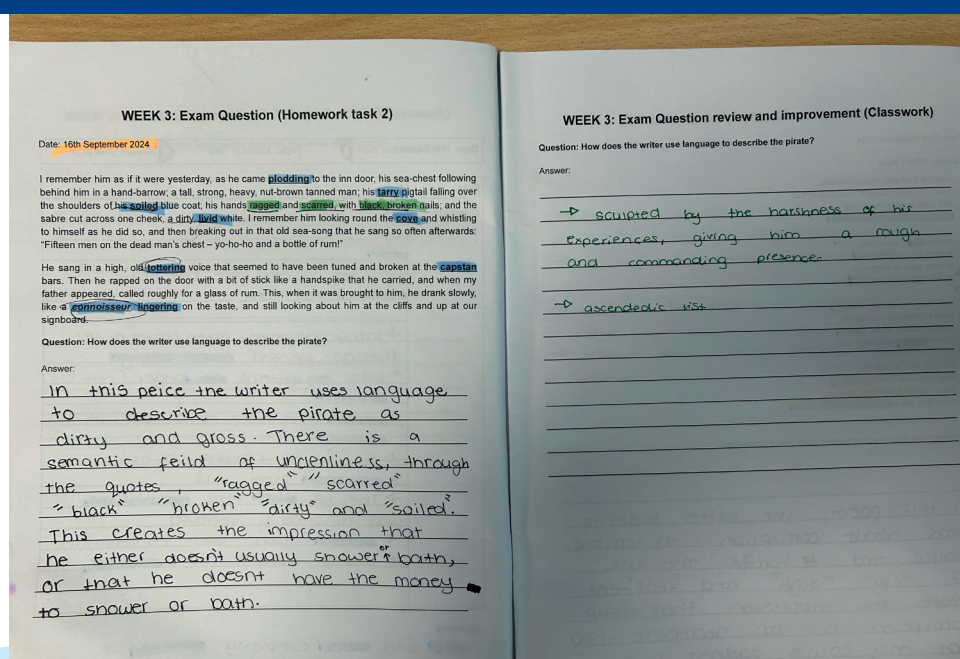
Monday	Science Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Sparx Maths
Wednesday	English Task 1	Science Task 2	Option C Task 2
Thursday	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
Friday	Sparx Science	English Task 2	Sparx Maths

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

AUTUMN 2025



EVERYDAY

MORNING FOOTBALL

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

ENGLISH SPARK 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

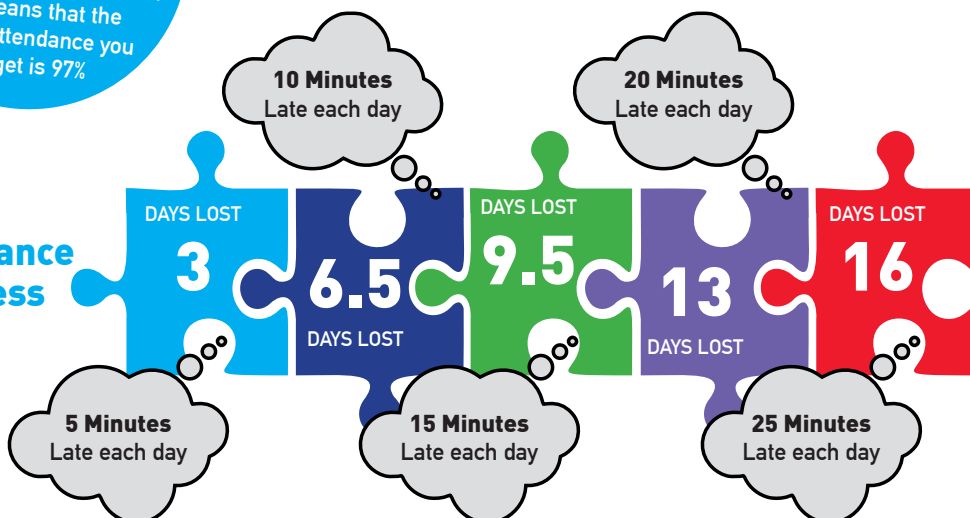
100 missed Lessons

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!