

# CURRICULUM BOOKLET 2025-26



OUR SCHOOL VALUES

# Aspire ACHIEVE Thrive

**YEAR 9 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**

*What a fantastic start to Year 9 it has been! The year group have already made their mark with incredible success across both the boys' and girls' sports teams in Football, Rugby and Netball. Our students are also shining on stage, with the upcoming production of High School Musical Jr boasting a cast dominated by Year 9 – including two of our own in lead roles. Alongside this, we've celebrated a huge number of Golden Ticket awards and house points, seen students enthusiastically attend a wide range of clubs, and thrown ourselves into house activities. To top it all off, we've had one of the best sign-ups to date for the Duke of Edinburgh Bronze Award. Year 9 are absolutely smashing it, and with plenty of exciting things ahead, we can't wait to see what the rest of the term brings!*

*I'm extremely proud of our year group*

**Mr Nevin - Head of Year 9**

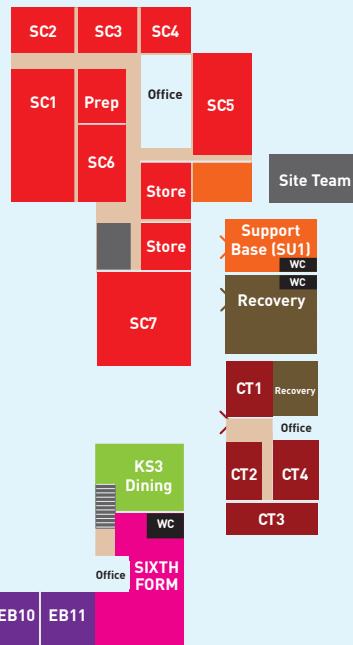
## KEY DATES

**Open Evening (Years 6-7)**  
**Wednesday 10th September 2025**  
**Year 9 Parent & Option Evening**  
**Thursday 26th February 2026**  
**DofE Presentation Evening**  
**Tuesday 24th March 2026**

## Ground Floor



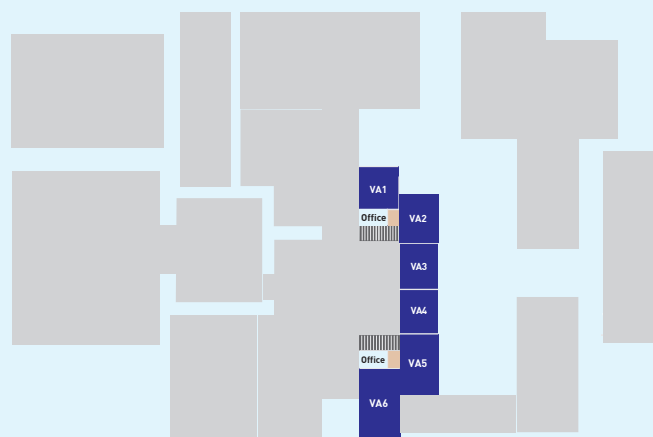
## SDCC MAP



## 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 9 TUTORS

| Head of Year: Mr Nevin |                            |      |  |             |                            |      |
|------------------------|----------------------------|------|--|-------------|----------------------------|------|
| Tutor Group            | Tutor                      | Room |  | Tutor Group | Tutor                      | Room |
| 91                     | E Tremellat F (J Le-Page ) | SC1  |  | 96          | C Harewood                 | SC6  |
| 92                     | N Carnat                   | SC2  |  | 97          | L Kelly                    | SC7  |
| 93                     | A Beacham                  | SC3  |  | 98          | R Bond                     | SC8  |
| 94                     | D Hatherley                | SC4  |  | 99          | S Romaine/L Heap           | SC11 |
| 95                     | V Torrado                  | SC5  |  | 910         | T Wright Th PM (A Collins) | SC9  |



**GREENSHAW**  
LEARNING TRUST



# **Tutor Time**

# **Reading Programme**

# **YEAR 9**

## **TITLE**

## **AUTHOR**

A Spark of Light  
Anita and Me  
Code Name Verity  
Everyday  
Homer's Odyssey  
Charlotte Bronte  
Lord of the Flies  
Of Mice and Men  
Scythe  
The Perks of being a Wallflower  
The A.B.C. Murders  
The Art of Being Normal  
The Book Thief  
The Poet X  
Things a Bright Girl can Do  
Things Fall Apart  
Touching the Void  
War of the Worlds  
Wuthering Heights

Jodie Picoult  
Syal Meera  
Elizabeth Wein  
David Levithan  
Simon Armitage  
Jane Eyre  
William Goulding  
John Steinbeck  
Neal Shusterman  
Stephen Chobsky  
Agatha Christie  
Lisa Williamson  
Marcus Zusak  
Elizabeth Acevedo  
Sally Nichols  
Chinua Achebe  
Joe Simpson  
H.G. Wells  
Emily Bronte

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

# CURRICULUM OVERVIEW

| SDCC<br>Year 9<br>Curriculum  | TERM 1                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | HALF TERM 1                                                                                                                                                                                                                                                                                                                          | HALF TERM 2                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Maths                         | Students will develop fluency with special types of number such as indices, roots and proficiency in standard form, whilst also considering how fractions interact.                                                                                                                                                                  | Students develop a deeper understanding of number through application of ratio, whilst also exploring the significance of percentage change. Crucial financial skills are developed through understanding of repeated percent change and it's real life application                                                                                                                                                                               |
| English Language & Literature | <b>Unit 7: Conflict</b><br>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.<br>Text: Journey's End                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Science                       | <b>Biology:</b> Cells and microscopes<br><br><b>Chemistry:</b> Atoms, elements and the periodic table<br><br><b>Physics:</b> The particle model                                                                                                                                                                                      | <b>Biology:</b> Cell specialisation<br><br><b>Chemistry:</b> Pure and impure substances<br><br><b>Physics:</b> 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                     | <b>Our Urban World</b><br>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. | <b>Tectonic Hazards</b><br>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

|                                  |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>History</b>                   | 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                                                                            |
| <b>Art</b>                       | 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.                                                                                                                                                                                                                                                                                               |
| <b>Computing</b>                 | <b>HTML Programming</b><br>Students will learn how websites are constructed and they will use HTML and CSS to design and format websites effectively.                                                                                                            | <b>Cyber Security</b><br>This unit takes learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks. |
| <b>Drama</b>                     | <b>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.</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Food Technology/ Catering</b> | To understand about seasonal food, food wastage and where our food comes from. To evaluate dishes that they have prepared using sensory word. 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.                                                                                                                                                                                                                                        |

# CURRICULUM OVERVIEW

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Modern Britain | <p><b>Tolerance &amp; Mutual Respect - Theme, Religion Human Rights &amp; Social Justice</b> 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.</p> | <p><b>Religion, Crime and Punishment</b> - 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.</p>                                |
| Music          | <p><b>Keyboard skills 3</b> - Students continue their keyboard work into Year 9, fusing their knowledge of chords and melody to play 'Hallelujah'.</p>                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| PE and Health  | <p>Free weight training techniques<br/>Develop communication skills</p>                                                                                                                                                                                                                                                                                                                                                               | <p>Free weight training techniques<br/>Develop power to aid performance</p>                                                                                                                                                                                                                                                                                                                                                                                |
| PSE/RSE        | <p><b>Essential Life Skills:</b> Saving and Managing Money, Labour Market Information, Finance Budgeting and Employment, What are my skills?</p>                                                                                                                                                                                                                                                                                      | <p><b>Health and Wellbeing:</b> How self-esteem changes, What is a Penis?, What is a Vulva?, Life after school.</p>                                                                                                                                                                                                                                                                                                                                        |
| Textiles       | <p><b>Icons:</b> 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.</p>                                                                                                   | <p><b>Icons (Part 2):</b> 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.</p> <p>(The project will run for one term and then groups will rotate to a new technology subject)</p> |
| Media          | <p><b>Film Production and Advanced Video Editing.</b> Use of camera in moving image productions. Advanced film analysis including mise-en-scene (visual film language), sound and genre.</p>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Spanish        | <p>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.</p>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

# HOME LEARNING - KS3

EVERY MOMENT  
MATTERS

WE ARE  
#TEAM SDCC

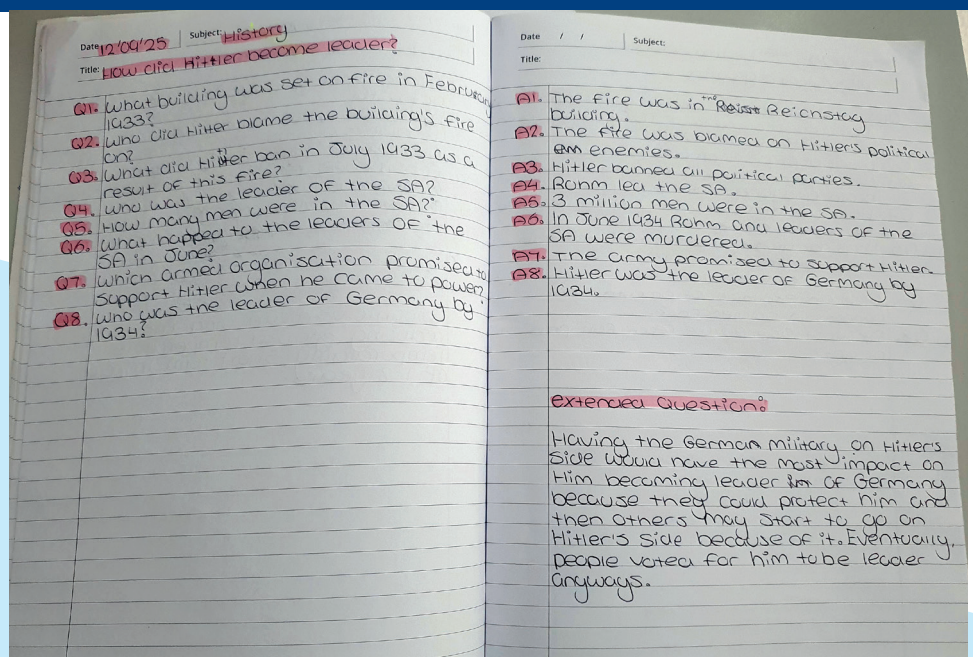
|           | Online HW      | Written HW         |
|-----------|----------------|--------------------|
| Monday    | Sparx Maths    | Geography          |
| Tuesday   | Sparx Science  | History            |
| Wednesday | Sparx Reader   | Languages/Literacy |
| Thursday  | Sparx Catch Up | Modern Britain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

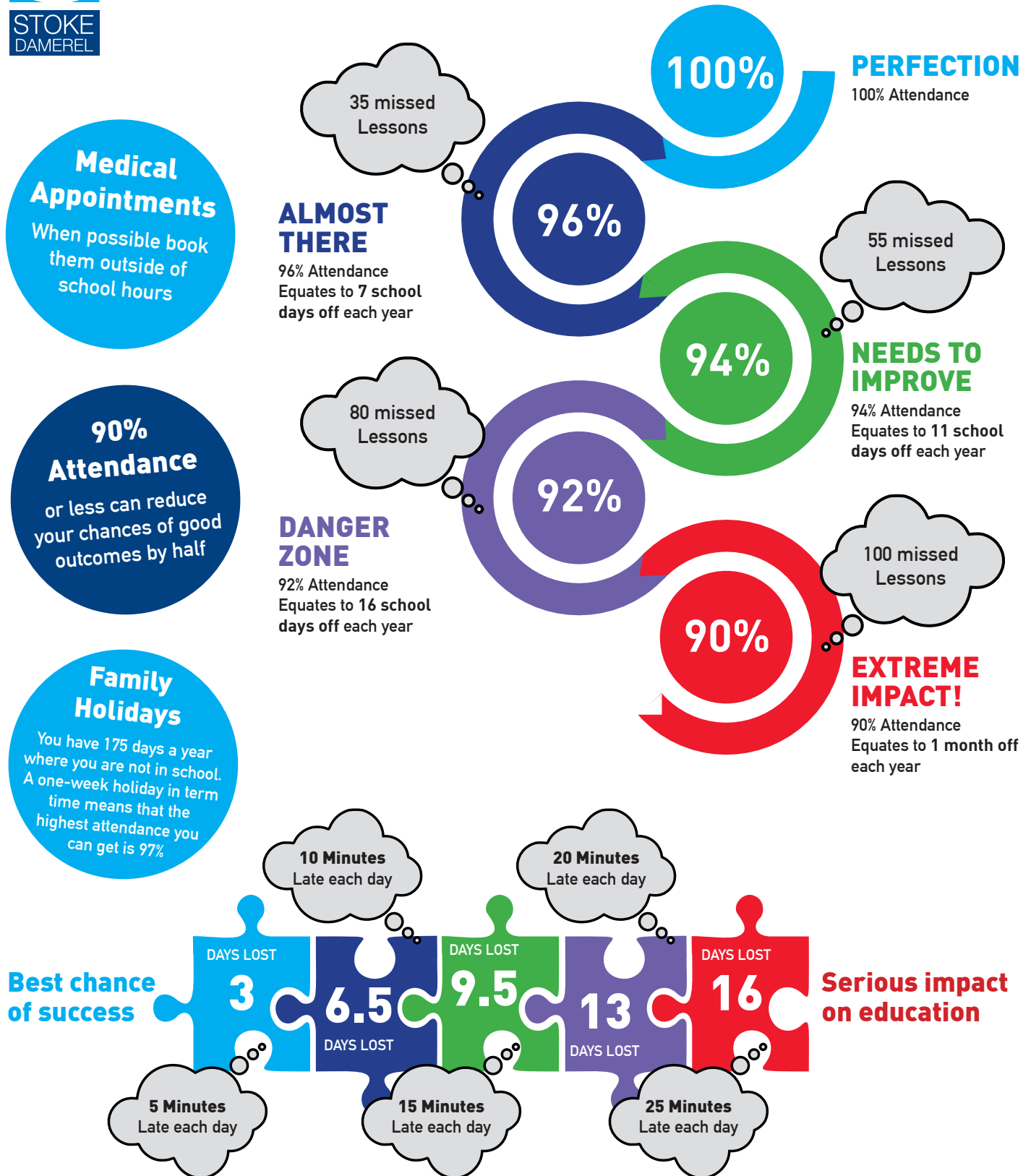
**FURTHER MATHS**  
*Who?* Year 11 (top maths sets only) |  
*Where?* Ma6  
*When?* After school (3-4pm)

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

Aspire ACHIEVE Thrive

# Attendance Matters

## #EVERYDAYCOUNTS



**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!**