

CURRICULUM BOOKLET 2026-27



**WORK
HARD
BE KIND**

YEAR 11 THE TERM AHEAD
for students, parents and carers


Be**World**Class

THE TERM AHEAD



*Dear Year 11 Students, 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

Welcome back to school! I hope you all had a restful, refreshing summer break and are returning with renewed energy. The entire staff team and I are genuinely thrilled to see our Year 11s back on campus as they step into what is undoubtedly one of the most exciting and significant milestones of their education.

This year is a unique chapter. As the senior students in the main school, our Year 11s set the tone, lead the culture, and serve as role models for everyone following in their footsteps. Beyond that, Year 11 is the culmination of years of hard work, personal growth, and dedication. It is the springboard to their next big steps—whether that is sixth form, college, or an apprenticeship.

Important Dates & Key Details

To help our students prepare early and build momentum, please note that Mock Exams will take place the week beginning 9th November. These assessments are a crucial opportunity for students to gauge their progress, refine their revision strategies, and gain valuable exam experience ahead of the summer.

Working Together

While the months ahead will require focus, kindness, and determination, students are not navigating this journey alone. We strongly believe that a close partnership between school and home is key to every student's success. If you have any questions, concerns, or need support at any point during the year, please do not hesitate to contact me directly at Jward@sdcc-smhc.net.

Take a deep breath, trust in your ability, and approach this year with confidence and ambition. Let's work together to make this final year their strongest, most rewarding one yet.

Welcome back, and let's have a fantastic year!

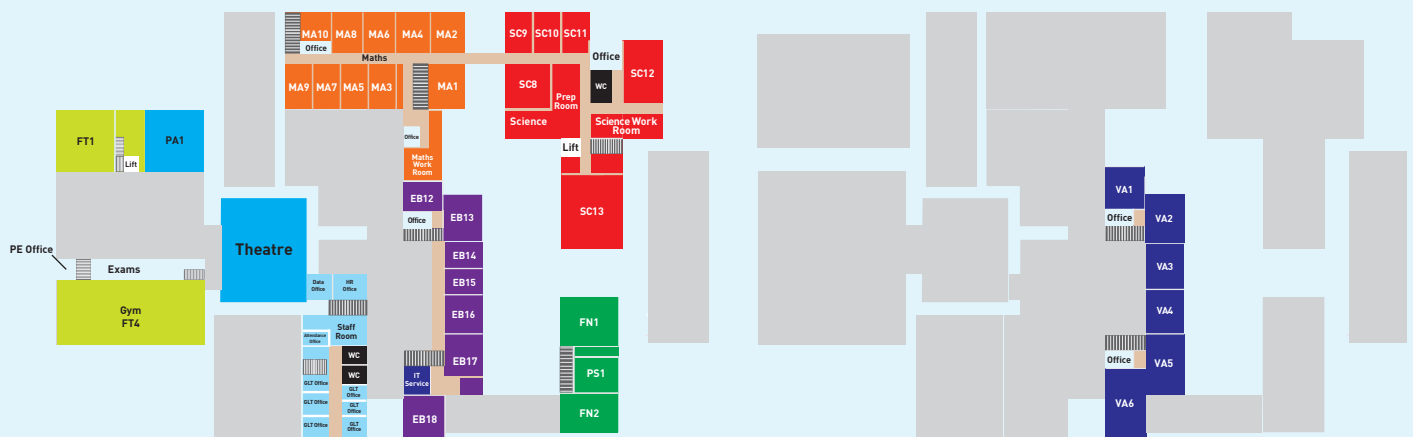
Kind regards,

Mr Ward
Head of Year 11

SDCC MAP



Second Floor



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	M Grainger (A), R Cousins (B)	EN3		116	D Dyer (A), S Hussey (B)	EN1
112	R Cousins (A), M Grainger (B)	EN7		117	B Chapman (A), R Unsworth (B)	EN5
113	D Henderson (A), B Sayer (B)	EN6		118	R Unsworth (A), B Chapman (B)	EN2
114	D Youlden (A), R Klesniks (B)	EN4		119	J Edwards (A), S Newmarch (B)	EN10
115	S Hussey (A), D Dyer (B)	EN8		120	S Newmarch (A), J Edwards (B)	EN9

CURRICULUM OVERVIEW

SDCC Year 11 Curriculum	TERM 1	
	HALF TERM 1	HALF TERM 2
Maths	Foundation: Students revisit their number skills by problem-solving with fractions, factors and multiples. They are also able to use their algebra to solve equations and simultaneous equations. Higher: Students are introduced to surds, and use their algebra skills to work with algebraic fractions. They learn how to solve more complex quadratic and simultaneous equations, and are introduced to Trigonometry in non-right angled triangles and circle theorems.	Foundation: Students are able to use their geometry skills to solve problems involving angles and are introduced to Trigonometry in right-angled triangles. They also consolidate their statistics understanding of different types of charts and graphs. Higher: Students learn how to use function notation and iterative processes, before being introduced to algebraic and geometric proof. They also investigate surface area and volume in similar shapes.
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 recapping Wolsey and teaching Cromwell. Followed by a recap of the Cold War	Germany 1919-39 beginning with a recap of the Weimar Republic and then teaching life in nazi Germany
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.

KEY DATES

Open Evening (Years 6-7)
Wednesday 16th September 2026

Year 11 Revision Evening
Wednesday 14th October 2026

Year 11 Parents Evening
Thursday 26th November 2026

DofE Presentation Evening
Tuesday 27th April 2027

CURRICULUM OVERVIEW

Computer Science	2.1 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. 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 learn how to use string manipulation techniques	2.3 Robust Programs Students will learn the techniques used to ensure programs are robust and can be maintained. They will learn the principles of defensive design and the importance of testing. Students will have experienced some of the good coding habits already through their practical coding experience. 2.4 Boolean Logic Students will investigate use of Boolean operators, will create logic diagrams from logic statements. Students will use truth tables to express the result of logic statements. Students will have experience of writing programs that make use of boolean operators through their practical coding experience. Practical Programming Students will explore file handling. MOCK Exam Students will complete a MOCK exam based on content covered so far.
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.	

CURRICULUM OVERVIEW

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
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.
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

CURRICULUM OVERVIEW

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.	
Sociology	Revision of Stratification - development of the theory of class and inequality	Revision of Crime and Deviance with a particular focus on the role of the Media, prisons and young offenders
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

CAROUSEL

What?

Following a successful launch in KS3 we will be moving part of Y10 homework over to Carousel.

Each week students will be required to complete one essay style question for their subject area, alongside some revision and self quizzing in Carousel.

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.

Students will still continue to complete Sparx homework for English, Maths and Science

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?

Homework will be set each Friday, and will be due the following Friday. Each year group has a recommended schedule included in their homework books to help space their work over the week.

Each quizzing homework will be between 8-12 questions, and should take no longer than 30 mins to revise and complete.

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

M Hussey

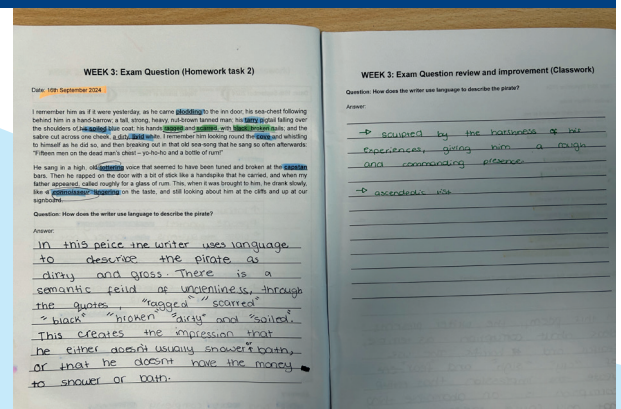
MHussey@sdcc-smhc.net

HOME LEARNING - KS4

Year 10 Homework Timetable

Monday	English Exam Question	English Sparx	Maths Sparx
Tuesday	Option A Exam Question	Science Carousel	Science Sparx
Wednesday	Option B Exam Question	Option A Carousel	Maths Sparx
Thursday	Option C Exam Question	Option B Carousel	Science Sparx
Friday	Science Exam Question	Option C Carousel	Catch Up Sparx

KS4 HOMEWORK EXAMPLE



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

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

DofE CLUB

Who? Years 9 & 10 (This is only open to
students who sign up for DofE 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

Medical Appointments
When possible book them outside of school hours

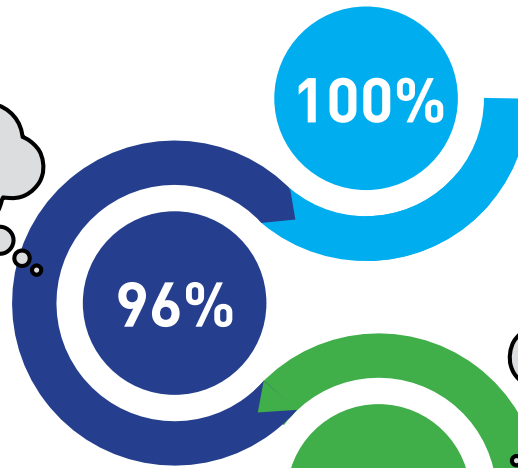
90% Attendance
or less can reduce your chances of good outcomes by half

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



100%

PERFECTION

100% Attendance

55 missed Lessons

94%

NEEDS TO IMPROVE

94% Attendance
Equates to 11 school days off each year

80 missed Lessons

92%

DANGER ZONE

92% Attendance
Equates to 16 school days off each year



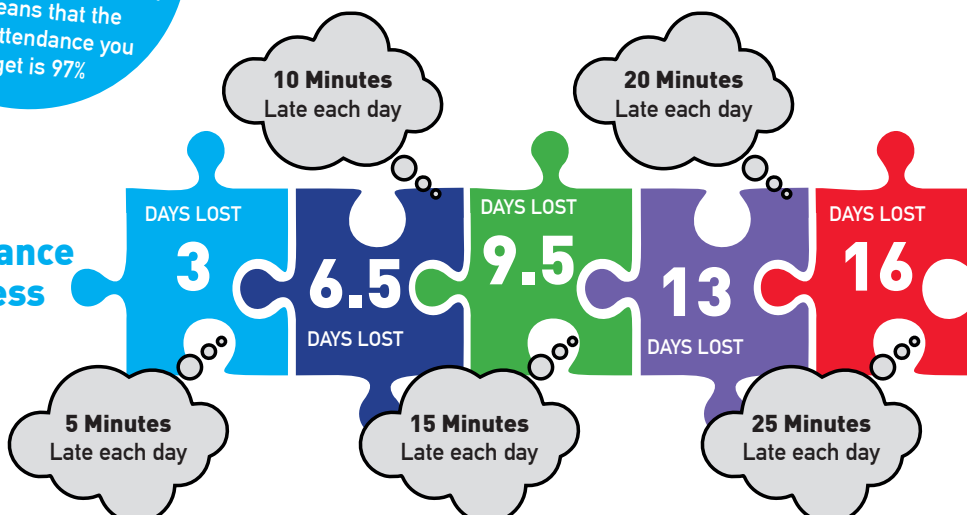
90%

EXTREME IMPACT!

90% Attendance
Equates to 1 month off each year

100 missed Lessons

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!