

CURRICULUM BOOKLET 2026-27



**WORK
HARD
BE KIND**

YEAR 10 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

Welcome back! I hope you and your families have had a wonderful and relaxing summer break. It has been fantastic to welcome our students back to school and, as Head of Year 10, I am incredibly excited about the year ahead.

Year 10 represents an important and exciting step in our students' journey at Stoke Damerel. After making their GCSE option choices, students are now beginning to study the subjects that will help shape their next steps and future aspirations. With that comes greater responsibility, independence and challenge, but also a huge amount of opportunity.

Our message to Year 10 this year is simple:

Work Hard. Be Kind. Be World Class.

We want every student to take pride in themselves, support those around them and approach their GCSE studies with ambition and determination. Being "world class" does not mean being perfect; it means setting high standards for yourself, responding positively when things are difficult and always looking for ways to improve.

There is plenty for Year 10 to look forward to during the year. Alongside their GCSE studies, students will have opportunities to get involved in the wider life of the college, including the opportunity to take part in the Duke of Edinburgh's Silver Award. This is a fantastic chance for students to develop their independence, teamwork, resilience and leadership skills while creating memories and experiences beyond the classroom.

We will also continue to encourage students to make the most of the wide range of extra-curricular clubs and activities available across the college. From sport and performing arts to creative activities, academic opportunities and other interests, there is something for everyone. Our Clubs Fair will give students the opportunity to find out what is available and discover something new to get involved with.

Most importantly, Year 10 is about making every day count. Good attendance, punctuality, positive behaviour and consistent effort will make an enormous difference as students progress through their GCSE courses. Our Year 10 team will be there throughout the year to celebrate successes, provide support when it is needed and encourage every student to fulfil their potential.

We are incredibly excited about what this year group can achieve. By working together as students, staff, parents and carers, I am confident that we can make Year 10 a positive, successful and memorable year.

Thank you, as always, for your continued support.

Work Hard. Be Kind. Be World Class.

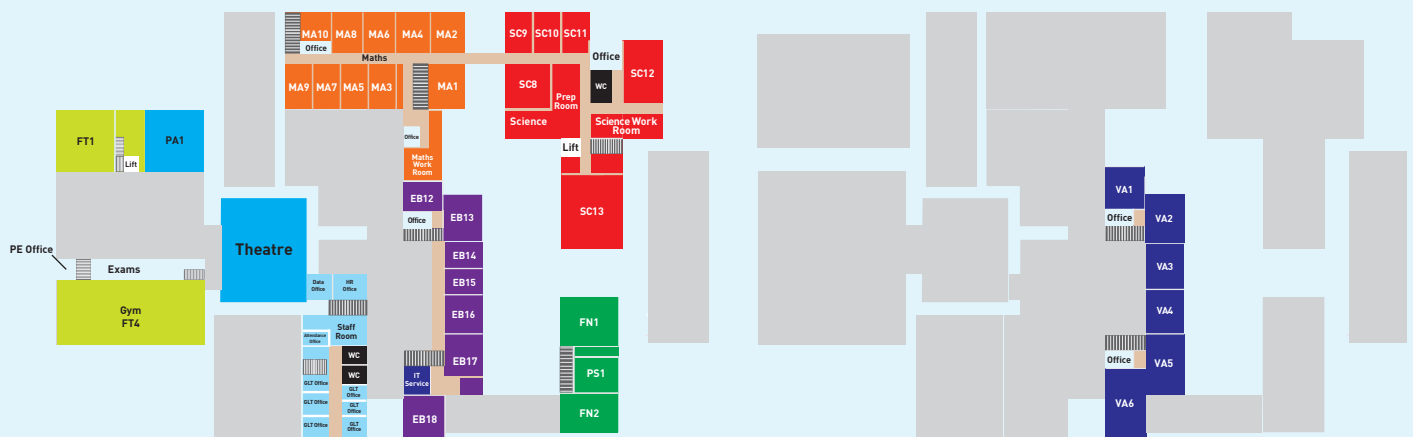
Warmest regards,

Mr Nevin
Head of Year 10

SDCC MAP



Second Floor



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

YEAR 10 TUTORS

Head of Year: Mr Nevin						
Tutor Group	Tutor	Room		Tutor Group	Tutor	Room
101	K Yates/A Gigg (A) M Bate (B)	Eb2		106	S Burroughs (A), H Crook (B)	Eb8
102	M Bate (A), K Yates/A Gigg (B)	Eb3		107	F Parker (A), L Gill (B)	Eb1
103	M Jones (A), L Foreman (B)	Eb5		108	L Gill (A), F Parker (B)	Eb4
104	L Foreman (A), M Jones (B)	Eb6		109	K Preshous (A), C Hashemi (B)	Eb10
105	H Crook (A), S Burroughs (B)	Eb7		1010	C Hashemi (A), K Preshous (B)	Eb11



GREENSHAW
LEARNING TRUST



Tutor Time

Reading Programme

YEAR 10

TITLE

AUTHOR

A Long Way Gone
Brave New World
Circe
Code Name Verity
Flowers for Algernon
Great Expectations
Hamnet
Hitchhiker's Guide to the Galaxy
I Am Legend
Long Walk to Freedom
Never Let Me Go
Saint Death
Sophie's World
The Great Gatsby
The Help
The Kite Runner
The Strange Case of Dr. Jekyll and
Mr. Hyde

Ishmael Beah
Aldous Huxley
Madeline Miller
Elizabeth Wein
Daniel Keyes
Charles Dickens
Maggie O'Farrell
Douglas Adams
Richard Matheson
Nelson Mandela
Kazuo Ishiguro
Marcus Sedgwick
Jostein Gaarder
F.Scott. Fitzgerald
Kathryn Stockett
Khaled Hosseini
Robert Louis Stevenson

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

CURRICULUM OVERVIEW

SDCC Year 10 Curriculum	TERM 1	
	HALF TERM 1	HALF TERM 2
Maths	Students begin by deepening their percentages understanding by looking at repeated percentage change and interest. They then further develop their geometry skills by revisiting surface area and volume of 3D shapes, including more complex shapes.	Students learn how to solve linear simultaneous equations, and also how to rearrange more complex formulae, before being introduced to trigonometry in right-angled triangles. They also revisit their learning of constructions, before applying this to finding loci.
English Language & Literature	Language analysis - students read a variety of fiction and non-fiction extracts in preparation for English Paper 1. Students will also look at some conflict poetry in preparation for Literature Paper 2.	'A Christmas Carol' by Charles Dickens. Students consider the context of Victorian London, themes such as transformation and redemption and social responsibility.
Combined Science	Biology: Cell division and DNA, Chemistry: Types of Bonding Physics: Electrical circuits and current.	Biology: Structure of the heart and lungs Chemistry: Crude oil and fuels Physics: Resistance in circuits
French	The big wide world Describing holidays and travel.	From the town to the countryside Describing towns and regions.
Geography	The Living World Ecosystems, ponds, tropical rainforests, causes and impacts of deforestation (Malaysia). Students learn about key complex interactions in the natural world which work together to create awe-inspiring natural beauty. Students consider sustainable approaches to the use of the rainforest, and cultural capital is built as they debate the advantages and disadvantages of deforestation.	The Living World Characteristics of cold environments, plant and animal adaptations, economic opportunities and challenges in cold environments. Students learn about key complex interactions in the natural world which work together to create awe-inspiring natural beauty. Locational knowledge is developed as students study Svalbard, in the Arctic Circle.
History	Crime and Punishment from 1250 to 2000. Looking at the changing nature of crime and punishment over the four time periods; Middle Ages, Early Modern, Industrial and Modern.	This term picks up with the same theme of Crime and punishment 1250-2000 but this time focusing on the development of law enforcement. Again focusing on the four time periods

CURRICULUM OVERVIEW

Art	Urban Structures is used as a theme for the year 10 work. A brief History of Architecture is explored first, looking at basic drawing skills and producing a series of studies of parts of buildings, throughout history, in different materials.	Students then look at various artists and explore the materials and techniques they used to develop their skills and produce creative outcomes for their coursework. Ian Murphy - Mixed media, pen & ink. Lucy Jones - Mixed media and monoprinting.
Computer Science	1.1 System Architecture Students will learn about the purpose of the CPU, common CPU components and the components of the Von Neumann architecture. They will learn about the factors that affect CPU performance and investigate the characteristics of embedded systems. Practical Programming Students will learn how to write algorithms to perform input and output operations and will learn how to use subroutines to structure their code effectively.	1.2 Memory and Storage Students will begin by investigating the difference between primary storage (memory) and secondary storage (storage). Students will investigate the differences between RAM and ROM and how virtual memory is used in computing systems. Students will begin to investigate the common types of storage (Optical, Magnetic and Solid-State) and their characteristics. Students will learn about the units of storage (bits, bytes, kilobytes, etc) and how to convert between these units of storage. They will then investigate how data is encoded and stored as binary in computer systems. This will include numbers, characters, images and sound. Students will investigate how compression is used and the difference between lossy and lossless compression. Practical Programming Students will learn how to use selection statements, with an introduction to boolean operators. 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

IT	Component 1A Investigate user interface design for individuals and organisations: - User interfaces - Audience needs - Design principles - Designing an efficient user interface	Component 1B Use project planning techniques to plan and design a user interface - Project planning techniques - Creating a project proposal and plan - Creating an initial design
Drama	Comp 1: Looking at genres and styles through a range of professional repertoire including The Curious Incident of the Dog in the Night-time, with a focus on Frantic Assembly's physical theatre approach. Students will develop their understanding of roles within the performing arts and how the various disciplines unite to create a production. Supporting evidence: Portfolio doc and practical workshops	Comp 1: Looking at genres and styles through a range of professional repertoire including Frankenstein with a focus on Stanislavski's naturalistic approach. Students will develop their understanding of roles within the performing arts and how the various disciplines unite to create a production. Supporting evidence: Portfolio doc and practical workshops
Food Technology/ Catering	To know how the Hospitality and Catering provision operates. To understand the different sectors of the industry. To know the different types of food service. To look at job roles within the industry.	To understand contracts, holiday and sick pay. To know the types of costs that a business would have. To evaluate the importance for a commercial business to manage finances correctly. To explain how menu planning is linked to helping the environment. To be able to explain the advantages and disadvantages of different types of technology within the hospitality and catering sector
Music	Btec Music - Component 1 Students look at a variety of genres and select 4 to research in detail. The brief set by Btec also includes a composition task, in which all students must compose 3 x 60 second pieces in response to their preferred genres they have researched in component 1.	
PE and Health	Discovering the importance of components of fitness and how body systems work during sport and activity.	Explore what is required to be able to prepare participants to take part in physical activity
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.	RSHE students will focus on the Human Rights and Social Justice taking into account the religious views of Christianity and Islam. Students will explore the attitude to wealth, exploitation of the poor and look at the judiciary system/laws on how criminals are treated.

CURRICULUM OVERVIEW

Business	Students begin with understanding how business ideas come about through Dynamic Nature of Business before looking at the Risk and Reward. The attention then turns to understanding the Role of Business Enterprise and how to identify Customer Needs	Investigation into the importance of businesses carrying out Market Research and identifying market segmentation. Students needs focus around the competitive environment. Students then learn about financial and non financial objectives for starting up a business. Attention then focuses on understanding the financial aspect of running a business.
Health and Social Care	Btec L1/2 Tech Award - In year 10 students on the new specification will complete their first assessment for Component 1, which involves completing set tasks which are marked by teachers but moderated by the exam board.	In this half term students will continue to work on their PSA tasks improving them after they have had an initial mark by their teacher. In December they will start lessons on Component 2 they will explore health and social care services.
Media	Media Sectors, Forms and Purpose; Categorising Audiences; Audience Theories;The relationship between media products, their purpose and audience; narrative theories;Moving Image texts; Print Media; Interactive Media	Film language, media production and narrative theories applied to media texts; Genre and Representation theories; Comparative analysis of 2 moving image texts, 2 print media texts and 2 interactive media texts
Photography	Introduction to Photography - Whilst exploring the formal elements of Photography. The students will gain an understanding of basic camera skills and exploring digital and manual editing.	
Religious Studies	GCSE Paper 2 Thematic Studies of Theme A: Religion, Relationships and families. Studying human sexuality, the role and purpose of the family, marriage and divorce. Studying the religious views of Christians and Muslims within this theme.	GCSE Paper 2 Thematic Studies of theme E: Religion, Crime and Punishment. Studying Good v Evil; types of crime as well as reasons for crime. The aims of punishment and forms of punishment used in the UK. Students will study suffering and the causes of suffering to others. The treatment of criminals in our justice system and the death penalty - how effective is it? Studying the religious views of Christians and Muslims within this theme.

CURRICULUM OVERVIEW

Travel and Tourism	Component 1A: Travel and Tourism Organisations and Destinations. In this component, students will investigate travel and tourism organisations, their aims and how they work together.	Component 1B: Students will also explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes. Students will complete a piece of coursework on one specific destination.
Spanish	Module 3: My identity - describing people	Module 3: My family - describing family relationships

KEY DATES

Open Evening (Years 6-7)
Wednesday 16th September 2026
Year 10 Parents Evening
Thursday 14th January 2027
DofE Presentation Evening
Tuesday 27th April 2027

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

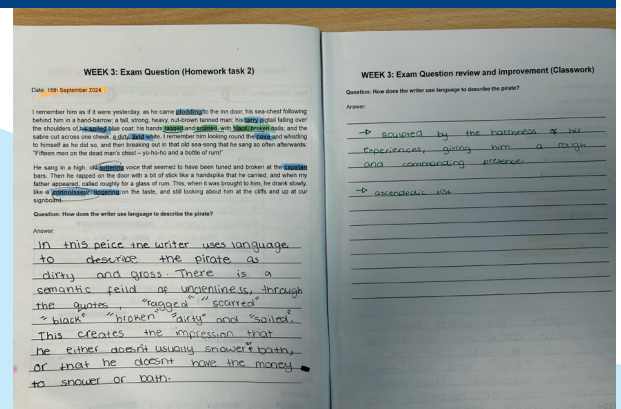
MHussey@sdcc-smhc.net

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 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

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

OVER
40
CLUBS

WORK
HARD
BE KIND

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

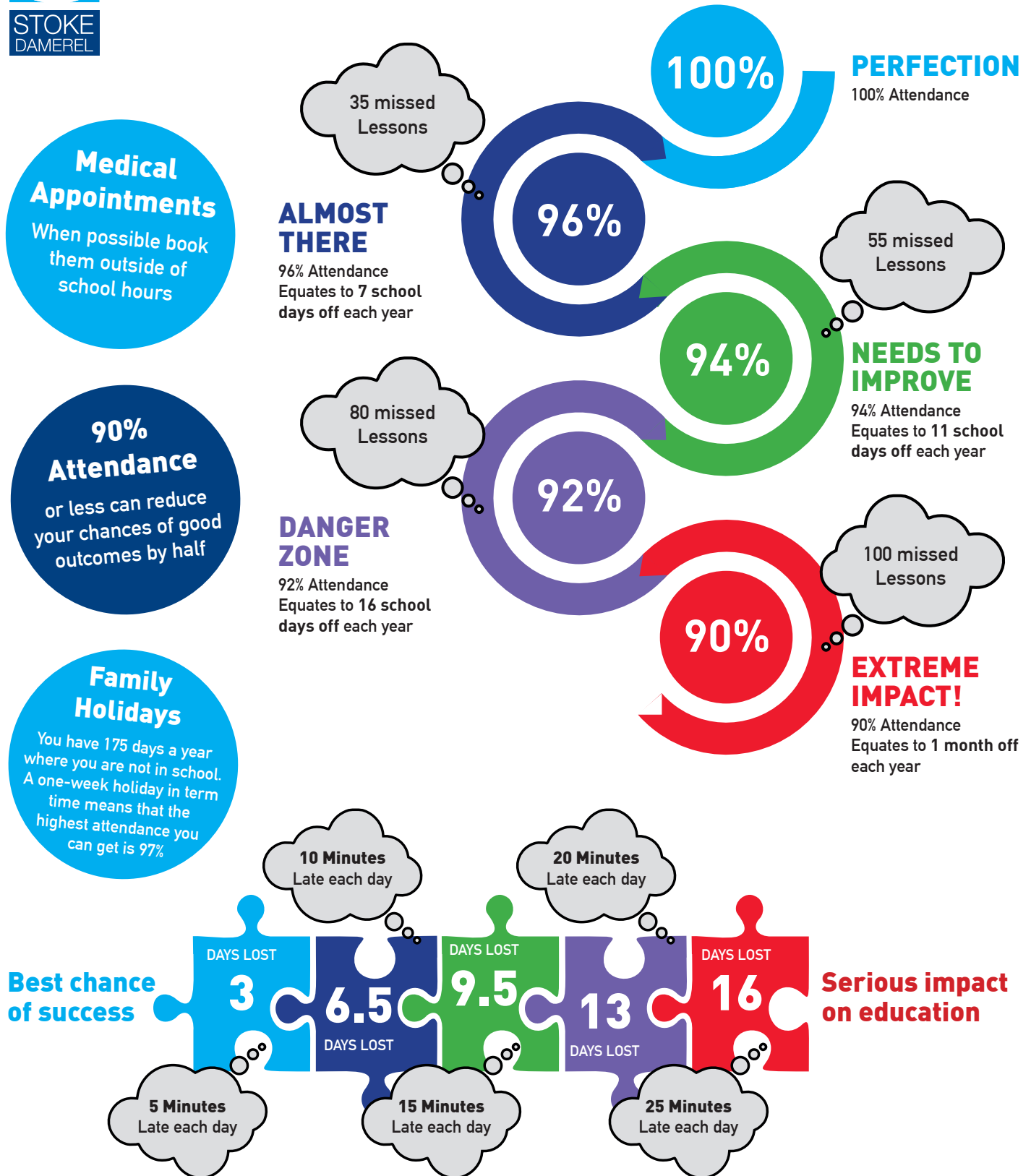
KEYBOARD CLUB

Who? All years | *Where?* PA3

When? Week B - Break B

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!