

CURRICULUM BOOKLET 2024-25



Aspire ACHIEVE Thrive

OUR SCHOOL VALUES

YEAR 9 THE TERM AHEAD
for students, parents and carers

THE TERM AHEAD



Welcome to our second curriculum newsletter. The purpose of these is to provide you, as parents and carers, with an overview of what your child will be learning in the term ahead.

As we approach the end of the Autumn Term, we celebrate the progress our students have made in relation to their learning. Staff have been busy continuing to review and adapt the curriculum to ensure we strive for a World Class learning experience. For example, despite extensive work to develop our sports facilities (which will provide us with some of the best in the City), students have continued practical sessions utilising space at Central Park; in Science, children have been undertaking more practical experiments to enhance their understanding; in English, teachers have been planning new material and poems; in Visual Arts, learners have explored clay, colour, shape and form; in Performing Arts, musicians have been performing a range of musical styles and music technology, with Year 11 performing a live gig at Livewire in Saltash; and so much more! At all times, our fantastic learners have thrown themselves into the task at hand and we have been really impressed with their efforts.

The Spring Term is also looking to be particularly exciting. Year 7 are off to the Theatre Royal to watch the panto; in music, we're exploring whole-class brass lessons; students will be programming in Computing; Geography have planned fieldwork for each year group; we have external visitors booked to run workshops; and we are in the process of incorporating World Class Virtual Reality into our curriculum - more information will follow soon! As well as all of this, we continue to be leaders across the City and Country for our completion rates on Sparx. Well done everyone!

This really is an exciting time, with further plans in motion to continue to provide enriching opportunities for our students.

We hope you all have an enjoyable and restful Christmas break.

Mr Oakes
Head of School

As we draw this term to a close, I would like to take a moment to reflect on the fantastic progress we have seen from our Year 9 students. It has been inspiring to see them return with such a positive attitude toward their learning, demonstrating both commitment and enthusiasm in their studies.

Looking ahead to the new term next year, we are excited to continue building on this momentum. Establishing and maintaining good study habits will remain an important focus, and we encourage all students to manage their time effectively, ensuring they complete homework tasks that support and enhance their classroom learning. Year 9 students will also have the opportunity to select their GCSE pathway, which they will follow in year 10 and 11.

In addition to academic achievement, personal development plays a crucial role in a well-rounded education. Balancing schoolwork with extracurricular activities not only fosters new skills but also helps students build confidence and resilience. Stoke Damerel offers a wide range of clubs, sports, and other opportunities, and we encourage students to actively participate in these programs.

As always, your support at home is invaluable in helping students achieve their full potential. Together, we can ensure they continue to thrive academically and personally in the term to come.

Wishing you a restful and enjoyable break, and we look forward to welcoming our Year 9 students back in the new term.

Mrs Bevin
Head of Year 9

KEY DATES

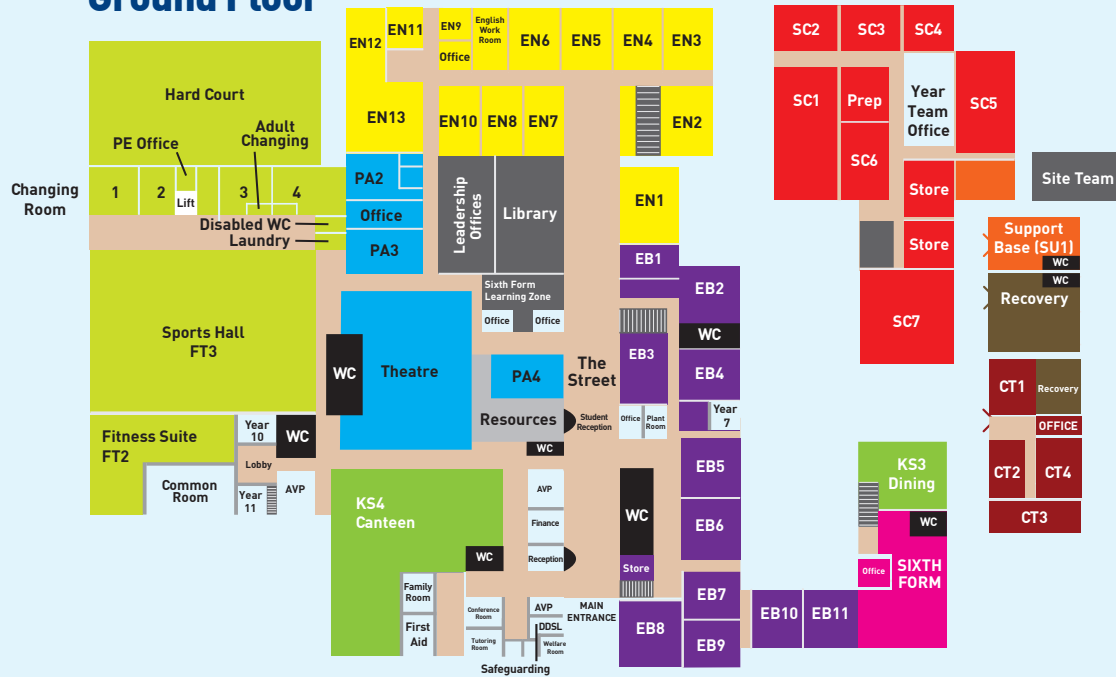
Monday 6th January
Back to School

Tuesday 11th, Wednesday 12th,
Thursday 13th February
Oliver JR Performance

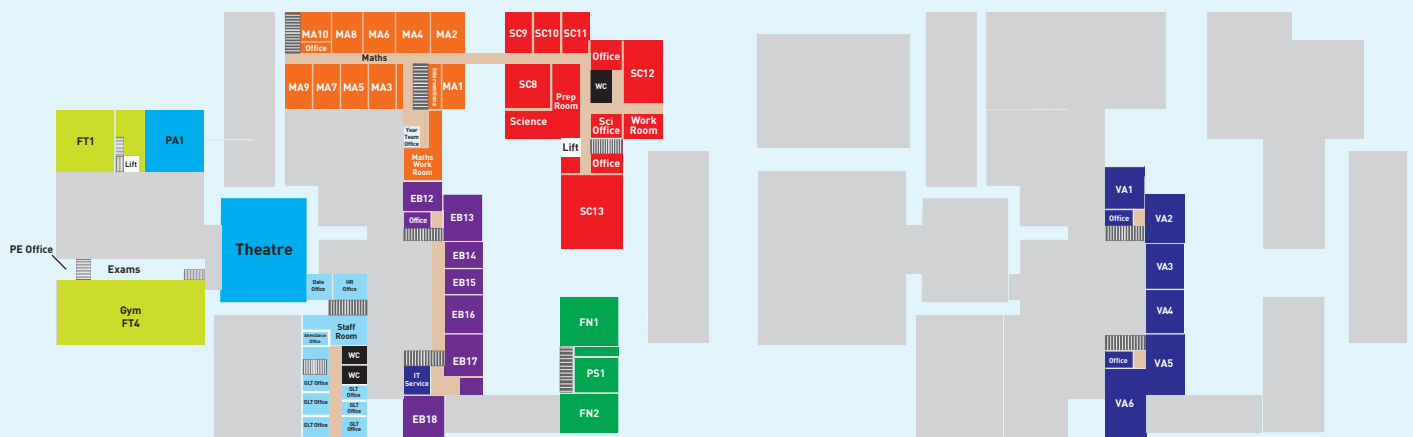
Thursday 27th February
Year 9 Parent and Option Evening

Tuesday 25th March
DofE Presentation Evening

SDCC MAP



Second Floor



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

YEAR 9 TUTORS

Head of Year: Mrs Bevin						
Tutor Group	Tutor	Room		Tutor Group	Tutor	Room
91	K Laidler	MA2		97	B Plumpton	MA4
92	M Skeemer	MA10		98	L Gill/N Radford	EN2
93	M Jones	MA5		99	K Yates/A Gigg	MA8
94	F Parker/A Collins	MA9		910	S Green	MA7
95	R Unsworth	MA3		911	K Prehous	MA6
96	D Hatherley	MA1				






Tutor Time Reading Programme

YEAR 9

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

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




CURRICULUM OVERVIEW

SDCC Year 9 Curriculum	TERM 2	
	HALF TERM 3	HALF TERM 4
Maths	Students develop their data analysis and statistical awareness through study of averages, probability and data presentation. These skills have professional applications and students are taught to understand inference and bias	Students expand their algebraic vocabulary through becoming confident at manipulating, solving and simplifying. These skills are applied to graphs and this continues the earlier taught skills of inference and understanding
English Language & Literature	Unit 8: Dystopia To understand how writers have exploited ideology and manipulated mindsets in order to explore our deepest fears of the future whilst studying George Orwell's 'Nineteen Eighty-Four.'	
Science	Biology: Health and disease Chemistry: Atmospheric pollution	Biology: Non-communicable diseases Chemistry: The Earth's atmosphere Physics: Energy stores and transfers
French	My family and me Introduction to basic French culture and pronunciation. Students will learn to talk about relationships with family members and discuss positive relationships. Students will start to talk about role models and who they admire.	
Geography	River processes and landforms Fluvial processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found in rivers. An understanding of the interactions between natural processes is developed.	Rivers Causes of flooding, flood hydrographs, hard and soft engineering. Students further consider the interactions between human and physical processes as the natural processes of rivers interact with the human process of urbanisation. Sustainable futures are considered in flood management and environmental design and cultural capital is built through the consideration of the real effects of flooding in the Somerset Levels.
History	An introduction to the Cold War 1943-61 - this looks at how the Cold war develops, the causes and consequences	This term builds on the introduction to the Cold war by focusing on its main flashpoints

CURRICULUM OVERVIEW

Art	<p>Many artists explored printmaking as a medium. Students look at these techniques, Andy Warhol and monoprinting; Shepard Fairey with mixed media and screenprinting.</p>	<p>Artist and photographer, Paul Rankin is then used as inspiration for a series of manual edits, exploring popular culture and it's link with the arts.</p>
Computing	<p>Ethics in Computing Following on from their topic on Cyber Security, learners will begin to explore some of the ethical considerations around Computing.</p> <p>Assessment Point 1 Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered in Term 1</p>	<p>Spreadsheets and Data Science Students will use a range of spreadsheet tools to analyse and present data effectively.</p>
Drama	<p>Silent Movies and Physical Theatre: Developing grotesque exaggerated storytelling skills which use non-verbal skills to tell a story to music. Building into an understanding of Physical comedy</p>	<p>Silent Movies - continues</p>
Food Technology/ Catering	<p>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.</p>	<p>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 you have made.</p>
Modern Britain	<p>Religion, Crime and Punishment - We understand the reasons for wars and why greed, self defence and retaliation can be seen as good or bad reasons. We describe weapons of mass destruction and the impact of them to countries and individuals around the world. We study the Just War theory and how it came about - the relevance of the theory today and whether it is a good way to justify going to war with another country</p>	<p>Religion, Peace and Conflict - We understand what is violence and what is protesting and the importance of a peaceful protest in our society. We look at world wars and the reasons for them, looking at greed, self defence and retaliation. Students will study responses to war and pacifism.</p>

CURRICULUM OVERVIEW

Music	<p>Ukulele Ensemble Musicianship - Students are encouraged to strum using a variety of rhythms, but use a pick or plectrum should they need support. After developing their knowledge of the 4 chords, students return to 'Shake it off', by Taylor Swift to play the same song, but on a different instrument.</p>	<p>Listening and Appraising - Students return to the final part of their listening skills by continuing to be exposed to range of Musical Genres. Students will also be exposed to watching Musical performances and identifying what they can see.</p>
PE and Health	<p>Combining Sport Specific training methods and exercises Develop attacking and defending tactical principles</p>	<p>Explore exercise intensity and the principles of training Compare skills and describe how they connect through physical activities</p>
PSE/RSE	<p>Sex, The Law and Consent: Sexual Consent, FGM and the Law, Relationships and Partners</p>	<p>Sex, The Law and Consent: Why Have Sex?, Delaying Sexual Activity</p>
Textiles	<p>Icons: Developing research and analytical skills to form opinions by exploring the work of Textile artist Victoria Villasana. Students will be able to choose their own icon which will inform the rest of their project and made personal to them. They will learn the new techniques of image transfer and removal.</p>	<p>Icons (Part 2): Students will personalise their icons by exploring a range of techniques inspired by the textile artist Victoria Villasana as well as taking inspiration from their icon to create a textile portrait using hand embroidery, machine embroidery and developing their embellishment techniques to complete their outcomes.</p> <p>(The project will run for one term and then groups will rotate to a new technology subject)</p>
Media	<p>Film Production and Advanced Video Editing. Use of camera in moving image productions. Advanced film analysis including mise-en-scene (visual film language), sound and genre.</p>	
Spanish	<p>My Idol: Students will learn to talk about relationships with family members and discuss positive relationships. Students will start to talk about role models and who they admire.</p>	

HOME LEARNING - KS3

EVERY MOMENT
MATTERS

WE ARE
#TEAM SDCC

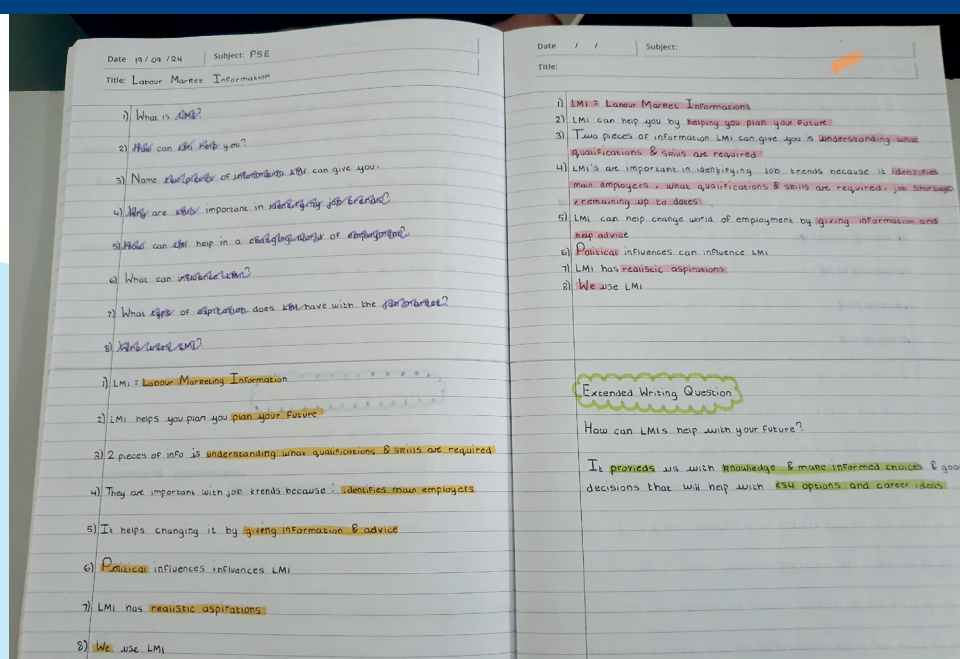
	Online HW	Written HW
Monday	Sparx Maths	Geography
Tuesday	Sparx Science	History
Wednesday	Sparx Reader	Languages/Literacy
Thursday	Sparx Catch Up	Modern Britain
Friday	Sparx Catch Up	Computing

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

SPRING 2025



EVERYDAY

BREAKFAST CLUB

Who? All Years | *Where?* KS4 Canteen
When? 7.45am

FOOTBALL

Who? All years | *Where?* Sports hall
When? Before School

CAMPUS RADIO

Who? All Years | *Where?* TBC
When? Break A & B

MONDAY

ROCK CLUB

Who? KS3 | *Where?* PA2
When? 3-4pm

SIGN LANGUAGE

Who? All Years | *Where?* GF01
When? Break A

PRODUCTION DANCE

Who? All years | *Where?* PA1
When? 3.10-5pm

MONDAY & FRIDAY

BENCH BALL

Who? All Years | *Where?* Sports Hall
When? Break A

GUITAR/DRUM LESSONS

Who? All Years | *Where?* TBC
When? All Day

MONDAY, TUESDAY & FRIDAY

BASKETBALL

Who? All years | *Where?* Sports Hall
When? Break B

TUESDAY

NETBALL

Who? Years 7, 8 & 9 | *Where?* Courts
When? 3.10-4pm

BOYS FOOTBALL

Who? Years 7 & 8 | *Where?* Sports Hall
When? 3.10-4pm

CONTEMPORARY MUSIC CLUB

Who? KS4 Musicians (on BTEC course)
Where? PA2
When? 3-4pm

COOKING CLUB

Who? Years 7 & 8 | *Where?* Fn1
When? 3-4pm

TEXTILES: DIY FASHION

Who? All years | *Where?* VA2
When? 3.10-4pm

ECO COUNCIL

Who? Years 7-13 | *Where?* EB15
When? Break B

PRODUCTION ACTING

Who? All years | *Where?* Theatre
When? 3.10-5pm

MODERN BRITAIN

Who? Years 7-13 | *Where?* EB10
When? 3.10pm - 4pm

POKEMON

Who? All Years | *Where?* CT1
When? Break B

LGBTQIA+ CLUB

Who? All Years | *Where?* EN2
When? Break B

TUESDAY & WEDNESDAY

FITNESS (FT1)

Who? Years 7 & 8 | *Where?* FT1
When? 3.10-4pm

TUESDAY & THURSDAY

BADMINTON

Who? All years | *Where?* Sports Hall
When? Break A

TUESDAY, WEDNESDAY & THURSDAY

FITNESS SUITE

Who? Year 9 & 10 | *Where?* Fitness Suite
When? 3.10-4pm

WEDNESDAY

NETBALL

Who? Years 8, 9 & 10 | *Where?* Courts
When? 3.10-4pm

GIRLS FOOTBALL

Who? Years 7 & 8 | *Where?* Sports Hall
When? 3.10-4pm

NEEDLE POINT

Who? All years | *Where?* Ma9
When? 3-4pm

ART AND CLAY CLUB

Who? All years | *Where?* VA3
When? 3.10-4pm

PHOTOGRAPHY CLUB

Who? All years | *Where?* VA1
When? 3.10-4pm

PRODUCTION SINGERS

Who? All years | *Where?* PA2
When? 3.10-4.30pm

BRONZE DofE CLUB

Who? Year 9 - those that signed up to the award in September |
Where? KS3 Canteen
When? (Week B) After school

SILVER DofE CLUB

Who? Year 10 - those that signed up to the award in September |
Where? KS3 Canteen
When? (Week A) After school

PARAGON MATHS

Who? All years | *Where?* MA5
When? 3.10-4pm

THURSDAY

DODGEBALL

Who? Years 7, 8 & 9 | *Where?* Old Gym
When? 3.10-4pm

KEYBOARD CLUB

Who? All years | *Where?* PA2
When? 3-4pm

BOYS FOOTBALL

Who? Years 9 & 10 | *Where?* Sports Hall
When? 3.10-4pm

STEAM

Who? All years | *Where?* CT1
When? 3.10pm-4pm

PRODUCTION ACTING

Who? All years | *Where?* Theatre
When? 3.10-5pm

PRODUCTION DIGITAL

MARKETING

Who? All years | *Where?* CT3
When? 3.10pm-4pm

MEDIA CLUB

Who? Years 7 - 10 | *Where?* VA5
When? 3.10-4pm

LGBTQIA+ CLUB

Who? All Years | *Where?* EN2
When? Break B

MEDICS AND DENTISTS

Who? Any Year 12 looking to apply to Medicine/Dentistry | *Where?* TBC
When? 3.05-4pm

CHESS CLUB

Who? Years 7-11 | *Where?* Ma7
When? 3:05-4pm

KEYBOARD LESSONS

Who? All Years | *Where?* TBC
When? All day

FRIDAY

FURTHER MATHS

Who? Year 11 set 1s only
Not open to new members sorry!
Where? FF05
When? 3-4pm

BOOK CLUB

Who? KS4/ 5 | *Where?* GF02
When? Break A

ROCK CLUB

Who? KS4 | *Where?* PA2
When? 3-4pm

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

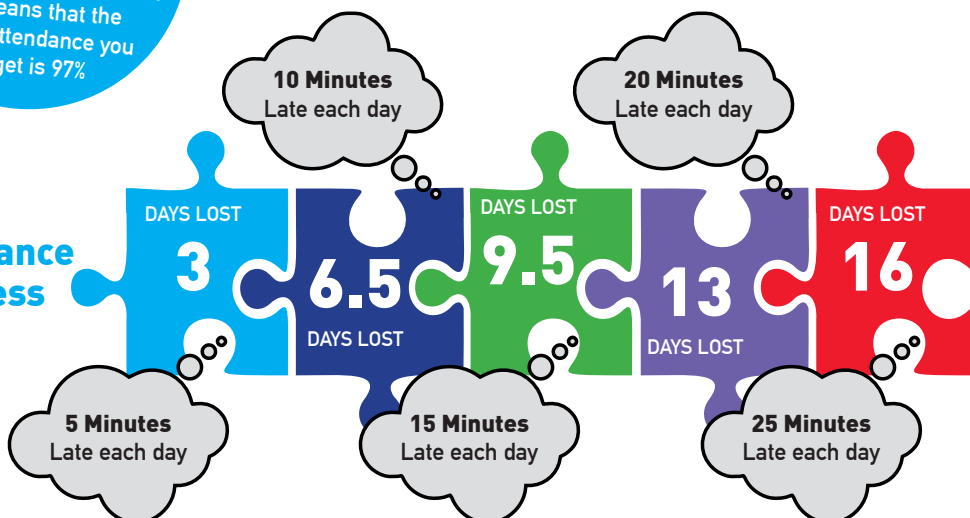
100 missed Lessons

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!