

# CURRICULUM BOOKLET 2025-26



*OUR SCHOOL VALUES*

# Aspire ACHIEVE Thrive

**YEAR 10 THE TERM AHEAD**  
for students, parents and carers

# THE TERM AHEAD

Dear Parent/Carer,

## **End of Term Curriculum Newsletter – Spring Term**

As we come to the end of a highly successful Spring Term, I would like to take this opportunity to celebrate the many achievements of our students and staff, and to reflect on the breadth, ambition, and impact of our curriculum.

This term has been characterised by a strong and deliberate refocus on high standards and expectations across all aspects of school life. It has been particularly pleasing to see students rising to these expectations—demonstrating excellent learning behaviours, pride in presentation, and a clear commitment to their studies.

A key highlight of the term was our outstanding Campus production of High School Musical. This was a truly memorable event, showcasing the exceptional talent, confidence, and teamwork of our students. The dedication shown by both cast and crew reflects the strength of our performing arts provision and the importance we place on creativity within a broad and balanced curriculum.

Our commitment to STEAM has also been evident through the success of our students in the **STEAM Lego League**. Students demonstrated impressive levels of innovation, collaboration, and problem-solving as they tackled complex engineering challenges. These experiences are vital in developing the skills and dispositions required for future success in an increasingly technological world.

Sport continues to play a significant role in school life, and we are proud of the many successes achieved in fixtures this term. Students have represented the school with determination, resilience, and respect, achieving excellent results across a range of sports. These opportunities contribute greatly to students' personal development and sense of belonging.

This term has also marked the successful launch of our **Character Curriculum**, a key milestone in our journey towards becoming a world-class school. Through this initiative, we are explicitly teaching and recognising the personal qualities that enable students to thrive—such as resilience, integrity, leadership, and kindness. This sits alongside our academic provision to ensure that students are fully prepared for life beyond school.

In addition, we have strengthened our focus on literacy and the fundamentals of learning. The successful rollout of **Lexia** for Year 7 students has already begun to support improvements in reading accuracy, comprehension, and confidence. In Year 8, there has been a renewed emphasis on handwriting and presentation, reinforcing the importance of pride in work and clarity of communication across all subjects.

For our examination year groups, this term has been particularly important. Year 11 and Year 13 students have approached their mock examinations with maturity and determination, demonstrating their readiness for the challenges ahead. These experiences have provided valuable preparation as they now move towards their final examinations in the Summer Term, and we are confident that their hard work will translate into success.

As we look ahead to the Summer Term, we remain ambitious for every student. We will continue to build on our high expectations, support students through key assessment points, and provide a wide range of enrichment opportunities, including trips, events, as well as Work Experience. Our aim remains clear: to provide a truly world-class education that equips every student with the knowledge, skills, and character to succeed.

Thank you for your continued support. Together, we are building a culture of excellence that enables all of our students to flourish.

Have a lovely Easter.

Yours faithfully,

**Mr Oakes - Head of School**

As we reach the end of another busy and productive term, I would like to extend my thanks for your continued support.

It has been a very positive term for our Year 10 cohort. I have been particularly impressed by the way students have approached school life, showing commitment to their studies, a positive attitude, and increasing maturity as they progress through the year.

Year 10 students also took part in the Careers Fair, where they engaged extremely well with visiting employers. The feedback received was very encouraging, with many students praised for their enthusiasm and professionalism. This experience has been an important step as they begin to think more seriously about their future pathways.

Students involved in the university mentoring programme have also been recognised for their effort and commitment. The feedback has highlighted their ambition and willingness to develop both academically and personally.

I would also like to acknowledge the contributions of our netball team this term. Their dedication, teamwork, and pride in representing the school have been excellent to see.

Behaviour across the year group continues to be strong, with students demonstrating respect, responsibility, and a positive presence around the school site.

As we approach the Easter break, I encourage all students to take the opportunity to rest and recharge ahead of the summer term.

Looking ahead, we are excited to support students as they begin to secure work experience placements and take part in sports leader events, both of which will play an important role in their personal development.

Students will return to school on Monday 20th April 2026. Please ensure they arrive in full school uniform and fully equipped for learning.

Thank you once again for your continued support. I hope you and your families have a restful and enjoyable break.

I look forward to welcoming Year 10 back next term and building on what has already been a successful year.

**Miss Kay - Head of Year 10**

## Ground Floor

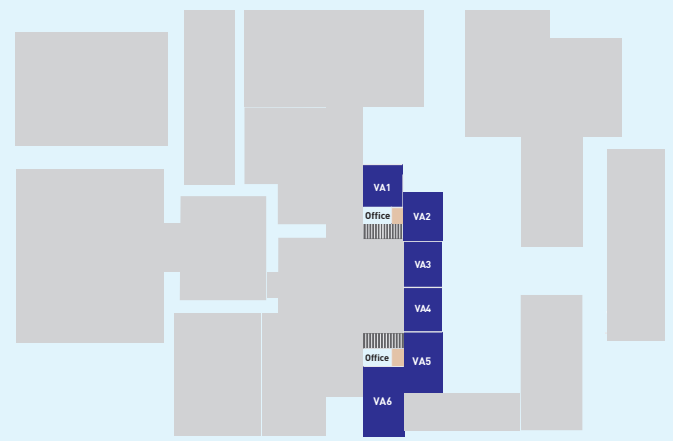


## SDCC MAP

## 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 10 TUTORS

Head of Year: Miss Kay					
Tutor Group	Tutor	Room	Tutor Group	Tutor	Room
101	H Crook	EB2	106	S Burroughs	EB8
102	K Yates/A Gigg	EB3	107	T Stacey	EB1
103	M Bate W (J Fisher)	EB5	108	L Gill W (I Lau)	EB4
104	L Foreman	EB6	109	C Smith	EB10
105	M Jones	EB7	1010	K Prehous	EB11



**GREENSHAW**  
LEARNING TRUST



## Recommended Reads

# YEAR 10

### TITLE

### AUTHOR

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A Long Way Gone	Ishmael Beah
Brave New World	Aldous Huxley
Circe	Madeline Miller
Code Name Verity	Elizabeth Wein
Flowers for Algernon	Daniel Keyes
Great Expectations	Charles Dickens
Hamnet	Maggie O'Farrell
Hitchhiker's Guide to the Galaxy	Douglas Adams
I Am Legend	Richard Matheson
Long Walk to Freedom	Nelson Mandela
Never Let Me Go	Kazuo Ishiguro
Saint Death	Marcus Sedgwick
Sophie's World	Jostein Gaarder
The Great Gatsby	F.Scott. Fitzgerald
The Help	Kathryn Stockett
The Kite Runner	Khaled Hosseini
The Strange Case of Dr. Jekyll and Mr. Hyde	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 3	
	HALF TERM 5	HALF TERM 6
Maths	<p><b>Foundation:</b> Students demonstrate fluency within Geometry by applying their learning to real life applications such as loci, constructions and plans and elevations</p> <p><b>Higher:</b> Students develop complex algebraic skills through the development of Quadratics, whilst also apply their algebraic skills to numerical and geometrical problems with trigonometry and algebraic fractions</p>	<p><b>Foundation:</b> Students are able to interpret and evaluate venn diagrams, frequency trees and probability trees</p> <p><b>Higher:</b> Students are able to use Loci, Bearings and constructions with a range of real life and abstract problems</p>
English Language & Literature	<p><b>English Paper 1:</b> Language analysis - students read a variety of fictional extracts in preparation for English Paper 1.</p> <p><b>English paper 2:</b> Non- fiction texts in preparation for English Paper 2: 19th Century texts and 20th century texts. Themes such as penal systems, women in society, children in society, education, commerce, labour.</p>	<p><b>English Paper 1:</b> Language analysis - students read a variety of fictional extracts in preparation for English Paper 1.</p> <p><b>English paper 2:</b> Non- fiction texts in preparation for English Paper 2: 19th Century texts and 20th century texts. Themes such as penal systems, women in society, children in society, education, commerce, labour.</p>
Combined Science	<p><b>Chemistry:</b> Acids, alkalis and neutralisation</p> <p><b>Physics:</b> Nuclear radiation</p>	<p><b>Biology:</b> Recap of previous topics</p> <p><b>Chemistry:</b> Concentration and mole calculations</p> <p><b>Physics:</b> Recap of previous topics</p>
French	<p><b>At school</b> Describing school, teachers, subjects, school uniform and school rules.</p>	<p><b>At school</b> Talking about school clubs; comparing French and British schools; comparing primary and secondary schools.</p>

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<p><b>Geography</b></p>	<p><b>Weather Hazards and Climate Change</b> Global atmospheric circulation, formation of tropical storms, effects and responses of tropical storms, specific examples of global and UK weather hazards, causes mitigation and adaptation to climate change. Students learn about global atmospheric processes and how these processes interact with the human world. Cultural capital is developed through empathic consideration of effects and responses to natural disasters.</p>	<p><b>Revision and Mock Exams</b> During HT6, students will complete a mock exam. The exam will be Paper 1 of the GCSE.</p>
<p><b>History</b></p>	<p><b>Crime and Punishment</b> - tracing the development of crime over 1000 years. Looking at Continuity and change. This then moves on to a study of Law Enforcement looking at the development of a national police force</p>	<p>Continuing the study of crime and punishment by looking at an in-depth study of the area of Whitechapel</p>
<p><b>Art</b></p>	<p>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.</p>	<p>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.</p>
<p><b>Computer Science</b></p>	<p><b>1.5 Systems Software</b> Students will explore the purpose and function of Operating Systems and the purpose of a range of utility software.</p> <p><b>1.6 Ethical, Legal, Cultural and Environmental Impact</b> Students will investigate ethical, legal, cultural and environmental impact of computer systems and investigate the impact computer systems can have on privacy. Students will explore legislation in relation to Computing.</p> <p><b>Practical Programming</b> Students will learn how to store data using one-dimensional arrays and write programs that iterate through an array.</p>	<p><b>MOCK Exam</b> During the course of Term 3, students will complete a MOCK exam based on content covered so far.</p> <p><b>Practical Programming</b> Students will learn how to perform count-controlled iteration in computer programs.</p>

# CURRICULUM OVERVIEW

<p><b>IT</b></p>	<p><b>Component 2A</b>            Understand how data is collected and used by organisations and its impact on individuals            - Characteristics of data and information              - Representing information            - Ensuring data is suitable for processing              - Data collection              - Quality of information            - Threats to individuals</p>	<p><b>Component 2B Create a dashboard</b> using data manipulation tools            - Data processing methods            - Producing a dashboard</p>
<p><b>Drama</b></p>	<p><b>Comp 3:</b> mock using a Pearson Set Assignment - based on a previous assignment brief. Students will develop practical exam standard devised performances, with the written skills and ideas logs and a final evaluation</p>	<p><b>Comp 2:</b> 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.</p>
<p><b>Food Technology/ Catering</b></p>	<p>To be able to construct a dovetailed time plan for recipes with procedures and special points. To be able to evaluate dishes that they have cooked and their own performance</p>	<p>To carry out a mock Unit 2 assessment</p>
<p><b>Music</b></p>	<p><b>Component 1 READY FOR COMPLETION</b></p>	<p><b>Performance Mock</b> - Students will rehearse in preparation for a mock performance to be given at the end of the academic year.</p>
<p><b>PE and Health</b></p>	<p>Controlled Assessment One / Explore how different components of fitness are used in different physical activities</p>	<p>Demonstrate ways to participate in sport and understand the roles and responsibilities of officials</p>
<p><b>PSE/RSE</b></p>	<p>PSHE students will focus on the impact of relationships and families when learning about online pornography (myths and reality) and its impact on society.</p>	<p>PSHE students will focus on Health and Wellbeing for this term. Students will investigate common types of mental health and learn how physical exercise will help and support the mental health of your mind. The benefits of keeping fit and eating a healthy diet.</p>

# CURRICULUM OVERVIEW

<p><b>Business</b></p>	<p>Students attention turn to understanding the importance of business location and business plans. The students will learning about the marketing mix, focusing on the 4P's before learning about different stakeholders in business</p>	<p>Students will focus on how technology supports businesses and what legislation businesses and consumers need to be aware of. Followed by the different aspects of the economy, before reviewing Theme 1 knowledge</p>
<p><b>Child Development</b></p>	<p>In this term students will being taken through examples of the tasks they will complete in the PSA. Students will be given the opportunity to practice these tasks in preparation for the real thing in year 11. Students will also start learning content for component 3 which is the exam unit.</p>	<p>In this term students will being taken through examples of the tasks they will complete in the PSA. Students will be given the opportunity to practice these tasks in preparation for the real thing in year 11. Students will also start learning content for component 3 which is the exam unit.</p>
<p><b>Health and Social Care</b></p>	<p>In this term students will continue learning about different obstacles and complete PSA practice tasks to help prepare them for year 11. They will also start learning content for Component 3 which is the exam unit. They will start exploring different factors that can impact on someone's health and wellbeing.</p>	<p>Students will continue to learn about factors for component 3. They will start preparation for a Mock PSA and complete this Mock.</p>
<p><b>Media</b></p>	<p>Developing media skills in pre-production and log writing</p>	<p>Developing production and post-production (video editing) skills and log writing</p>
<p><b>Photography</b></p>	<p><b>My Generation</b> - Focused on how the students perceive their generation. They will be introduced to photographers and the way in which they capture their generation with a focus on technology and the pressures of the teenage years. Students will have the opportunity to have freedom on what they explore while covering each Assessment Objective.</p>	<p><b>Express Yourself</b> - Students explore the theme of express yourself. Observing the work of various contemporary Photographers and developing their own personal response whilst covering each assessment objective.</p>

# CURRICULUM OVERVIEW

<b>Travel and Tourism</b>	<b>Component 2A: Customer Needs in Travel and Tourism.</b> In this component, students will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences.	<b>Component 2A cont: Customer Needs in Travel and Tourism.</b> In this component, students will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences.
<b>Spanish</b>	<b>Module 4: My lifestyle: Health and Well being -</b> Discussing injuries and illnesses in preparation for the role play.	<b>Module 5: In school -</b> Discussing past school experiences and future plans.

## KEY DATES

**Year 10 Mocks**  
Monday 15th - Friday 26th June

**Work Experience**  
Monday 13th July

# CAROUSEL

EVERY  
MOMENT  
MATTERS

## 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

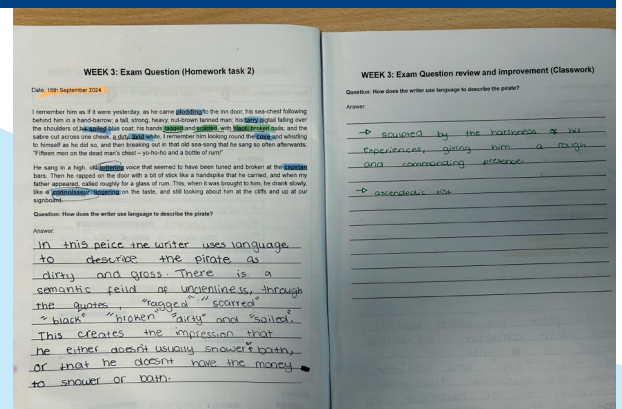
WE ARE  
#TEAM  
SDCC

## 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



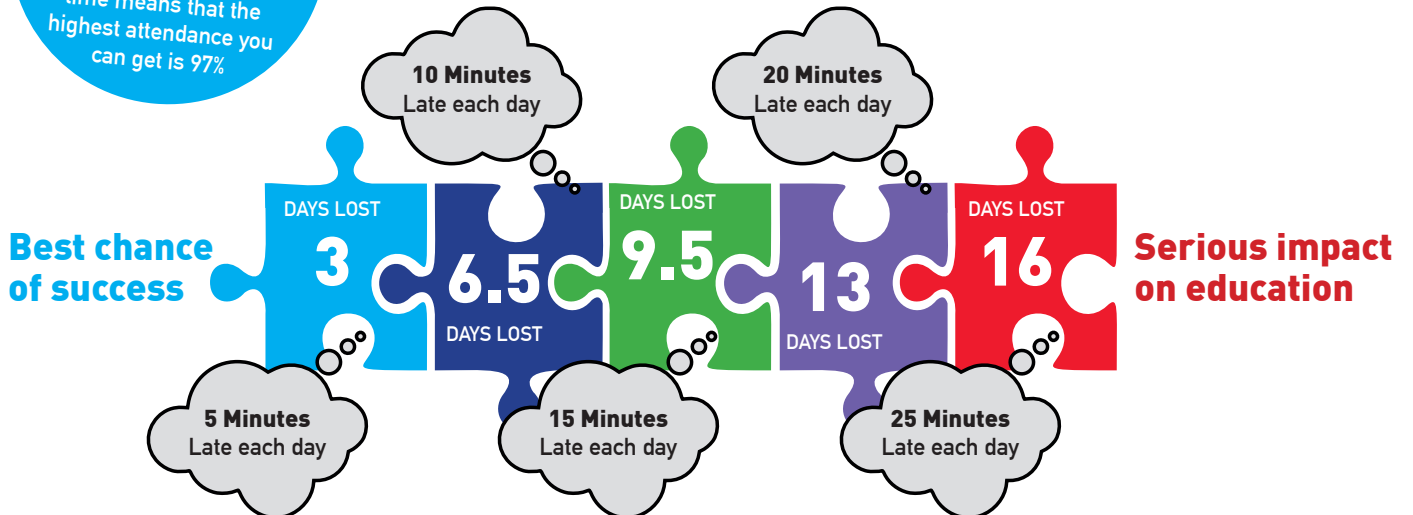
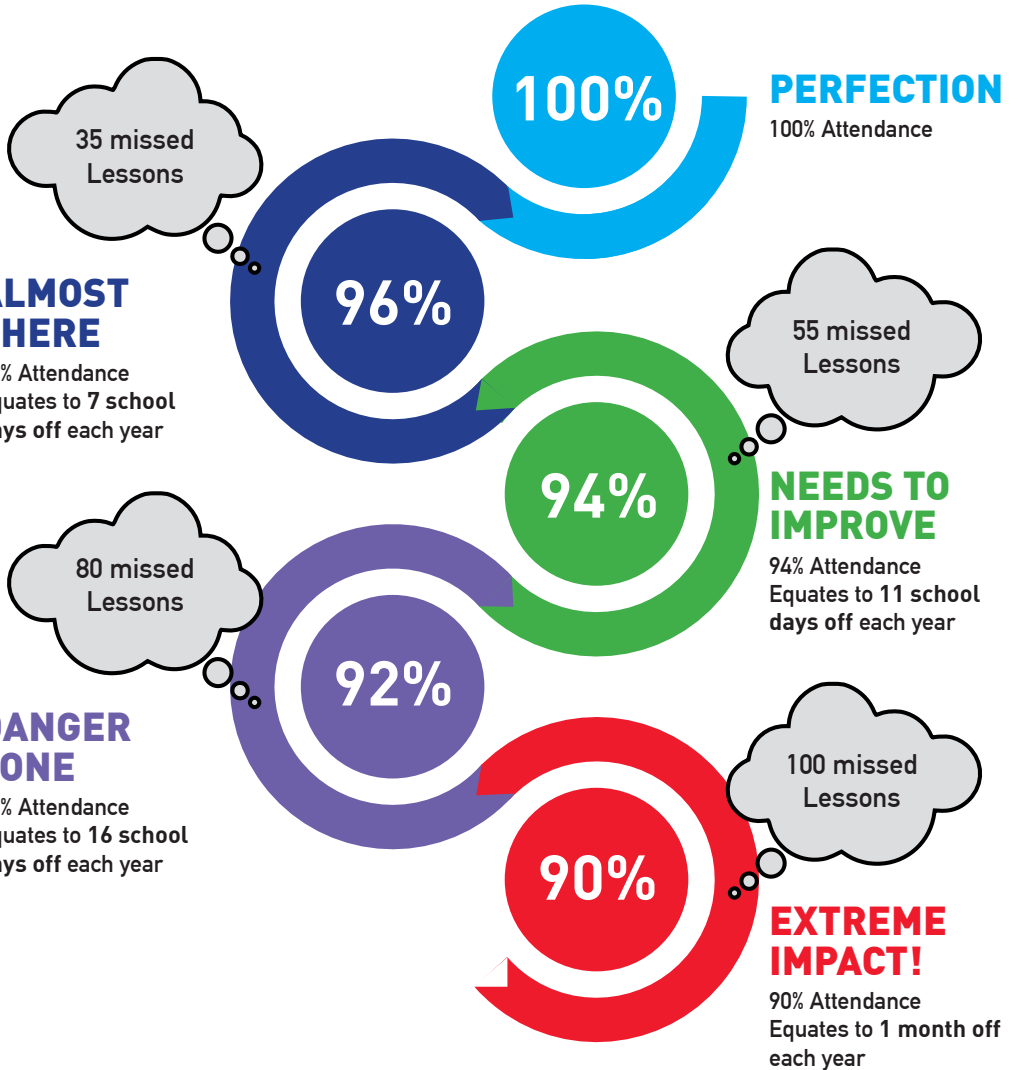
# Attendance Matters

## #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%



**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!**