

CURRICULUM BOOKLET 2025-26



OUR SCHOOL VALUES

Aspire ACHIEVE Thrive

YEAR 9 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 come to the end of another busy and successful term, I would like to take the opportunity to thank you for your continued support.

This term has been an incredibly positive one for our Year 9 students. I am proud to say just how incredible the year group has been in all aspects of school life. Their commitment to learning, positive attitude, and maturity have truly stood out.

We were delighted to see such strong engagement at our recent Parents' Evening, which provided a valuable opportunity to celebrate progress and discuss next steps. In addition, students have approached their option choices with thoughtfulness and care, and it has been fantastic to see them taking these important steps towards their futures.

We've had our careers fair which Year 9 were highlighted for their positive engagement and efforts with employers in our city! This has also led to trips with Mrs Duncan looking at construction and other career opportunities.

Our Year 9s also met with residents from local care homes for our Dementia Croquet project and it was just amazing to see the students interact with our neighbours and spend some time and brighten their day.

Our "Day One Done" Sparx club has been a huge success, with many students showing excellent dedication to their independent learning. Across the year group, we have also seen a remarkable number of students achieving 100% for impeccable uniform and having the correct equipment every day standards that we are extremely proud of.

Behaviour throughout the term has been fantastic, with students consistently demonstrating respect, responsibility, and a positive attitude around the school. As always, our sports teams have been phenomenal, with excellent performances in netball, football, and rugby, to name just a few. The effort, teamwork, and pride they show in representing the school is commendable.

As we move into our Easter Half term, we encourage all students to take time to rest and recharge so they can return refreshed and ready for the next term.

Students will return to school on Monday 20th April 2026. Please ensure that all students return in full school uniform and with the correct equipment ready for learning.

Thank you again for your ongoing support. We wish you and your families a restful and enjoyable break.

I am very much looking forward to welcoming Year 9 back next term and continuing to build on what has already been such a successful year.

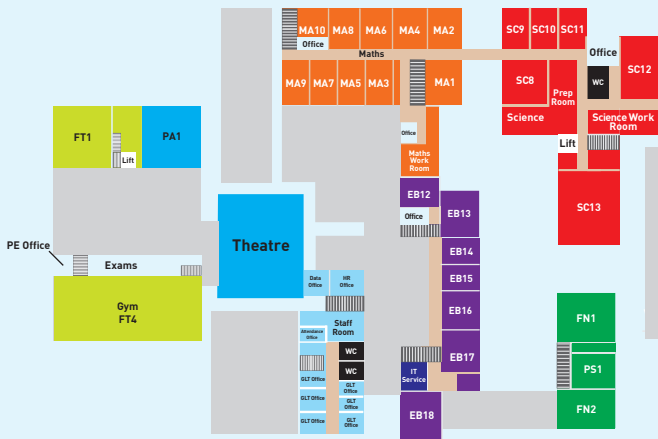
Mr Nevin - Head of Year 9

Ground Floor

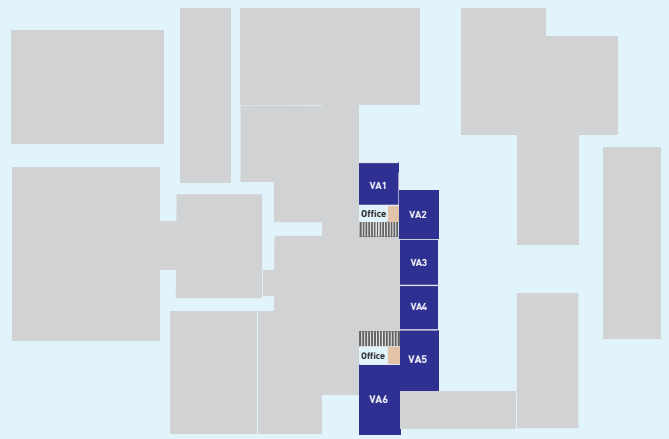


SDCC MAP

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	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

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

CURRICULUM OVERVIEW

SDCC Year 9 Curriculum	TERM 3	
	HALF TERM 5	HALF TERM 6
Maths	Students apply algebraic skills developed earlier into finding perimeters, areas, lengths and volumes of complex and uncommon shapes. They also further develop the twin skills of algebra and geometry to solve specific angle problems involving 2D shapes	Students are able to understand and apply the relationships between compound measures and how they relate to real life problems. This is coupled with a deeper understanding of transformations and how they can be combined
English Language & Literature	Unit 9: Rhetoric and Revolution To explore how great orators can influence, shape and change our world through a number of influential speeches. Students will learn the art of rhetoric in preparation for their Spoken Language Assessment.	Spoken Language GCSE Endorsement
Science	Biology: Treating diseases and infections, cell transport Physics: Speed and velocity	Biology: Photosynthesis, the cell cycle and cell division Chemistry: Review of previous learning Physics: Review of previous learning
French	Leisure time Talking about hobbies and free time activities.	
Geography	Coastal processes and landforms Coastal processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found along the coastline. An understanding of the interactions between natural processes is developed. Students develop locational knowledge as they learn about the Dorset coastline, specifically Swanage and Studland.	Coasts Flood management, hard and soft engineering. Students further consider the interactions between human and physical processes as the natural processes of coasts 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 world flood management examples of Lyme Regis, which include a fieldwork visit.

CURRICULUM OVERVIEW

<p>History</p>	<p>This looks at significant events and people which can be seen as a turning point in the 20th century. It aims to explore why these are seen as such significant events and looks at the perspective it is viewed from to question the stereotypical view</p>	<p>Thus is a continuation of term 5</p>
<p>Art</p>	<p>Students start to personalise their work under the theme, Icons & Idols. Looking at facial features, students produce different studies, working towards a detailed portrait drawing of their icon or idol.</p>	<p>The students then develop their work into a personal outcome using some or all of the techniques previously explored.</p>
<p>Computing</p>	<p>Images and Image Editing Students will learn how computer systems store image data. They will investigate the factors that affect the quality of a digital image. In addition, they will develop practical image-editing skills using software applications.</p>	<p>Data Science In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, the learners will go through the steps of the investigative cycle to try to solve a problem in the school using data.</p> <p>Spreadsheets and Data Dashboards Students will investigate how spreadsheets can be used to interrogate and present data effectively. They will learn user interface design skills through creating a range of 'data dashboards' in order to display data effectively for a given purpose.</p> <p>Assessment Point 2 Students will sit their end-of-year assessment.</p>
<p>Drama</p>	<p>Working with Script: Blood Brothers. How to build dramatic tension on stage, Learning lines. Making independent decisions about staging, characterisation and semiotics. Off-text development of narrative.</p>	

CURRICULUM OVERVIEW

Food Technology/ Catering	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 you have made.
Modern Britain	Religion, Peace and Conflict - We look at victims of war and how they are helped and supported through charities that are supported by Christians and Muslims. We study war and why some wars are started and for what reasons.	Religion and Values - this topic looks at the quality of life and why life is important. The decisions we make as individuals and giving money to the poor and needy. We study how we can help others in their need and the charities that support in times of conflict and natural disasters.
Music	Music Tech 3 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film. Students will be introduced to inputting through other digital providers, such as Musescore and Sibelius.	Music Tech 3 - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film. Students will be introduced to inputting through other digital providers, such as Musescore and Sibelius.
PE and Health	Long term benefits of exercise Explore shot selection according to opponent positions	Explore the use of technology in exercise Link exercise methods to events
PSE/RSE	Legal and Illegal Drugs: Different Types of Addictions, Cannabis Products	Contraception and STIs: Contraception - Condom, Contraception Explored
Textiles	Term 1 repeated on technology rotation	
Media	Term 1 repeated on technology rotation	
Spanish	Leisure time Students will develop the skills to describe their free time and leisure activities. Using time phrases, intensifiers and adjectives, students will talk about their hobbies and begin using opinions and reasons to add complexity to their work.	

KEY DATES

Revision Week
Monday 15th June
Assessment Week
Monday 29th June

CAROUSEL

What?

Students now complete the majority of their homework on Carousel Learning.

Online homework for Sparx (Maths, English, Science) will remain.

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.

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?

The following table indicates which homework should be completed each week. Whilst all homework will have a deadline of Friday 4pm, we recommend that students follow the timetable below.

Day	Online HW (Campus)	SDCC	SMHC
Monday	Sparx Maths	Geography	Health Sciences
Tuesday	Sparx Science	History	Psychology
Wednesday	Sparx Reader	Languages	PSE
Thursday	Sparx Catch Up	Modern Britain	Geography + French
Friday	Sparx Catch Up	Computing	History + Spanish

We are also working directly with Carousel so will report back any feedback you have.

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

M Hussey

MHussey@sdcc-smhc.net

EVERY
MOMENT
MATTERS

WE ARE
#TEAM
SDCC

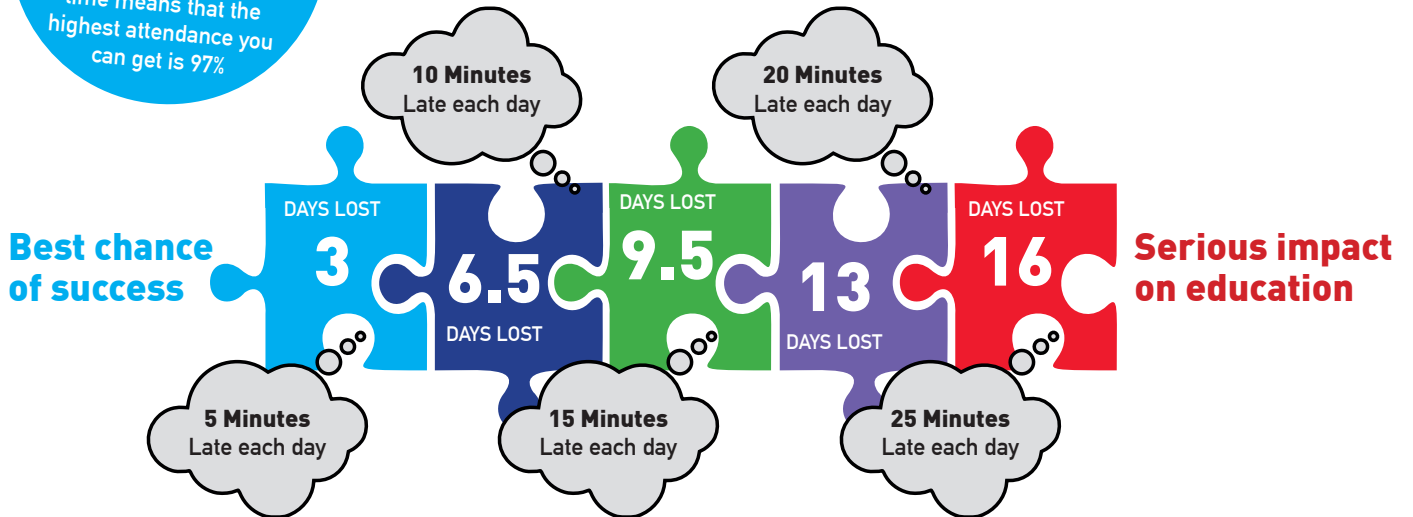
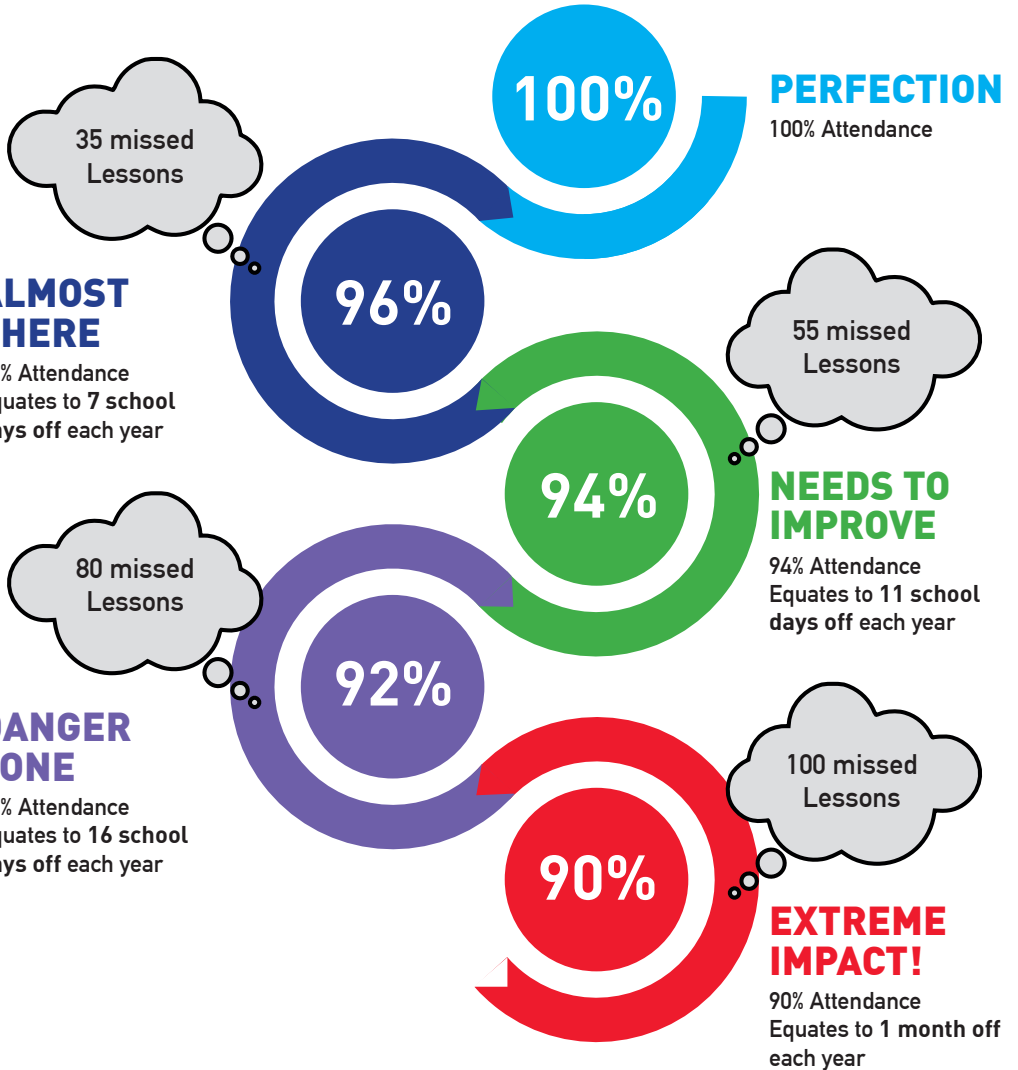
Attendance Matters

#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!