

CURRICULUM BOOKLET 2025-26



OUR SCHOOL VALUES

Aspire ACHIEVE Thrive

YEAR 10 THE TERM AHEAD
for students, parents and carers

THE TERM AHEAD



Dear Parents and Carers,

I am delighted to welcome you and your children back to school for the start of a new academic year. I hope you all had a restful and enjoyable summer break, and that our students are feeling refreshed and already embracing the opportunities ahead.

*This year promises to be an exciting one. Our staff have been working hard to ensure that our curriculum is rich, ambitious and inspiring for every learner. Alongside the curriculum information included in this newsletter, you will also find details of the reading books students will be engaging with and a wide range of clubs and activities available to them. We strongly encourage every child to get involved in at least one of these opportunities, as they help to build confidence, friendships and a strong sense of community. It has been fantastic to see so many engaging already, from football success, to a growing number of students taking part in our catering club. It was also brilliant to see 177 students audition for this year's school production, *High School Musical Jr.* - Good luck!*

As a school, we are continually striving to be World Class in everything we do — from the quality of our teaching and learning to the opportunities and support we provide outside the classroom. Our ambition is to ensure that every student leaves us not only with excellent academic results, but also with the skills, character and confidence to thrive in life beyond school. We are pleased to announce that we have now joined the World Class Education Network - the only school in the City and children will be able to work towards World Class status through their Personal Development curriculum.

Please keep an eye on upcoming newsletters and our school website for key dates, events and information. We look forward to working in partnership with you to make this year both successful and memorable for our students.

Thank you, as always, for your ongoing support. If you have any questions about the curriculum or wider school life, please do not hesitate to contact us.

With best wishes,

Mr Oakes
Head of School

We've had a fantastic start to the new school year and I've felt incredibly welcomed by this positive and enthusiastic year group. Students have made an excellent start to their new GCSE option subjects, showing great enthusiasm and engagement across the board.

Preparations for this year's Work Experience, taking place in July, are already underway. We've already completed our first employability event of the year—Launchpad Live at The Life Centre with great success.

Recruitment for the Duke of Edinburgh Award is going very well, with strong interest from students and our CCF programme continues to grow, with Year 10 showing great commitment and engagement.

*We're also excited to see a strong contingent from Year 10 getting involved in the school production of *High School Musical*, with some students even taking on lead roles.*

Mr Harris
Head of Year 10

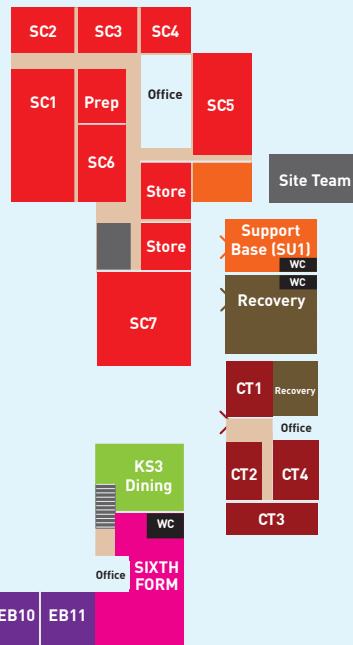
KEY DATES

Open Evening (Years 6-7)
Wednesday 10th September 2025
Year 10 Parents Evening
Thursday 13th November 2025
DofE Presentation Evening
Tuesday 24th March 2026

Ground Floor



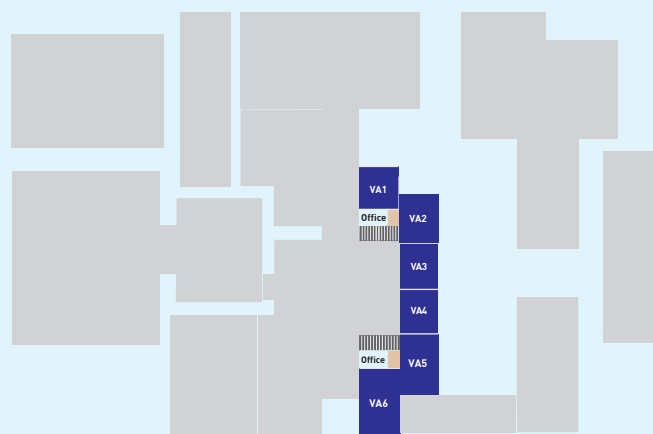
SDCC MAP



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: Mr Harris						
Tutor Group	Tutor	Room		Tutor Group	Tutor	Room
101	H Crook	MA3		106	S Burroughs	MA6
102	K Yates/A Gigg	MA2		107	T Stacey	MA7
103	M Bate W (J Fisher)	MA8		108	L Gill W (I Lau)	MA4
104	Lucy	MA10		109	C Smith	MA9
105	M Jones	MA5		1010	K Prehous	MA1



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	Foundation: Students develop mastery with numerical concepts, in particular the relationship and application of fractions, numbers, decimals and ratio. They can apply the laws and understanding to a range of real life applications and problems Higher: Students apply numerical fluency to more complex problems involving truncation, bounds and proportionality	Foundation: Students develop fluency with complex algebraic concepts and their application to problems. Higher: Students understand irrational numbers and are able to understand and manipulate Surds. They are also able to build on algebraic fluency to delve into more complex applications with simultaneous equations and rearranging formula
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 urban world Megacities, Rio (opportunities and challenges), improving life for the urban poor, sustainable urban development. Students develop their understanding of the process of urbanisation. A significant study of Rio increases locational knowledge and cultural capital. Students also develop their understanding of sustainability, studying urban sustainability in Freiburg.	Urban Change in the UK Where people live in the UK, Bristol (opportunities and challenges), greenfield and brownfield developments and Temple Quarter regeneration. Students develop their understanding of the process of urbanisation from a UK perspective. A significant study of Bristol increases locational knowledge and cultural capital. This includes a fieldwork opportunity to visit Bristol.

CURRICULUM OVERVIEW

History	The Weimar Republic - this builds on the unit in Year 9 on Nazi Germany. It looks at the events and consequences of WW1 on Germany and the establishment of the Republic	Henry and his Ministers - looks at the role of Wolsey both home and abroad
Art	Urban Structures is used as a theme for the year 10 work. A brief History or 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. 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 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.

CURRICULUM OVERVIEW

IT	Component 1A Investigate user interface design for individuals and organisations:. To evaluate the best types of media to different types of establishments. To explain the consequences of not following the law. To describe how establishments can implement safety procedures in ALL areas of hospitality - 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

CURRICULUM OVERVIEW

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.
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.
Child Development	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 where they will explore learning through play.
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.	

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

HOME LEARNING - KS4

EVERY MOMENT
MATTERS

WE ARE
#TEAM SDCC

Year 10 Homework Timetable

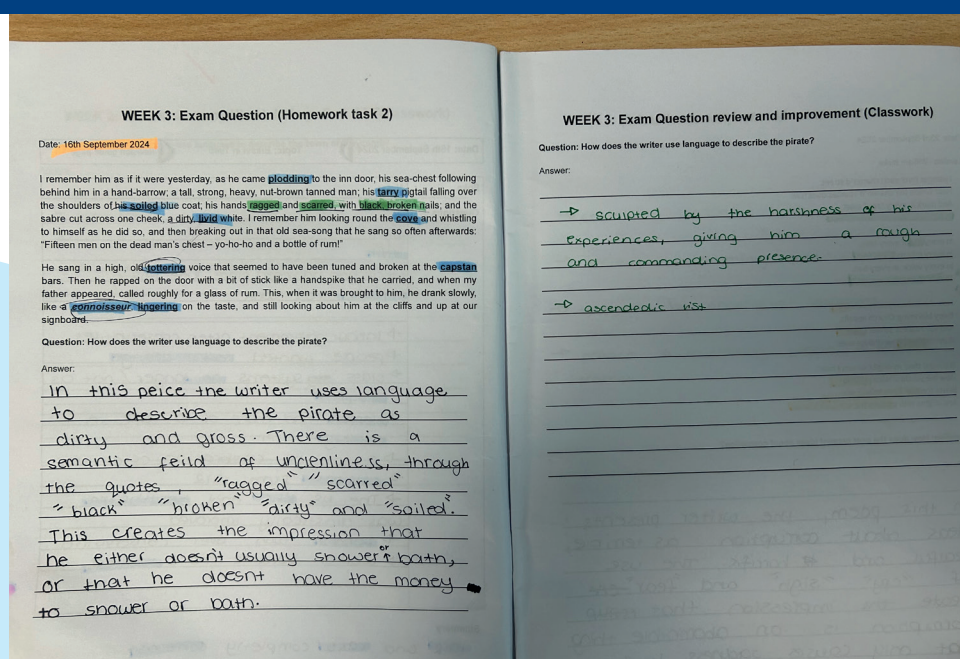
Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Science	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Maths	Option B Task 2
Friday	Sparx Science	Science Task 2	English Task 2

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.

KS4 HOMEWORK EXAMPLE



CLUBS

AUTUMN 2025



EVERYDAY

MORNING FOOTBALL
Who? All years | *Where?* Green Astro
When? Before School

**ENGLISH SPARX
BREAKFAST CLUB**
Who? KS3 | *Where?* EN1
When? Before school from 7.45am

BREAKFAST CLUB
Who? All years | *Where?* KS4 Canteen
When? 7.45am

CAMPUS RADIO CLUB
Who? All years | *Where?* EB17
When? Break A & B

TUESDAY & WEDNESDAY

STEAM
Who? All years | *Where?* Stoke - CT1 (Tuesday)
Scott - FF03 (Wednesday)
When? After school

SIXTH FORM GYM
Who? Years 12 & 13 | *Where?* FT1
When? Wednesday Week A
Tuesday Week B 3.10- 4pm

TUESDAY, WEDNESDAY & THURSDAY

SCHOOL PRODUCTION
Who? All years | *Where?* Theatre (Main Space)/PA1 & PA2
When? 3-5pm

THURSDAY

KEYBOARD CLUB
Who? All Years | *Where?* PA2
When? After school

CROCHET CLUB
Who? All years | *Where?* MA9
When? After school

DoFe CLUB BRONZE
Who? Years 9 and 10 | *Where?* KS3 Canteen
When? After school

DoFe CLUB SILVER
Who? Years 9 and 10 | *Where?* KS3 Canteen
When? After school Week B

E-SPORTS
Who? All years | *Where?* CT3
When? After school

RUGBY
Who? All years | *Where?* Green Astro
When? After school

BASKETBALL
Who? All years | *Where?* Sports Hall
When? After school

FITNESS
Who? Years 9 & 10 | *Where?* FT1
When? After school

MEDIA CLUB
Who? Years 7-10 | *Where?* VA5
When? After school

CHESS CLUB
Who? All years | *Where?* Ma7
When? After school Week A

PARAGON MATHS
Who? All years | *Where?* MA5
When? After School Week B

MONDAY

**ARGYLE COMMUNITY
TRUST FOOTBALL (GIRLS
ONLY)**
Who? All years | *Where?* Green Astro
When? After school

TUESDAY

READING CLUB
Who? Years 7-9 | *Where?* Library
When? Break A

D.I.Y FASHION
Who? All years | *Where?* VA2
When? After school

FOOTBALL
Who? Years 7 & 8 | *Where?* Green Astro
When? After school

NETBALL
Who? Years 8 & 9 | *Where?* Sports Hall/
Courts
When? After school

FITNESS
Who? Years 9 & 10 | *Where?* FT1
When? After school

COOKING CLUB
Who? Years 7 & 8 | *Where?* FN1
When? 3-4pm

TUESDAY & THURSDAY

LGBTQ+
Who? All years | *Where?* EN2
When? Break B

WEDNESDAY

ART & CLAY ART
Who? All years | *Where?* VA3
When? After school

GIRLS FOOTBALL
Who? All years | *Where?* Green Astro
When? After school

FOOTBALL
Who? Years 9 & 10 | *Where?* Green Astro
When? After school

BADMINTON
Who? All Years | *Where?* Sports Hall
When? After school

NETBALL
Who? Year 7 | *Where?* Sports Hall/Courts
When? After school

EPQ DROP IN SESSION
Who? Sixth Form | *Where?* SF07
When? Break B

ROCK CLUB JUNIOR
Who? Year 7 | *Where?* PA2
When? After school

FRIDAY

CCF
Who? Years 10-13 | *Where?* Off site
When? PM

CHRISTIAN FAITH GROUP
Who? All years | *Where?* EB14
When? Break A

FURTHER MATHS
Who? Year 11 (top maths sets only) |
Where? Ma6
When? After school (3-4pm)

ROCK CLUB
Who? Years 8-11 | *Where?* PA2
When? After school

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

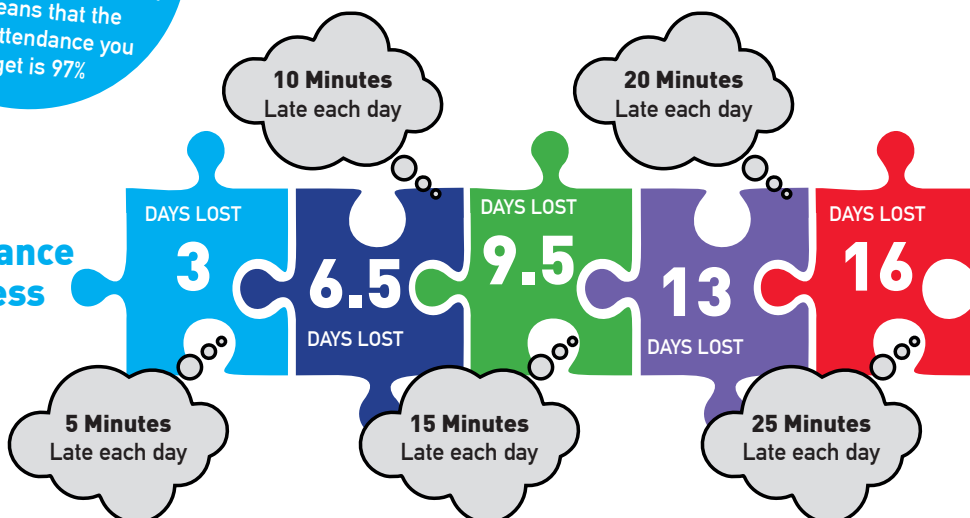
100 missed Lessons

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!