

CURRICULUM BOOKLET 2025-26



OUR SCHOOL VALUES

Aspire ACHIEVE Thrive

YEAR 8 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 a positive one for many of our year 8 students, with a great deal of hard work taking place both in lessons and across the wider school community.

We have also seen fantastic participation in sporting events, including netball and badminton fixtures, where our students represented the school with great effort and teamwork.

We are very proud of the effort many students have shown in their learning, their behaviour around the school, and the way they support one another.

As we move into the holiday period, we encourage all students to take time to rest and recharge so they can return 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.

Mrs Bevin - Head of Year 8



GREENSHAW
LEARNING TRUST



Tutor Time Reading Programme YEAR 8

TITLE

AUTHOR

Adventures of a Young Naturalist	David Attenborough
Animal Farm	George Orwell
Chinese Cinderella: The True Story of an Unwanted daughter	Adeline Yen Mah
Children of blood and Bone	Tomi Adeyemi
I Am Malala	Malala Yousafzai
Life of Pi	Yann Martel
Looking for JJ	Anne Cassidy
Maggot Moon	Sally Gardner
Mud, Sweat and Tears	Bear Grylls
One	Sarah Crossan
Noughts and Crosses	Malorie Blackman
The Curious Incident of the Dog in the Night Time	Mark Hadden
The Giver	Lois Lowry
The Hiding Place	Corrie ten Bloom
The Hobbit	J.R.R. Tolkien
The Lion, The Witch and The Wardrobe	C.S. Lewis
The Ruby in the Smoke	Phillip Pullman
The Woman in Black	Susan Hill
Wed Wabbit	Lissa Evans

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

CURRICULUM OVERVIEW

SDCC Year 8 Curriculum	TERM 3	
	HALF TERM 5	HALF TERM 6
Maths	Students are confident with their geometry when encountering 2d and 3d shapes. They are able to find lengths, angles and volumes	Students understand the concepts of congruence and similarity. They are also confident with completing and reading transformations
English Language & Literature	<p style="text-align: center;">Unit 6: Identity</p> <p>To understand how writers examine the concept of identity, how it evolves over time and the impact that society has on it. Students will use knowledge from the previous units to deepen their understanding of what makes us human. discrimination and prejudice will be explore in Harper Lee's To Kill a Mockingbird.</p>	
Science	Students look at forces in more detail, including some of the laws surrounding the interactions of forces. They then learn about some higher order functions in humans such as the endocrine system and CNS.	Students learn about the basic principles of electricity and circuits before completing their final summative assessment of the year.
French	Food: Talking about my eating habits, expressing likes and dislikes	Recap / revision of key concepts, assessment 2 + feedforward, cultural awareness
Geography	<p>Cold environments (Russia / Glaciation)</p> <p>Characteristics of cold environments, Siberia, glacial processes and landforms. Students engage in cold environments in this 2 part unit. Beginning with the characteristics of cold environments exemplified by Siberia, students develop an understanding of key interactions in this harsh wilderness. Following this, students learn about specific processes at work in cold environments through glaciation</p>	<p>Saudi Arabia and The Line</p> <p>The Middle East, characteristics of hot climates, sustainable urban futures. In this topic, students learn about the human and physical geography of the Middle East. Initially developing their locational knowledge, students also discuss physical characteristics of hot climates. Sustainability is considered in the form of the futuristic The Line project.</p>
History	This unit looks at the concept of continuity and change through the study of crime across the ages	Fun through time - looks at how entertainment has changed from Medieval to contemporary society

CURRICULUM OVERVIEW

<p>Art</p>	<p>Students explore the work of artists, using Peter Randall-Page as inspiration to produce mixed media images and Kate Malone to produce colourful and organic coil pots.</p>	<p>Students continue with their creative exploration, exploring numerous printmaking techniques.</p>
<p>Computing</p>	<p>Mobile App Development In a world where there's an app for every possible need, this unit aims to take the learners from designer to project manager to developer in order to create their own mobile app. Using App Lab from code.org, learners will familiarise themselves with the coding environment and have an opportunity to build on the programming concepts they used in previous units before undertaking their project. Learners will consider the needs of the user; decompose the project into smaller, more manageable parts; develop their app; and finish off by evaluating the success of the project against the needs of the user.</p>	<p>Assessment Point 2 Students will sit their end-of-year assessment.</p> <p>Web Design Projects Students will use Google Sites to create a website for a given purpose.</p>
<p>Drama</p>	<p>Script Work: Reading sections of script, Scary Play, to develop understanding of plot, context and characterisation. Skill Development - text work reading stage directions, proxemics, end on staging, learning lines, vocal and physical acting skills.</p>	
<p>Food Technology/ Catering</p>	<p>To know what a commodity is in food production. To understand what the different commodities are, how they are produced or reared and how they can be cooked and used to produce different recipes. Students will then cook with these commodities, building on their skills from last year and learning how to use the hobs. They will then learn how to evaluate their dishes and shop brought ingredients to create sensory star profiles</p>	<p>To continue to learn about commodities, where they come from, how they are reared and how they can be used. They will also learn how to create timeplans for other people to use to produce a dish with contingencies for possible issues that may arise</p>

KEY DATES

Year 8 Parents Evening
Thursday 14th May
 Revision Week
Monday 15th June
 Assessment Week
Monday 29th June

CURRICULUM OVERVIEW

<p>Modern Britain</p>	<p>Tolerance & Mutual Respect - looking at Christianity teachings and beliefs for Paper 1. From the nature of God to the creations story and how different people have different views on how the world was created. Perhaps scientifically or by the omnipotent powers of God. All of the work can be considered from a religious view or humanist view depending on your ideas and thoughts.</p>	<p>Tolerance & Mutual Respect - looking at Christianity as a religion and how it is the major religion in the UK today in modern Britain. We also discuss two other main religions in the UK which we also show mutual respect to. Judaism and Buddhism are very popular religions in the UK and around the world. We explore their differences and why they are important to their followers.</p>
<p>Music</p>	<p>Musical Theatre - Students are introduced to the scripting and songs of Roald Dahl, 'Charlie and the chocolate Factory'. They build on their skills from Vocal skills 1, focusing on developing their pitch and moving from speech into song. The song students focus on is, 'I've got a golden ticket'.</p>	
<p>PE and Health</p>	<p>Investigate fitness testing for sprints and jumps Develop ball delivery techniques</p>	<p>Investigate fitness testing for muscular endurance and agility Combine movement skills to perform in a variety of events</p>
<p>PSE/RSE</p>	<p>Physical Health and Mental Wellbeing: Child Abuse Dangerous Society Online and Offline: Cyber Bullying</p>	<p>Dangerous Society Online and Offline: Grooming Boys and Girls, Child Exploitations and Online Protection</p>
<p>Textiles</p>	<p>Reduce, Reuse, Recycle: Developing research and analytical skills to form opinions by exploring the work of Textile artist Vanessa Barragão. Exploring a range of textile techniques using upcycled materials including weaving, Batik and fabric inks.</p>	<p>Reduce, Reuse, Recycle (Part 2): Students continue their project by embellishing their Batik designs with beads, sequins and buttons. They will develop their pattern cutting knowledge as well as developing sewing machine skills to make their outcome.</p> <p>(The project will run for one term and then groups will rotate to a new technology subject)</p>
<p>Media</p>	<p>Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.</p>	
<p>Spanish</p>	<p>Food: Talking about my eating habits, expressing likes and dislikes</p>	<p>Recap / revision of key concepts, assessment 2 + feedforward, cultural awareness</p>

CAROUSEL

EVERY
MOMENT
MATTERS

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.

WE ARE
#TEAM
SDCC

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

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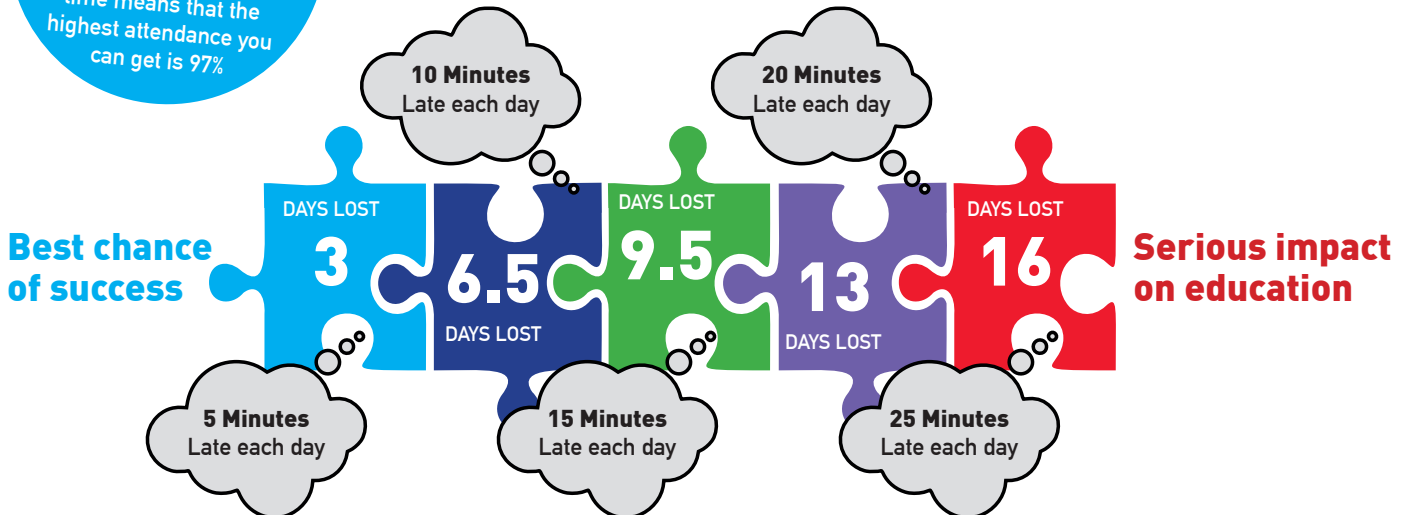
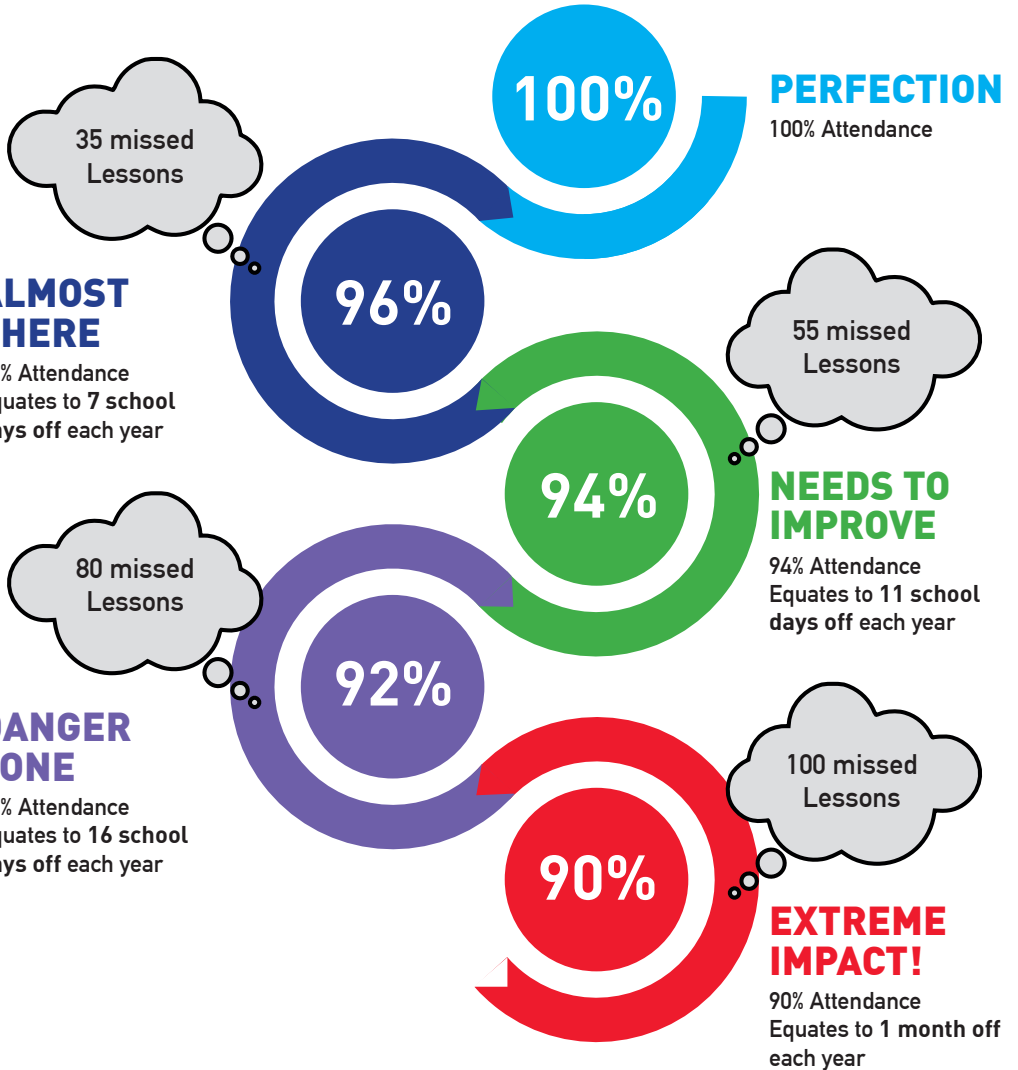
Attendance Matters

#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!