

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,

As we approach the end of the Autumn Term, we wanted to share some reflections and some exciting changes we are making.

In the classrooms

This term has been busy in the classrooms with children making excellent progress as well as participating in a variety of clubs and experiences. We've been working hard at ensuring all students are attentive, they're listening and demonstrating their understanding in every lesson. To achieve this, we have been practising some key techniques such as 'whole class echo'. This is when the teacher wants all children to repeat an important fact or key word. It's really important that students can verbalise, pronounce and use key vocabulary in their work. We've also been using mini whiteboards to quickly check students' understanding; turn and talk to promote focused discussion in pairs; reducing the cognitive load for students (how much we're asking them to think about at any given time) by focusing on the core knowledge they need; and many more strategies to ensure we maximise learning opportunities.

Extra curricular activities

Alongside this, we have seen a record number of students engaged in extra curricular activities - from sports teams, to art & clay; from crochet to the Campus Production - there really is something for everyone. By the time you read this, we will be close to the end of our Countdown to Christmas - an exciting range of events and activities to bring the school community together.

There are some exciting changes coming though and you can read more about this throughout this newsletter:

Maths lessons

We are changing our maths curriculum to ensure students have additional opportunities to extend their learning. As you know, homework is set on Sparx but they also offer a full curriculum which covers Years 7-11. How we deliver the content won't drastically change - the students will still have worked examples at the start of their lesson, they will still have scaffolded examples to work through but their main work (we call this their 'deliberate practice') will be on Sparx. We have invested in 270 new Chromebooks and headsets - a class set for every Maths classroom. Sparx allows students to work through the questions their teacher allocates but also provides helpful hints and videos. It also enables the teacher to monitor their progress and confidence throughout the lesson - all students at the same time!

We have been so impressed this term with how our students have demonstrated World Class values. They are working tenaciously and achieving great things.

We hope you have an enjoyable break over the Christmas period and we look forward to welcoming the children back on Monday 5th January.

Yours faithfully,

Mr Oakes
Head of School

I am delighted to share what has been an amazing start to the Autumn term for our Year 10 students. They have approached their new option subjects with continued hard work, dedication and a real sense of enthusiasm. Their perseverance and resilience have been evident throughout, and we are incredibly proud of the maturity they have shown.

This term has also brought several whole-school changes, and Year 10 has adapted remarkably well. They have embraced new routines and expectations with a positive attitude, showing real leadership across the school community.

Inside the classroom, behaviour and engagement are impressively high. Outside the classroom, students have thrown themselves into the rich character-development opportunities offered by the college. Many have already taken part in work-experience placements with great success, while others are currently finalising their arrangements.

Participation in the Duke of Edinburgh Award is at an all-time high for Silver level, and our Year 10 students continue to represent the school brilliantly across sports and the creative arts. Their commitment, teamwork and enthusiasm shine through in every area.

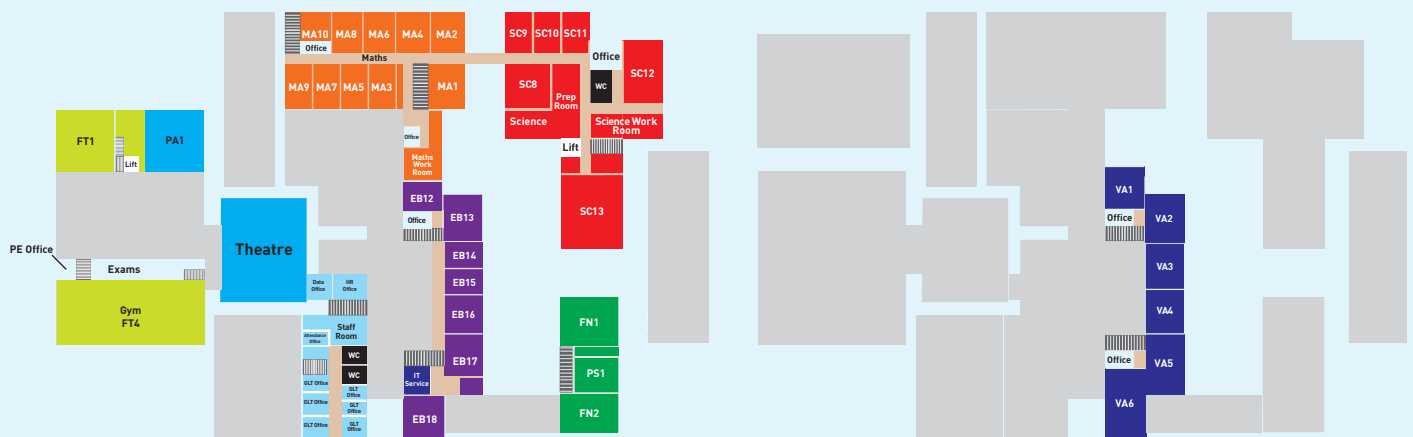
We look forward to seeing their achievements continue to grow as the term progresses.

Mr Harris
Head of Year 10

SDCC MAP



Second Floor



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	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

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 2	
	HALF TERM 3	HALF TERM 4
Maths	<p>Foundation: Students expand on their geometric skills and are able to calculate lengths, areas, perimeters and volumes of complex and compound shapes</p> <p>Higher: Students are introduced to complex data analysis and presentation for data within frequency tables, such as Histograms, Cumulative Frequency Graphs and Frequency Polygons</p>	<p>Foundation: Students develop data, numerical and algebraic skills through work on inequalities, sequences and probability</p> <p>Higher: Students demonstrate the ability to find missing values in complex 2D and 3D shapes whilst being confident in using algebraic application when finding angles</p>
English Language & Literature	'Macbeth' - Students learn about the Jacobean context of the writing of 'Macbeth', including James I, witchcraft, position of women in society, Jacobean theatrical conventions.	Theme of 'Identity' - study of poetry and creative writing in preparation for Language Paper 1 and Literature Paper 2.
Combined Science	<p>Chemistry: Properties of the periodic table</p> <p>Physics: Forces and acceleration</p>	<p>Biology: Evolution and genetic manipulation</p> <p>Chemistry: Extraction of metals</p> <p>Physics: Calculating energy transfers</p>
French	<p>From the town to the countryside Describing towns and regions.</p>	
Geography	<p>The Living World Ecosystems, ponds, tropical rainforests, causes and impacts of deforestation (Malaysia). Students learn about key complex interactions in the natural world which work together to create awe-inspiring natural beauty. Students consider sustainable approaches to the use of the rainforest, and cultural capital is built as they debate the advantages and disadvantages of deforestation.</p>	<p>The Living World Characteristics of cold environments, plant and animal adaptations, economic opportunities and challenges in cold environments. Students learn about key complex interactions in the natural world which work together to create awe-inspiring natural beauty. Locational knowledge is developed as students study Svalbard, in the Arctic Circle.</p>
History	<p>Henry and his Ministers - looks at the role and impact of Thomas Cromwell. The Break with Rome and religious changes</p>	<p>Conflict in the Middle East - explores the origins and development of Israel and the impact it has had on the region from 1948 to 1995</p>

CURRICULUM OVERVIEW

Art	<p>John Brickels - Ceramic construction. Boyle Family - Mixed media, ceramics and paint. Alexander Rodchenko - Photography and printmaking. Paul Catherall - Reduction lino prints.</p>	<p>Mark Powell - Biro detail onto mixed media. Students then develop their ideas into a final outcome for the unit of work. This is based on the explorations into the various artists, materials and techniques.</p>
Computer Science	<p>1.3 Computer networks, connections and protocols Students will investigate the types of network (LAN and WAN) and the factors that affect the performance of networks. They will then go on to explore the hardware components that are used in computer networks. Students will gain an understanding of the function of the Internet and investigate the DNS system, Hosting, Cloud Computing and the use of Web Servers. Students will investigate wired and wireless networks. They will understand how IP addresses are formatted and how MAC addresses are used within networks. Students will learn about key networking protocols and the importance of organising protocols into 'layers'.</p> <p>Assessment Point 1 Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered to date.</p> <p>Practical Programming Students will learn how to perform condition-controlled iteration in computer programs.</p>	<p>1.4 Network Security Students will investigate the threats posed to networks and how to prevent vulnerabilities.</p> <p>Practical Programming Students will learn how to perform a range of arithmetic calculations in computer programs. They will also understand the use of libraries in relation to computer programming.</p>
IT	<p>Component 1C Develop and review a user interface. - Developing a user interface - Review a user interface</p>	<p>Component 1 Assessment Students prepare for and complete the Pearson Set Assignment (PSA) for Component 1</p>
Drama	<p>Comp 1: Pearson Set Assignment (PSA) - based on one of the plays previously studied. Students will develop practical exam standard performances of a few scenes, develop an extensive portfolio of evidence to demonstrate their understanding under controlled conditions lessons.</p>	

CURRICULUM OVERVIEW

Food Technology/ Catering	To be able to understand the food safety laws required in a hospitality establishment. To understand the ways that food can make people unwell and how to control this.	To understand the preventative methods to control food induced ill health. To understand the roles and responsibilities of the Environmental Health Officer. To know the macro and micro nutrients and the nutritional needs of different groups of people based on age and lifestyle. To understand how different cooking methods affect the nutrients in food. To know how factors affect menu choices
Music	Component 1 continued - BRIEF SET	
PE and Health	Investigate the varying types and provision of sport and physical activity for different types of participant	Equipment and technology required for participants to use when taking part in sport and physical activity / Controlled Assessment One
PSE/RSE	RSHE students will focus on Relationships and Families and look at religious views of Christianity and Islam. We will explore human sexuality, sexual relationships and the importance of marriage in a faith.	RSHE students will focus on relationships and families and the impact of marriage and sexting. Students will explore how this impacts on a person and society.
Business	Students focus on understanding more about finance and look at breakeven and cash flows and business profit through the impact of changing revenue and costs	In this term students will learn about the importance finance for a business. They also learn about the different types of businesses that exist
Child Development	In this term students will continue learning course content for Component 2. They will explore different types of play for different ages.	In this term students will continue learning course content for Component 2. They will explore how play can be organised to promote learning through a variety of activities and how to promote social skill and health awareness.
Health and Social Care	In this half term students will continue learning content for Component 2. They will explore a range of health conditions and services that support people with those conditions. They will learn about Allied Health Professionals and start to look at barriers people face when accessing services..	Students will continue to learn about barriers to accessing services and will be given PSA practice tasks. They will be introduced to LAB, the 6 C's and what skills and attributes are, as well as potential obstacles people may face when recovering.

CURRICULUM OVERVIEW

Media	<p>Component 1 Pearson Set Assignment Task 1; Investigate Media Products. media forms, purpose, media audiences, the relationship between media products, their purpose and audience</p>	<p>Component 1 Pearson Set Assignment Task 2 - Explore how media products are created to provide meaning and engage audiences; genre, narrative and representation; media production techniques; how genre, narrative, representation and media production techniques combine to create meaning and engage audiences</p>
Photography	<p>Abstract - Researching a range of photographers past and present and exploring how to photograph everyday objects from a range of viewpoints and angles so they become abstract and out of context. Develop editing skills to highlight the abstract element of their photos. Compare Black and white v' Colour.</p>	
Travel and Tourism	<p>Component 1 Assessment Students prepare for and complete the Pearson Set Assignment (PSA) for Component 1</p>	<p>Component 1B cont.: They will also explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes. Students will complete a completing a piece of coursework on one specific destination.</p>
Spanish	<p>Module 3: My idols - Describing who we admire and who we aspire to be.</p>	<p>Module 4: My lifestyle - Discussing what you do with your friends and family in your free time.</p>

KEY DATES

Assessment Week
Monday 12th - Friday 16th January
Holocaust Memorial Day
Tuesday 27th January
School Production
Tuesday 10th - Thursday 12th February
Careers Fair
Thursday 26th February
DofE Presentation Evening
Tuesday 24th March

HOME LEARNING - KS4

EVERY MOMENT
MATTERS

WE ARE
#TEAM SDCC

Year 10 Homework Timetable

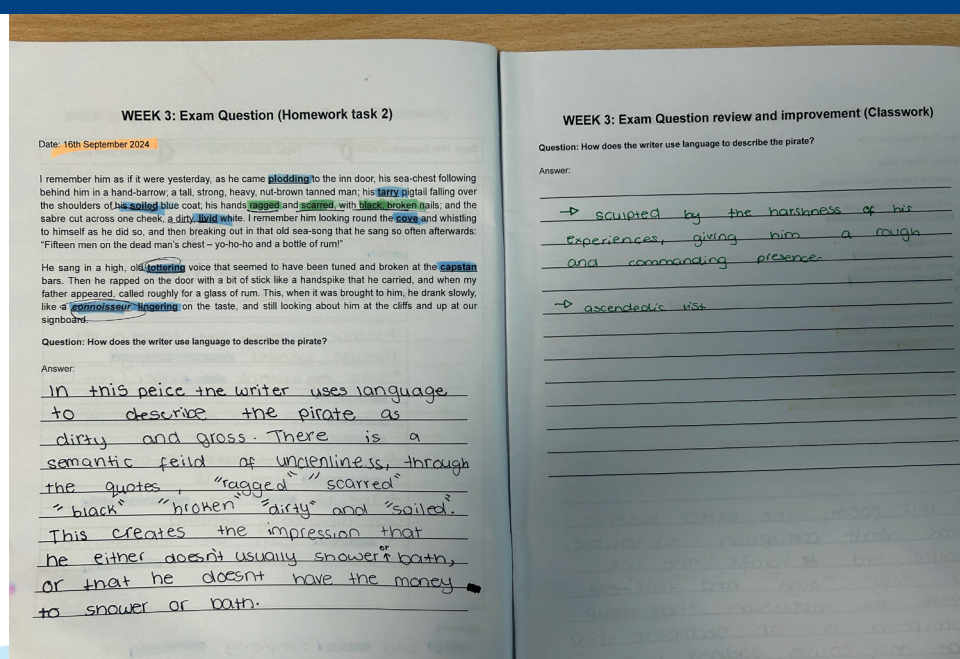
Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Science	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Maths	Option B Task 2
Friday	Sparx Science	Science Task 2	English Task 2

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

SPRING 2026

EVERYDAY

MORNING FOOTBALL

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

ENGLISH SPARK 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? SDCC - CT1 (Tuesday)
SMHC - FF03 (Wednesday)
When? After school

FITNESS

Who? Years 7 & 8 | *Where?* FT1
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

MONDAY

BASKETBALL

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

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

TEXTILES CLUB

Who? All years | *Where?* VA2
When? After school

BOYS FOOTBALL

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

NETBALL

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

BADMINTON

Who? All Years | *Where?* Sports Hall
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

MONDAY, WEDNESDAY & THURSDAY

LIBRARY

Who? All years | *Where?* SDCC Library
When? Break A & B

MONDAY & WEDNESDAY

LANGUAGES CLUB

Who? All years | *Where?* EB6
When? Monday Week A,
Wednesday Week B

Aspire
ACHIEVE
Thrive

WEDNESDAY

ART & CLAY ART

Who? All years | *Where?* VA3
When? After school

GIRLS FOOTBALL

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

DODGEBALL

Who? All years | *Where?* Gym Zone
When? After school

TURN UP AND PLAY

NETBALL

Who? All Years
Where? Sports Hall/Courts
When? After school

ROCK CLUB JR

Who? Year 7 - 8 | *Where?* PA2
When? 3.15-4.15pm

EPQ DROP IN SESSION

Who? Sixth Form | *Where?* SMHC SF07
When? Break B

BIOLOGY INTERVENTION

Who? Yr 13 Biologists | *Where?* SC13
When? 4-5pm

THURSDAY

KEYBOARD CLUB

Who? All years | *Where?* PA2
When? After school

CROCHET CLUB

Who? All years | *Where?* MA7
When? After school

DofE CLUB BRONZE

Who? Years 9 and 10 (will have pre-signed up)
Where? KS3 Canteen
When? After school

DofE CLUB SILVER

Who? Years 9 and 10 (will have pre-signed up)
Where? KS3 Canteen
When? After school Week B

RUGBY

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

BOYS FOOTBALL

Who? All years 9 & 10 | *Where?* Blue Astro
When? After school

BENCHBALL

Who? Years 7, 8 & 9 | *Where?* Sports Hall
When? After school

FITNESS

Who? All Years | *Where?* FT1
When? After school

MEDIA CLUB

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

eSPORTS (ROCKET LEAGUE)

Who? All years | *Where?* CT3
When? 3-4pm

CHESS CLUB

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

DIVERSITAS

Who? All years | *Where?* KS4 Canteen
When? 11.30 P3

PARAGON MATHS

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

FRIDAY

CCF

Who? Years 10-13 (Invite only)
Where? Off site *When?* After School

CHRISTIAN FAITH GROUP

Who? All years | *Where?* EB14
When? Break A

FURTHER MATHS

Who? Year 11 (top maths sets only)
Where? MA6
When? 3-4pm

ROCK CLUB SR

Who? Years 9 - 11 | *Where?* PA2
When? 3.15-4.15pm

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

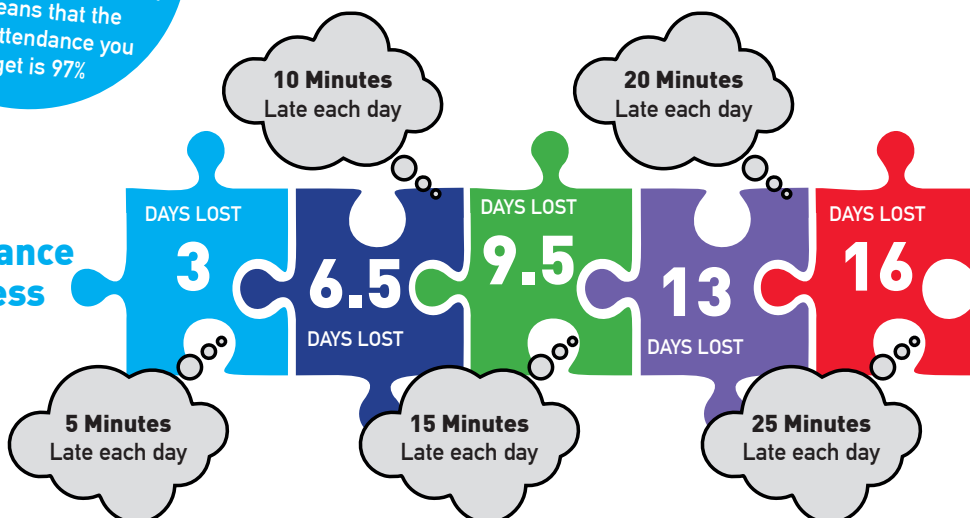
100 missed Lessons

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!