

CURRICULUM BOOKLET 2025-26



OUR SCHOOL VALUES

Aspire ACHIEVE Thrive

YEAR 11 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

As we approach the end of the term, I would like to take this opportunity to reflect on the excellent work our students have achieved over the past few weeks. Year 11 students have shown impressive commitment to their learning, particularly in the areas of homework, revision, and preparation for their recent mock examinations. Their determination, resilience and positive attitude have been clear, and we are incredibly proud of the progress they are making.

Students have gone above and beyond with their homework completion and independent revision, demonstrating strong habits that will support them throughout the remainder of the academic year. The effort they have shown in preparing for their mock exams has been especially encouraging, and the results so far reflect a growing maturity and ambition within the year group.

We are now looking ahead to our Parents' Evening in January, where you will have the opportunity to discuss your child's progress in detail with their subject teachers. This will be an important moment to celebrate achievements, identify next steps, and ensure that every student feels confident and supported as we move into the new term.

As the Christmas break approaches, we hope all our students enjoy a well-deserved rest. This holiday provides a valuable chance to recharge, spend time with family, and return in January feeling refreshed and ready for the challenges and opportunities ahead.

Thank you for your continued support. It makes a tremendous difference to the success and wellbeing of our students. We look forward to seeing you in the new year and continuing our strong partnership.

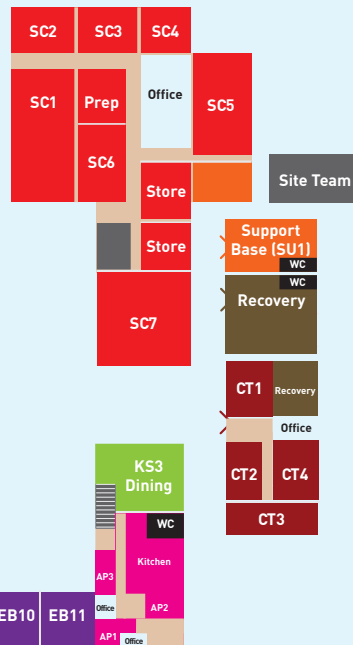
Wishing you and your family a peaceful and joyful Christmas.

Mr Ward
Head of Year 11

Ground Floor



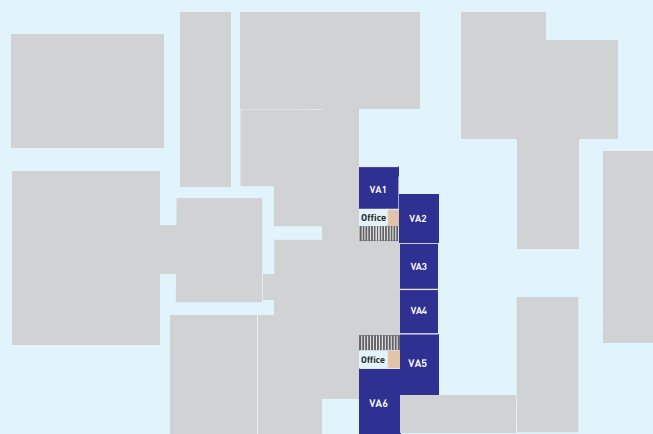
SDCC MAP



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 11 TUTORS

Head of Year: Mr Ward					
Tutor Group	Tutor	Room	Tutor Group	Tutor	Room
111	D Dyer (A), R Unsworth (B)	EN1	116	M Grainger (A), R Klesniks (B)	EN7
112	R Unsworth (A), D Dyer (B)	EN5	117	F Parker (A), A Moss (B)	EN3
113	D Henderson (A), R Cousins (B)	EN6	118	A Moss (A), F Parker (B)	EN2
114	S Tidball (A), B Chapman (B)	EN4	119	J Edwards (A), S Williams (B)	EN9
115	B Chapman (A), S Tidball (B)	EN8	120	S Williams (A), J Edwards (B)	EN10

CURRICULUM OVERVIEW

SDCC Year 11 Curriculum	TERM 2	
	HALF TERM 3	HALF TERM 4
Maths	Year 11 Preparation for Summer Exams based on student weakness and highest leverage topics	Year 11 Preparation for Summer Exams based on student weakness and highest leverage topics
English Language & Literature	Bespoke programme of revision of all key texts and all 4 exam papers.	
Combined Science	Biology: Hormones and classification Chemistry: Advanced calculations and Revision Physics: Electromagnetic waves and Revision	Biology: Revision, Chemistry: Revision, Physics: Revision
French	An eye on the world Environmental and global issues	Recap and revision + exam practice in all 4 skills (reading, writing, listening, speaking)
Geography	Resource management Global and UK resources (water, energy and food). water insecurity and increasing supply (Lesotho Highland). sustainable water supplies (Wakel, India). Students learn about resources key to human life and development, particularly considering the sustainable use of these resources.	Fieldwork Human fieldwork investigation (Is Tavistock a sustainable town?) Physical fieldwork investigation (Do river characteristics change along the River Plym?) Students complete two fieldwork investigations, engaging in practical data collection techniques.
History	Germany - Revision	Crime and Punishment - Revision
Art	Exam unit. Developing their creative skills through exploration of various materials and techniques. Exploring the work of artists and/or designers that are influenced by the individual theme chosen from the list set by the exam board.	Exam unit. Developing their creative skills through exploration of various materials and techniques. Exploring the work of artists and/or designers that are influenced by the individual theme chosen from the list set by the exam board.

CURRICULUM OVERVIEW

Computer Science	<p>2.3 Robust Programs Students will learn the techniques used to ensure programs are robust and can be maintained. They will learn the principles of defensive design and the importance of testing. Students will have experienced some of the good coding habits already through their practical coding experience.</p> <p>Practical Programming Students will learn how to use file-handling techniques when programming.</p>	<p>2.4 Boolean Logic Students will investigate use of Boolean operators, will create logic diagrams from logic statements. Students will use truth tables to express the result of logic statements. Students will have experience of writing programs that make use of boolean operators through their practical coding experience.</p> <p>MOCK Exam During the course of Term 1, students will complete a MOCK exam based on content covered so far.</p> <p>2.5 Programming Languages and IDEs Students will investigate the purpose of high- and low-level programming languages. They will learn how translators are used to generate machine code. Students will draw on their practical coding experiences to learn about the common tools and features of IDEs and how they support programmers.</p> <p>Practical Programming Students will learn how to implement two-dimensional arrays and make use of SQL to interrogate databases.</p>
IT	<p>Component 3A Modern Technologies</p> <ul style="list-style-type: none"> - Communication technologies <ul style="list-style-type: none"> - Cloud systems - Modern teams - Communicating with stakeholders <ul style="list-style-type: none"> - Inclusivity and accessibility - Impacts of modern technologies on organisations - Impacts of modern technologies on individuals <p>Component 3B Cyber Security</p> <ul style="list-style-type: none"> - Threats to data - Impacts of threats <ul style="list-style-type: none"> - Prevention and management of threats <ul style="list-style-type: none"> - Policies 	<p>Component 3C Wider Implications of Digital Systems</p> <ul style="list-style-type: none"> - Shared data - Environmental impact <ul style="list-style-type: none"> - Equal access - Net neutrality - Acceptable use policies - Social and business boundaries <ul style="list-style-type: none"> - Data protection principles - Intellectual property - Criminal use of computer systems <p>Component 3D Forms of Notation</p> <ul style="list-style-type: none"> - Data flow diagrams <ul style="list-style-type: none"> - Flowcharts - Information flow diagrams <ul style="list-style-type: none"> - Tables - Written information

CURRICULUM OVERVIEW

Drama	<p>Comp 3: Devising a Performance in a Theatrical Style. Students will be led in workshops to develop their understanding of performance styles which have influenced theatrical performance across the decades. They will work collaboratively in small groups to devise a range of narratives in these styles prior to the launch of their Pearson Set assignment in February, where they will work independently to create their own play in one of these styles. Assessment: Practical, Logbooks. Portfolio of written evidence and Evaluation.</p>	<p>Comp 3: Exam final rehearsal and preparation of evidence before being sent off to external moderator.</p>
Food Technology/ Catering	Consolidation of Unit 1 in preparation for the exam	Consolidation of Unit 1 in preparation for the exam
Modern Britain	<p>Mutual Respect - Students will use their various revision resources to help them with their GCSE in modern Britain. Paper 1 will focus on religious beliefs on Christianity and Islam. Students will revise the teachings, beliefs and practices for both religions. For Paper 2 students will revise for their examination in the following areas: Theme A Religion, Families and relationships; Theme D Religion, Peace and Conflict; Theme E Religion, Crime and Punishment and Theme F Religion, Human Rights and Social Justice.</p>	<p>Revision for Paper 1 and Paper 2 GCSE Religious Studies in modern Britain</p>
Music	<p>Btec Music component 3 - External Brief Students will start their performance based brief as set by Pearson. Students will be given a set number of hours to rehearse, perform and record a selection of pieces, within a set time that fit a particular theme. For example, the 2022 brief was 'Pride'.</p>	<p>Btec Music component 3 - External Brief - Continues</p>
PE and Health	Explore the importance of fitness for sports performance / Investigate fitness testing to determine fitness levels	Investigate different fitness training methods / Investigate fitness programming to improve fitness and sports performance /

CURRICULUM OVERVIEW

PSE/RSE	RSHE students will understand the role of families and relationships within two religions. The attitudes to cohabitation and having sexual relationships outside of marriage.	PSHE students will explore contraception and the health and wellbeing of the individual. Important for students to learn about sexually transmitted diseases and teenage pregnancy choices.
Business	During this term, the focus turns towards human resources, and knowledge is gained about effective recruitment, training and development. Students then look at how employees can be motivated in the workplace. Lastly, organisational structures are investigated.	Student will finish learning the course with business calculations and understanding business performance. Revision of key topics and past papers will then happen in preparation for the exam
Child Development	Students will finish learning the taught content for Component 3.	Students will sit a Mock for Component 3 in the spring term. Further preparation and revision of topics will be covered in the Spring term.
Health and Social Care	Students will finish learning the taught content for Component 3 learning about person-centred approaches to make recommendations to improve an individual's health and wellbeing.	Students will sit a Mock for Component 3 in the spring term. Further preparation and revision of topics will be covered in the Spring term.
Media	Component 3: Create a Media Product in Response to a Brief; Research and Development of Idea; Ideas Log; Planning Material - script, storyboard, shooting schedule.	Component 3: Create a Media Product in Response to a Brief; Video production, Video editing, exporting of media product; Technical and Review Record
Photography	Surrealism cont. Students will continue up until Christmas. Exam Paper will be delivered in January.	Exam Paper - Exploring the work of artists and/or designers that are influenced by the individual theme chosen from the list set by the exam board.
Sociology	Revision of the family - with a particular emphasis on the main sociologists	Revision of Education - with an emphasis on sociologists and research skills

CURRICULUM OVERVIEW

Travel and Tourism	Component 3A: Influences on Global Travel and Tourism. In this component, students will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Revision for component 3 Mock	Component 3B: Influences on Global Travel and Tourism. Students will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism. Revision for component 3
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KEY DATES

- Year 11 Parents Evening
Thursday 15th January
- Holocaust Memorial Day
Tuesday 27th January
- Campus 6th form Open Evening
Thursday 29th January
- School Production
Tuesday 10th - Thursday 12th February

- Careers Fair
Thursday 26th February
- Year 11 Mock Weeks
Monday 2nd - Friday 13th March
- DofE Presentation Evening
Tuesday 24th March

HOME LEARNING - KS4

EVERY MOMENT
MATTERS

WE ARE
#TEAM SDCC

Year 11 Homework Timetable

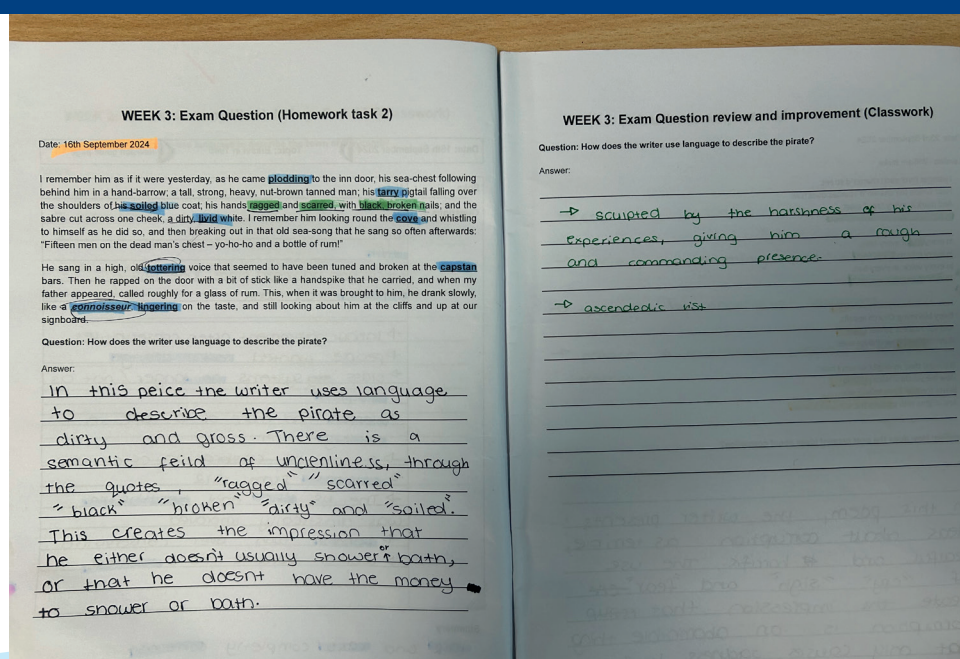
Monday	Science Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Sparx Maths
Wednesday	English Task 1	Science Task 2	Option C Task 2
Thursday	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
Friday	Sparx Science	English Task 2	Sparx Maths

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 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

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

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

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

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, WEDNESDAY & THURSDAY

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

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

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

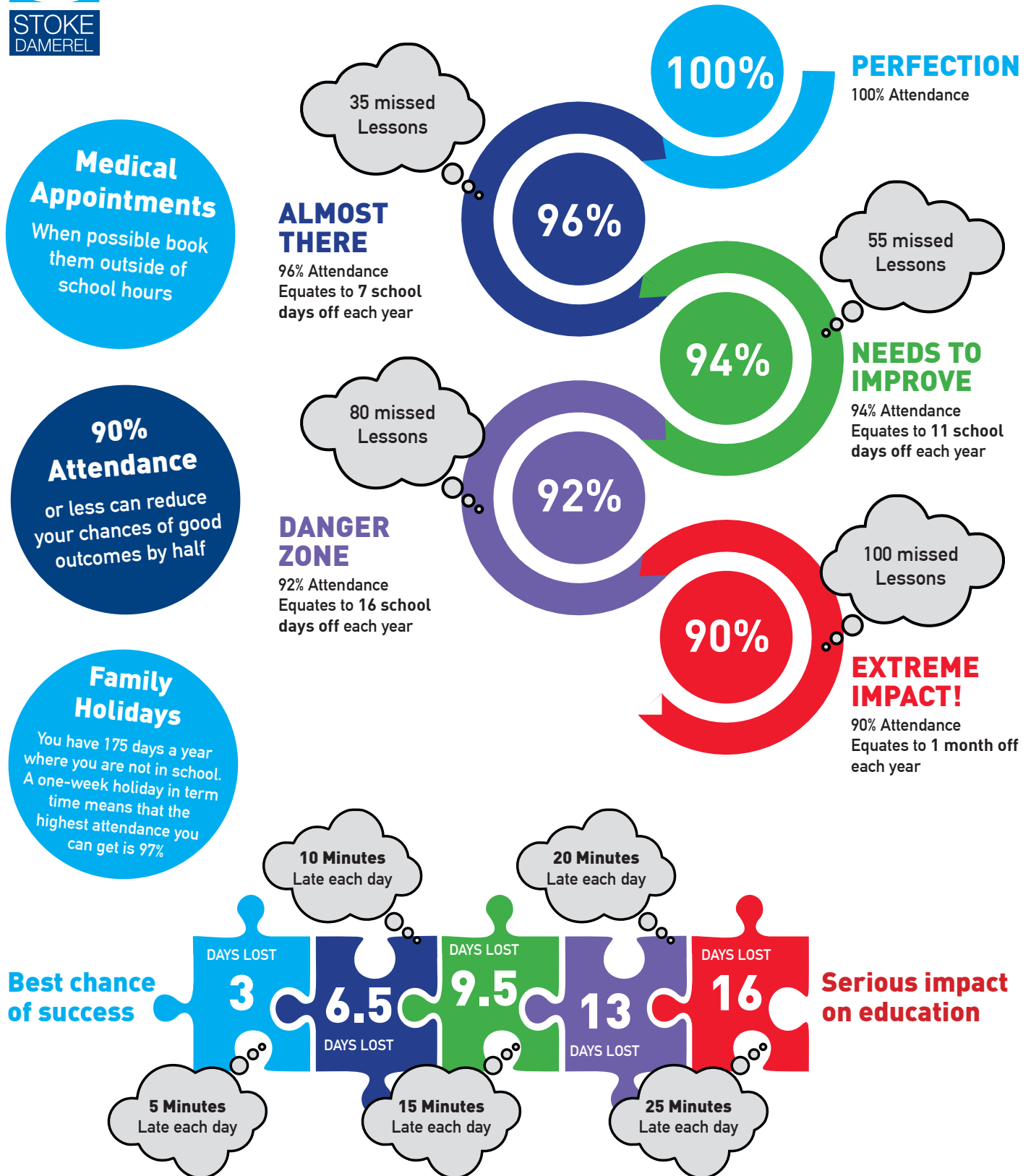
FURTHER MATHS
Who? Year 11 (top maths sets only)
Where? MA6
When? 3-4pm

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

Aspire
ACHIEVE
Thrive

Attendance Matters

#EVERYDAYCOUNTS



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!