

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,

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:

Homework

With regards to homework in Key Stage 3, we are removing the self quizzing and replacing this with an online platform which quizzes the children. Sparx homework in Core Subjects (English, maths and Science) will continue as normal. The new platform (Carousel) also tells the teachers how confident students are in their answers, so lesson content can then be adapted to address any learning gaps or misconceptions. We will launch this fully in January through assemblies and students will be taught how to access this new homework in taught sessions during one of their maths lessons. Further information about this program can be found on Page 8.

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 will be rolling this out during the term.

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

Right from the start of term, year 8 students have demonstrated great enthusiasm, kindness, and an increasing level of maturity. Their engagement in lessons has been impressive, with many showing strong focus and a real commitment to their learning. Attendance across the year group has remained high, and behaviour has been consistently excellent—something we are very proud to celebrate.

Year 8 have also impressed us with their achievements beyond the classroom. This term, our students have taken part in a wide range of sporting activities, including football, netball, rugby, basketball, and cross-country. Their teamwork, determination, and sportsmanship have been outstanding. We have also seen many students becoming more involved in school life by joining clubs, helping with events, or supporting younger pupils—brilliant examples of leadership beginning to shine through.

December's Christmas celebrations brought plenty of joy and excitement. Year 8 certainly embraced the festive spirit during our final assembly, house competitions, and silent discos. Students also helped raise an amazing amount of money for charity, showing real generosity and community spirit. It was lovely to see so many of them encouraging one another, celebrating achievements, and ending the term on such a positive note.

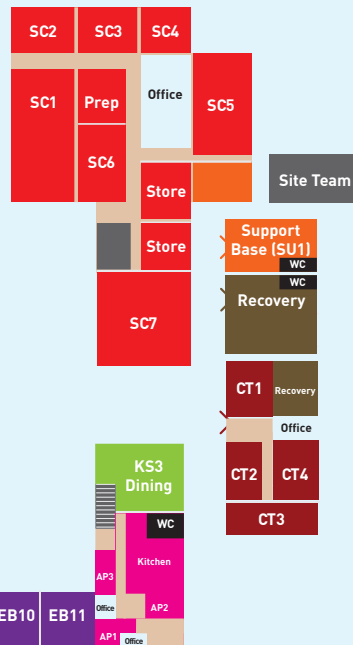
As we look ahead to January 2026, there is lots to be excited about. Year 8 will have more opportunities than ever to take part in extracurricular activities, school productions, trips, and leadership roles. This is also an important year for building confidence, resilience, and independence as students begin preparing for the challenges and opportunities of Year 8.

Mrs Bevin - Head of Year 8

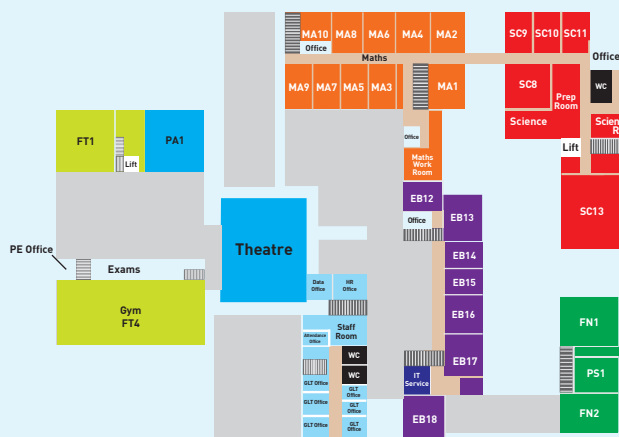
Ground Floor



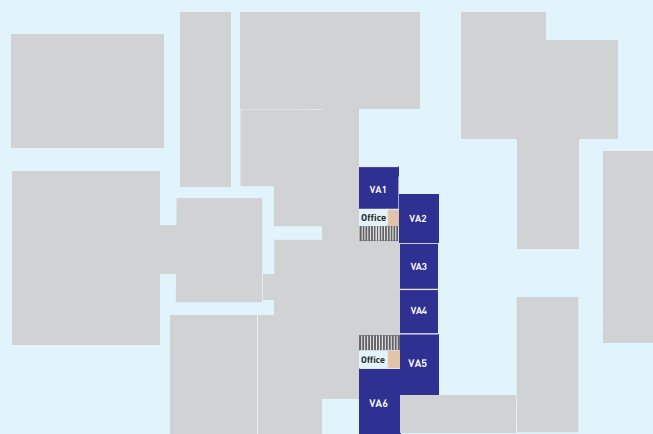
SDCC MAP



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 8 TUTORS

Head of Year: Mrs Bevin						
Tutor Group	Tutor	Room		Tutor Group	Tutor	Room
81	S Hashemi	EB12		86	A.Keene Th (F Haley)	VA2
82	R Lightfoot	EB15		87	S Greenough MonA (K Burn)	EB18
83	E Wanless / K Hesletine	EB13		88	F Gallacher	EB14
84	S. McKensie	VA3		89	K Booth	EB17
85	I. Stephens	VA4		810	A Howle W (F Haley)	EB16



GREENSHAW
LEARNING TRUST



Tutor Time

Reading Programme

YEAR 8

TITLE

AUTHOR

Adventures of a Young Naturalist
Animal Farm
Chinese Cinderella: The True Story
of an Unwanted daughter
Children of blood and Bone
I Am Malala
Life of Pi
Looking for JJ
Maggot Moon
Mud, Sweat and Tears
One
Noughts and Crosses
The Curious Incident of the Dog in
the Night Time
The Giver
The Hiding Place
The Hobbit
The Lion, The Witch and The
Wardrobe
The Ruby in the Smoke
The Woman in Black
Wed Wabbit

David Attenborough
George Orwell
Adeline Yen Mah

Tomi Adeyemi
Malala Yousafzai
Yann Martel
Anne Cassidy
Sally Gardner
Bear Grylls
Sarah Crossan
Malorie Blackman
Mark Hadden

Lois Lowry
Corrie ten Bloom
J.R.R. Tolkien
C.S. Lewis

Phillip Pullman
Susan Hill
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 2	
	HALF TERM 3	HALF TERM 4
Maths	Students are able to understand key statistical terms, whilst learning about how and why data is collected and presented in different methods	Students build algebraic confidence through understanding of equations, expressions and formula whilst also being able to apply those rules to problems and other scenarios such as graphs
English Language & Literature	<p>Unit 5: The Fragile Mind To explore how writers have created some of the great flawed characters in Literature. To explore our own humanity within this context.</p> <p>Othello, Iago, Lear, Lady Macbeth...</p>	
Science	Students learn atomic structure in more detail and move on to the periodic table. They then learn about different groups and trends on the periodic table before completing revision and their first summative assessment.	Students learn about forces in magnets and electromagnets. They then move on to look at genetics and variation.
French	What I listen to: Types of music, talking about a music festival, expressing opinions.	What I listen to: using the 3rd person to talk about music festivals, using the past tense
Geography	<p>Ecosystems - Coral Reefs Climate change, tourism, bleaching and restoration. Students continue to develop an understanding of sustainability and the oceans, with specific focus on coral reefs. Students will build location knowledge and cultural capital as they study specific examples of coral reef ecosystems.</p>	<p>Urbanisation Global population distribution, megacities, push / pull factors, India (Mumbai / Dharavi). Students gain an understanding of how the world's growing urban population creates opportunities and challenges. The key process of migration is investigations with specific reference to the impact on Mumbai. Through studying Mumbai, locational knowledge of India is developed and cultural capital built.</p>
History	The Civil Rights Movement in Great Britain. Looks at the Empire Windrush, 1958 Race Riots and Enoch Powell and the Race Relations Acts Develops the skills of empathy and usefulness	The Civil Rights Movement in the USA This focuses on the ending of Slavery, the development of the Jim Crow laws and the formation of the KKK. There are case studies on Little Rock 9, Emmett Till, Montgomery Bus Boycott and the campaigners. Specifically looking at the role of the individuals

CURRICULUM OVERVIEW

Art	Students continue to experiment in a range of materials which includes photography, acrylic paint and digital manipulation, developing their understanding of the various materials explored.	Natural Forms is the inspiration, when students produce observational studies, further developing their skills in a range of materials and techniques.
Computing	<p>Python Programming Projects Students will work towards completing a number of computational thinking challenges in order to solve complex problems.</p> <p>Assessment Point 1 Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered in Term 1</p>	<p>Computing Systems Students will gain an understanding of the different components that make up Computing Systems. For example: the use of the CPU, Memory and Storage. They will also learn about other components found in Computing Systems and the role and purpose of Operating Systems.</p>
Drama	Mystery Pictures: Building narrative through image stimulus. Skill development: whole class in-role, hot-seating, cross-cutting, flashback and direct address to audience.	
Food Technology/ Catering	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	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
Modern Britain	Rule of Law/Tolerance & Mutual Respect - To understand the attacks which are related to terrorism on the UK. We look at the impact of the attacks and how society comes together in solidarity, showing the mutual respect for all victims and communities. We describe how people feel when an attack happens and learn about the first responders and security that is involved in keeping us safe as a country.	Tolerance & Mutual Respect - looking at Christianity as a religion and the practices of a Christian. Introducing the practice of prayer and communicating to God; the importance of sacraments for Christians and what it means to them.

CURRICULUM OVERVIEW

Music	Music Tech 2 - 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	<p>Explore the use of external resistance for exercise</p> <p>Link fundamental skills to context specific skills</p> <p>Develop resilience to keep trying different activities</p>	<p>Explore mobility training techniques and exercises</p> <p>Create space by changing speed, direction and double movements.</p>
PSE/RSE	Identity, Relationships and Sex Education: Introduction to Relationships, Sexual Orientation, Periods and Menstruation Cycles	Identity, Relationships and Sex Education: Introduction to Contraception Physical Health and Mental Wellbeing: What is Mental Health?
Textiles	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.	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. (The project will run for one term and then groups will rotate to a new technology subject)
Media	Film Promotion. Media production using Adobe Creative Cloud. Creating promotional websites. Introduction to video editing. Film Sound.	
Spanish	What I listen to: Types of music, talking about a music festival, expressing opinions.	What I listen to: using the 3rd person to talk about music festivals, using the past tense

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
Year 8 Parents Evening
Thursday 14th May

CAROUSEL

What?

In January we will be moving homework for KS3 (Year 7, Year 8 and Year 9) onto an online platform called Carousel Learning. Therefore, self-quizzing in their yellow homework books will stop. 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.

We will share the link for their quiz through the google classroom. Each week homework links will also be shared on the website so that students and parents/carers can easily access them. Homework can be completed on a laptop/tablet/phone.

Once students have the link, they log in (Using their forename and surname) and can begin revising the content on their quiz. Once confident with the content, they are able to quiz themselves for the homework task.

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. Each quizzing homework will be between 8-12 questions, and should take no longer than 30 mins to revise and complete.

KS3 subjects will move to Carousel learning in January. Every student will have a lesson dedicated to using the programme in the first week back, so will be familiar by the time the first homework is set.

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

Future

Across the year we will roll out Carousel learning into Ks4 to support their extended written answers.

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 with M Hussey mhussey@Sdcc-smhc.net

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

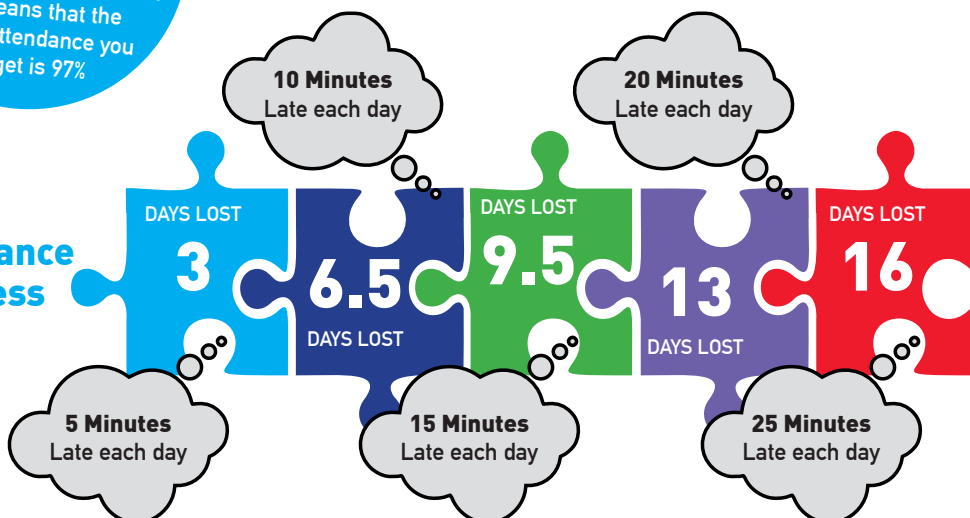
100 missed Lessons

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!