

Year Group	SDC Strands and Curriculum Links			
	Be Professional (Character and Community)	Be Inclusive (Diversity and Relationships)	Be a Learner (Aspirations and Economics)	Be Knowledgeable (Wellbeing and Health)
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Maths explorers club (y7/8) weekly- focus on UK Junior Maths Challenge and mathematical investigations and problem solving</li> <li>• Reward trip to Harry Potter World for students showing best learning ethos from each class – following Proportional Reasoning Unit which features Harry Potter extensively</li> <li>• Focus on data about Poplar and its history in Collecting and Representing Data Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month maths poster competition in October and lessons/film showing on Hidden Voices</li> <li>• LGBTQIA+ month maths poster competition and lessons on Alan Turing and code breaking</li> <li>• Both of these explicitly promoting tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding of working with money and calculation and problem solving with money throughout many units and in fluency checks every lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Use of charts and data on health and wellbeing in Collecting and Representing Data Unit</li> <li>• Regular and extensive use of student voice through google form surveys and focus groups to ensure we are responsive to student needs and concerns.</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Maths explorers Club (y7/8) weekly- focus on UK Junior maths Challenge and mathematical investigations and problem solving</li> <li>• Trip to British Museum and our own maths trail around Rooms 54 and 55 on units of measurement used in ancient Mesopotamia</li> <li>• Focus on data about Poplar and its history in Collecting and Representing Data unit</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month maths poster competition in October and lessons/film showing on Hidden Voices</li> <li>• LGBTQIA+ month maths poster competition and lessons on Alan Turing and code breaking</li> <li>• Both of these explicitly promoting tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding of working with money and calculation and problem solving with money throughout many units and in fluency checks every lesson</li> <li>• Focus on origins of metric system alongside birth of modern democracy in French Revolution as key part of Measuring the World unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of charts and data on health and wellbeing in Collecting and Representing Data Unit</li> <li>• Regular and extensive use of student voice through google form surveys and focus groups to ensure we are responsive to student needs and concerns.</li> <li>• Maths of Climate Change unit</li> </ul>

<p><b>Year 9</b></p>	<ul style="list-style-type: none"> <li>• Maths trail in central London exploring maths, history and geography of the capital</li> <li>• UK Intermediate Maths Challenge Club (y9/10) weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month maths poster competition in October and lessons/film showing on Hidden Voices</li> <li>• LGBTQIA+ month maths poster competition and lessons on Alan Turing and code breaking</li> <li>• Both of these explicitly promoting tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>• As above but also particular focus on money and economic literacy (eg credit cards, interest etc) in Percentages unit</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on assessing risk in context of health in Probability unit</li> <li>• Regular and extensive use of student voice through google form surveys and focus groups to ensure we are responsive to student needs and concerns.</li> </ul>
<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>• Our own Greenwich maths trail (Observatory/ time/longitude and latitude and outdoor bearings and trigonometry)</li> <li>• UK Intermediate Maths Challenge Club (y9/10) weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month maths poster competition in October and lessons/film showing on Hidden Voices</li> <li>• LGBTQIA+ month maths poster competition and lessons on Alan Turing and code breaking and Imitation Game film showing and lessons</li> <li>• Focus on challenging racism and sexism in unit of Reasoning with and Interpreting Data</li> <li>• All of these explicitly promoting tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent focus embedded throughout fluency checks, homework and many units on solving problems in context of money and economics</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on issues affecting health and wellbeing such as Climate Crisis in unit on Reasoning with and Interpreting Data</li> <li>• Regular and extensive use of student voice through google form surveys and focus groups to ensure we are responsive to student needs and concerns.</li> </ul>
<p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>• Reward trip for selected students from all sets showing best learning ethos to Bletchley Park</li> <li>• For some students participation in y12/13 pre exam Maths Residential</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month maths poster competition in October and lessons/film showing on Hidden Voices</li> <li>• LGBTQIA+ month maths poster competition and lessons on Alan Turing and code breaking and Imitation Game film showing and lessons</li> <li>• Both of these explicitly promoting tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on post 16 mathematics and careers it opens to you throughout the year.</li> <li>• Visits and help from ex students who have gone on to success to act as role models and inspiration to current students</li> </ul>	<ul style="list-style-type: none"> <li>• After school support to ensure student health and well being are central in the context of exam preparation pressures and stresses.</li> <li>• Regular and extensive use of student voice through google form surveys and focus groups to ensure we are responsive to student needs and concerns.</li> </ul>

<p><b>Year 12</b></p>	<ul style="list-style-type: none"> <li>• Pre exams Maths Residential</li> <li>• Weekly support/STEP club</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month maths poster competition in October and lessons/film showing on Hidden Voices</li> <li>• LGBTQIA+ month maths poster competition and lessons on Alan Turing and code breaking and Imitation Game film showing and lessons</li> <li>• Both of these explicitly promoting tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling economic and financial situations with functions, graphs and differential equations is a key part of the A Level curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• After school support to ensure student health and well being are central in the context of exam preparation pressures and stresses.</li> <li>• Regular and extensive use of student voice through google form surveys and focus groups to ensure we are responsive to student needs and concerns.</li> <li>• Using statistics in context of assessing medical risk is a key part of the A Level curriculum</li> </ul>
<p><b>Year 13</b></p>	<ul style="list-style-type: none"> <li>• Pre exam Maths Residential</li> <li>• Weekly support/STEP club</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month maths poster competition in October and lessons/film showing on Hidden Voices</li> <li>• LGBTQIA+ month maths poster competition and lessons on Alan Turing and code breaking and Imitation Game film showing and lessons</li> <li>• Both of these explicitly promoting tolerance and respect</li> </ul>		<ul style="list-style-type: none"> <li>• After school support to ensure student health and well being are central in the context of exam preparation pressures and stresses.</li> <li>• Regular and extensive use of student voice through google form surveys and focus groups to ensure we are responsive to student needs and concerns.</li> </ul>