

CURRICULUM BOOKLET 2025-26



*Care to Learn,
Learn to Care*

YEAR 9 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.

Two key highlights of the term was our outstanding Campus production of High School Musical, and campus Cultural Fashion Show. Both were truly memorable events, showcasing the exceptional talent, confidence, and teamwork of our students. These events reflect the strength of our campus collaboration and the importance we place on opportunities to develop the holistic skills needed to become a positive citizen.

This term we have continued our **Futures Curriculum**, which is 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 'Learn to Care and Care to Learn' —such as Commitment, Achievement, Resilience and Empathy. This curriculum sits alongside our academic provision to ensure that students are fully prepared for life beyond school.

Enrichment is a key aspect of the Futures, and over this term multiple events have run across all years. Examples include Year 9 becoming research assistants, Year 10 participating in 'LifeLine' - a game run by medical students to show how cases are prioritised and treated. Year 11 visited Plymouth University to participate in a Science Showcase, whilst Year

12 visited to get hands on with the Electron Microscope! A selection of Year 10 and 11 engaged in outreach activities from Cambridge University, with some Year 12 making the trip to visit Oxford! All students benefited from some talks from professionals from the healthcare and medicine industry, including Physiotherapists and Care Managers. Our on site Careers Fair showcased the array of opportunities afforded to them across this and other industries..

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.

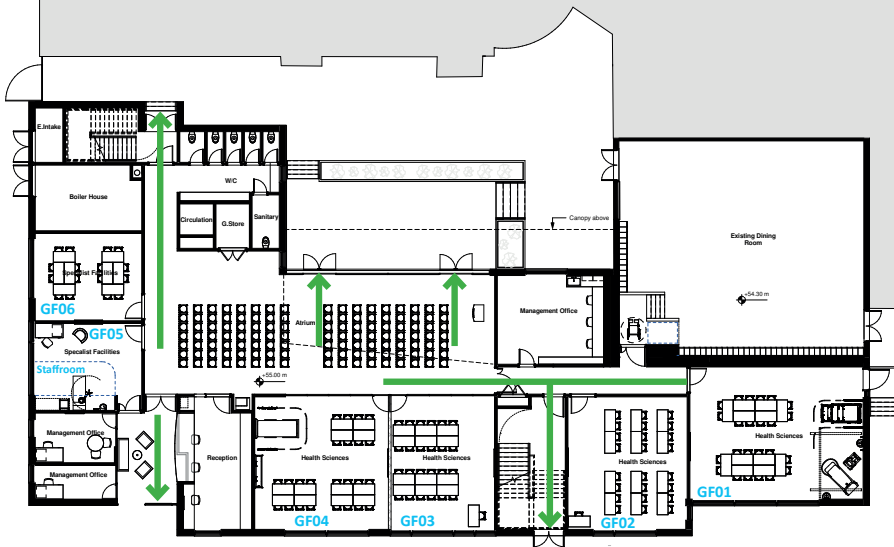
Thank you for your continued support. Together, we are building a culture of excellence that enables all of our students to flourish.

Have a lovely Easter.

Yours faithfully,

Mrs Merricks
Head of School

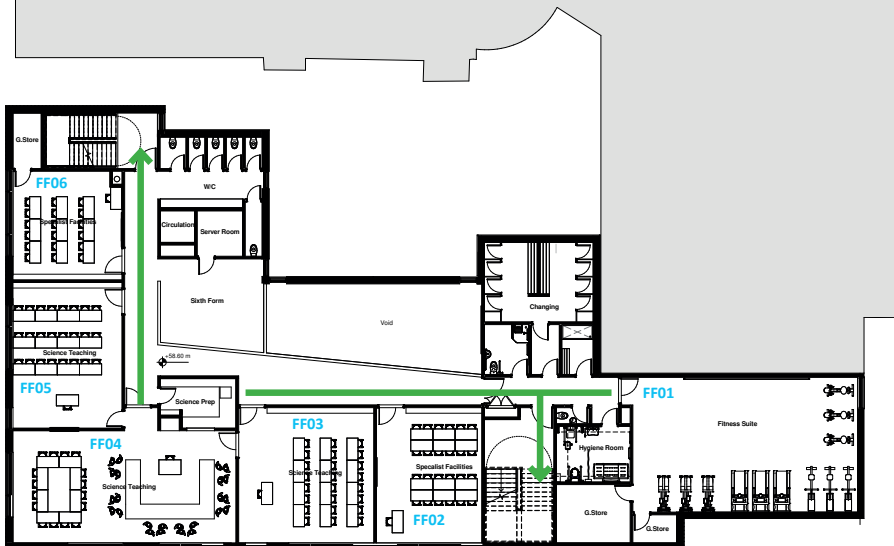
SMHC Ground Floor



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

SMHC First Floor



SMHC Second Floor



YEAR 9 TUTOR

Pastoral Lead: Miss Honeyghan		
Tutor Group	Tutor	Room
9.1	B Thomas	GF03
9.2	N Pugh Th (A Reid)	GF02
9.3	K Harvey W (A Reid)	GF04



The Futures Curriculum

- The Futures Curriculum is preparing our students for their potential careers in the medical and health care industry.
- The students have an extra 20 minute session each morning with their tutor groups to learn to care and care to learn.
- With over 350 NHS careers we share these with the students and look into the skills needed for each career.
- The futures program also looks at medical ethics, the students can analyse current issues.
- Have a look at advancements in technologies and treatments.
- The students experience guest speakers who come and share their expertise and experiences of their careers.
- It is our aim for every student to have a first aid qualification.
- The Futures curriculum ensures that students have access to a balanced range of experiences to ensure they have academic success and a strong understanding of what their futures might be when they enter the world of work.

Care to learn, Learn to care



GREENSHAW
LEARNING TRUST



Scott
Scott Medical and Healthcare College

Tutor Time Reading Programme YEAR 9

TITLE

AUTHOR

Clap When You Land	Elizabeth Acevedo
Everyday	David Levithan
Lord of the Flies	William Golding
Scythe	Neal Shusterman
Touching the Void	Joe Simpson
The Picture of Dorian Gray	Oscar Wilde
The Book Thief	Markus Zusak
Things a Bright Girl Can Do	Sally Nicholls

Students complete 15 minutes of reading each afternoon, giving them an experience of a wide range of texts

CURRICULUM OVERVIEW

SMHC Year 9 Curriculum	TERM 3	
	HALF TERM 5	HALF TERM 6
Maths	Students apply algebraic skills developed earlier into finding perimeters, areas, lengths and volumes of complex and uncommon shapes. They also further develop the twin skills of algebra and geometry to solve specific angle problems involving 2D shapes	Students are able to understand and apply the relationships between compound measures and how they relate to real life problems. This is coupled with a deeper understanding of transformations and how they can be combined
English Language & Literature	<p style="text-align: center;">Unit 9: Rhetoric and Revolution</p> <p>To explore how great orators can influence, shape and change our world through a number of influential speeches. Students will learn the art of rhetoric in preparation for their Spoken Language Assessment.</p>	
Triple Science	<p>Biology: Cell division, DNA & Protein Synthesis</p> <p>Chemistry: Alkanes, Alkenes, Organic Compounds,</p> <p>Physics: Waves & Properties, Reflection, Refraction & Sound, The Electromagnetic Spectrum,</p>	<p>Biology: Digestion and Enzymes</p> <p>Chemistry: Polymers and Polymerisation</p> <p>Physics: Reflection, Refraction & Sound, The Electromagnetic Spectrum,</p>
French	<p style="text-align: center;">En bonne santé</p> <p style="text-align: center;">Body parts, healthy living, food + drink, exercise</p>	
Spanish	School and Study: Students begin to use opinions and reasons to discuss what they study. Students use the past present and future tenses to explore this topic which includes discussing school rules and school culture. Students build towards their speaking, listening, reading and writing exam within these topics.	Work and Future plans: Students deal with the future tense in much more detail and start to look towards future jobs, work experience and part time job opportunities. Students build towards their speaking, listening, reading and writing exam within these topics.

CURRICULUM OVERVIEW

<p>Geography</p>	<p>Coastal processes and landforms Coastal processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found along the coastline. An understanding of the interactions between natural processes is developed. Students develop locational knowledge as they learn about the Dorset coastline, specifically Swanage and Studland.</p> <p>Flood management, hard and soft engineering. Students further consider the interactions between human and physical processes as the natural processes of coasts interact with the human process of urbanisation. Sustainable futures are considered in flood management and environmental design and cultural capital is built through the consideration of the real world flood management examples of Lyme Regis</p>	<p>Fieldwork visit. In this unit, students experience a geographical enquiry process, considering; creating a hypothesis, data collection, data presentation, conclusions and evaluation. The investigation is based around the question ‘Are the sea defences at Lyme Regis successful?’, with sub questions:</p> <p>Is there evidence of longshore drift at Lyme Regis? Is there evidence of sea defences in action at Lyme Regis? What is the human response to the sea defences at Lyme Regis?</p>
<p>History</p>	<p>This looks at significant events and people which can be seen as a turning point in the 20th century. it aims to explore why these are seen as such significant events and looks at the perspective it is viewed from to question the stereotypical view</p>	
<p>PE and Health</p>	<p>Fitness Training Principles - Students further develop their knowledge of how to improve physical and skill related element of performance and how to track this.</p>	<p>Fitness testing - The importance and impact that testing can have on performance and health is investigated, allowing students to monitor the impact of training.</p>
<p>PSE/RSE</p>	<p>Contraception and STIs: What are STIs?, Treating STI’s and GUM Clinic, Contraception Explored, Contraception - Condom</p>	<p>Combating Extremism and Terrorism: Conspiracies Theories and Narratives, Forms of Extremism, What is Terrorism?, War and Conflict, The Radicalisation Process, Counter Terrorism</p>
<p>Health Sciences</p>	<p>In this term students will undertake a range of projects linked to either Health & Social Care or Child Development.</p>	<p>In this term students will undertake a range of projects linked to either Health & Social Care or Child Development. Students will also undertake assessment 2.</p>

CURRICULUM OVERVIEW

Psychology

Perception - How do we really see the world around us? What information helps us to decipher what we see and how we see it? Students will be devising an experiment which helps combine our Research Methods and Perception knowledge in to practice showing how Psychology works in everyday settings.

Review - Within our final term, we will review the key areas covered and prepare students for the beginning of their GCSE course in Year 10. Students will examine a key study within Psychology and develop their understanding behind the aims, procedure, results, conclusions and evaluation therefore preparing them for the course ahead.

KEY DATES

Revision Week
Monday 15th June
Assessment Week
Monday 29th June

CAROUSEL

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.

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

MHussey@Sdcc-smhc.net

EVERY
MOMENT
MATTERS

WE ARE
#TEAM
SDCC



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

100%
PERFECTION
100% Attendance

55 missed Lessons

94%
NEEDS TO IMPROVE
94% Attendance
Equates to 11 school days off each year

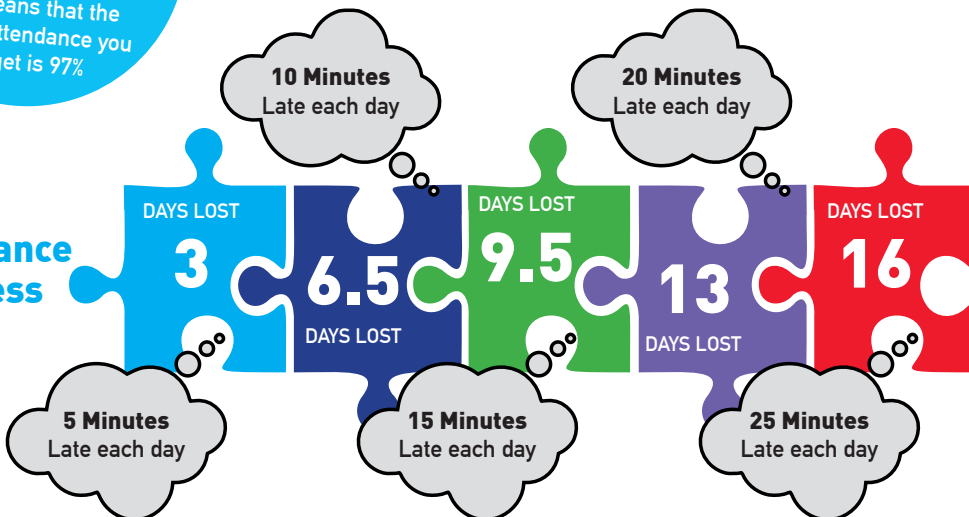
80 missed Lessons

DANGER ZONE
92% Attendance
Equates to 16 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!