

CURRICULUM BOOKLET 2025-26



Care to Learn, Learn to Care

YEAR 10 THE TERM AHEAD
for students, parents and carers

THE TERM AHEAD



Dear Parents and Carers,

As we approach the end of the first half term, I would like to take this opportunity to thank you for your continued support and to celebrate the positive start our students have made to the new academic year. It has been wonderful to see the energy, enthusiasm, and commitment shown by our young people as they have settled back into college life.

At Scott Medical and Healthcare College, our vision remains firmly rooted in the values of the NHS — compassion, respect, teamwork, and a commitment to excellence. These principles shape not only our curriculum but also the culture and community we continue to build together. We want every student to develop both academically and personally, leaving us equipped with the knowledge, skills, and character to make a meaningful contribution to society and to future healthcare professions.

This term, our staff have worked hard to deliver a curriculum that is rich, ambitious, and aligned with real-world healthcare contexts. Alongside this, our students have embraced a wide range of enrichment opportunities — from Rainbow Flag workshops, to University visits as well as careers fairs. It has also been fantastic to see such creativity and confidence during auditions for this year's school production, High School Musical Jr. — congratulations to everyone who took part!

As a college, we continue to strive for excellence in everything we do, ensuring that our students not only achieve strong academic outcomes but also embody the compassion, teamwork, and resilience that define the best of healthcare professions. We are proud of the sense of care and purpose that runs through our community and the way our students support one another every day.

Please continue to check our newsletters and website for key dates, upcoming events, and opportunities for your child. We look forward to the next half term with great excitement and confidence in what our students will continue to achieve.

Thank you, as always, for your partnership and encouragement. If you have any questions about the curriculum or wider college life, please do not hesitate to get in touch.

Mrs Merricks
Head of School

KEY DATES

Open Evening (Years 8-9 & 11-12)
Wednesday 1st October 2025
DofE Presentation Evening
Tuesday 24th March 2026
Year 9 & 10 Parents Evening
Thursday 26th March 2026

SMHC Ground Floor

The ground floor plan shows a complex layout with various functional areas. Key features include:

- Entrance and Circulation:** An entrance area with stairs leading up, a large central hall with a canopy above, and a reception area.
- Specialized Rooms:**
 - Health Sciences:** Multiple rooms labeled GF04, GF03, and GF02.
 - Specimen Facilities:** Labeled GF05.
 - Management Office:** Two offices, one labeled GF06.
 - Dining Room:** Labeled GF01.
 - Reception:** A central area for visitor接待.
- Support Spaces:**
 - Boiler House:** Located near the entrance.
 - WC, Circulation, G. Store, Sanitary:** Restroom and storage areas.
 - Canopy above:** A large covered area over the central hall.
- Circulation Paths:** Indicated by green arrows, showing movement from the entrance through the central hall and into various rooms.

SMHC First Floor

The SMHC First Floor plan shows a green route starting from the G. Store (top left), passing through the Science Teaching area (FF05), and ending at the Hygiene Room (FF01). The route is marked with a green line and arrows. Other rooms include FF06, W/C, Circulation, Server Room, Sixth Form, Void, Changing, FF04, Science Prep, FF03, Specialist Facilities, FF02, and Fitness Suite. A scale bar indicates 10.00 m.

The floor plan of the SMHC Second Floor includes the following areas and features:

- Rooms and Areas:** SF08 (top left), G.Store, W.C., Circulation, G.Store, Sanitary, Management Office, Void (center), SF01 (top right), General Learning, SF07 (middle left), General Learning, SF06 (bottom left), General Learning, SF04 (bottom center-left), General Learning, SF03 (bottom center-right), General Learning, SF02 (bottom right), General Learning.
- Pathway:** A green line indicates a route starting from the top left, moving vertically down through SF08 and SF07, then horizontally across the bottom through SF06, SF04, SF03, and SF02, ending near a staircase.
- Scale:** A scale bar indicates 0 to 20 meters.
- Orientation:** A north arrow points towards the top left of the plan.

**Tutor: to email, use staff initial
and surname @sdcc-smhc.net
for example
mhussey@sdcc-smhc.net**

Pastoral Lead: Miss Honeyghan		
Tutor Group	Tutor	Room
10.1	L Matthews (T,W,Th) J Fisher (M, F)	GF01
10.2	I Lau / L Chalmers	FF04
10.3	R O'Neill	FF03



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 10

TITLE

AUTHOR

Circe

Madeline Miller

Hamnet

Maggie O'Farrell

Flowers for Algernon

Daniel Keyes

I am Legend

Richard Matheson

The Help

Kathryn Stockett

Hidden Figures

Margot Lee Shetterly

The Strange Case of
Dr Jekyll and Mr Hyde

Robert Louis Stevenson

Kite Runner

Khaled Hosseini

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

CURRICULUM OVERVIEW

SMHC Year 10 Curriculum	TERM 1	
	HALF TERM 1	HALF TERM 2
Maths	<p>Foundation: Students develop mastery with numerical concepts, in particular the relationship and application of fractions, numbers, decimals and ratio. They can apply the laws and understanding to a range of real life applications and problems</p> <p>Higher: Students apply numerical fluency to more complex problems involving truncation, bounds and proportionality</p>	<p>Foundation: Students develop fluency with complex algebraic concepts and their application to problems.</p> <p>Higher: Students understand irrational numbers and are able to understand and manipulate Surds. They are also able to build on algebraic fluency to delve into more complex applications with simultaneous equations and rearranging formula</p>
English Language & Literature	<p>Language analysis - students read a variety of fiction and non-fiction extracts in preparation for English Paper 1. Students will also look at some conflict poetry in preparation for Literature Paper 2.</p>	<p>'A Christmas Carol' by Charles Dickens. Students consider the context of Victorian London, themes such as transformation and redemption and social responsibility.</p>
Triple Science	<p>Biology: Respiration and Exercise, Blood & Circulation, Genetics</p> <p>Chemistry: Energy changes, The periodic table, Reactivity of Metals</p> <p>Physics: The Electromagnetic Spectrum, Reflection, Waves for detection & exploration, Lenses, Light & Black body radiation. An introduction to Electricity, Circuits & Resistance, Domestic uses of electricity, Electrical energy in devices</p>	<p>Biology: Plant Diseases, Evolution and the Evidence, Classification, Genetic engineering & Selective Breeding</p> <p>Chemistry: The pH Scale & Salts, Electrolysis, Fuel Cells</p> <p>Physics: An introduction to Electricity, Circuits & Resistance, Domestic uses of electricity, Electrical energy in devices</p>
French	<p>My local area</p> <p>Where I live: Students will describe their local area and the regions around them. They will also compare their own region with other areas of the world. Students will be able to use a range of complex opinions and reasons to describe the world around them</p>	

CURRICULUM OVERVIEW

Spanish	<p>The Hispanic World: Students will develop an understanding of Hispanic festivals and culture. They will explore Spanish customs and traditions including food, celebrations and Spanish society. Students will develop use of reflexive verbs and impersonal verbs to be able to confidently write and speak about this topic.</p>	<p>Personal Qualities: Students will revisit the Year 9 topic of descriptions but introduce the past and the future tenses. Students will have an emphasis on adjective agreements and sentence structure. They will then begin to discuss their role models and who they admire. This will enable students to confidently write and speak about others.</p>
Geography	<p>The urban world Megacities, Rio (opportunities and challenges), improving life for the urban poor, sustainable urban development. Students develop their understanding of the process of urbanisation. A significant study of Rio increases locational knowledge and cultural capital. Students also develop their understanding of sustainability, studying urban sustainability in Freiburg.</p>	<p>Urban Change in the UK Where people live in the UK, Bristol (opportunities and challenges), greenfield and brownfield developments and Temple Quarter regeneration. Students develop their understanding of the process of urbanisation from a UK perspective. A significant study of Bristol increases locational knowledge and cultural capital. This includes a fieldwork opportunity to visit Bristol.</p>
History	<p>The Weimar Republic - this builds on the unit in Year 9 on Nazi Germany. It looks at the events and consequences of WW1 on Germany and the establishment of the Republic</p>	<p>Henry and his Ministers - looks at the role of Wolsey both home and abroad</p>
PE and Health	<p>Discovering the importance of components of fitness and how body systems work during sport and activity.</p>	<p>Explore what is required to be able to prepare participants to take part in physical activity</p>
PSE/RSE	<p>Rights and Responsibilities: Instagram and TikTok Generation, Targeted Advertising, Rights and Responsibilities, Consumer Rights, Saving and Managing Money, Finance, Budgeting and Employment, What is Marriage?, Reflecting on My Career Journey</p>	<p>Mental Health and Wellbeing: Health and Wellbeing, What is Mental Health?, Common Types of Mental Health, Child Abuse, Self Harm, Suicidal Thoughts and Feelings, Exploring Employer's Profiles</p>

CURRICULUM OVERVIEW

Health and Social Care	Component 1 Knowledge and understanding - students will be introduced to the first component and learning aim A which is all about growth and development across the life stages and factors that can affect an individual.	Component 1 Knowledge and understanding - students will continue looking at factors affecting growth and development and then will move on to learning aim B which is about life events that individuals may face and how these impact you, what support is available to help individuals adapt to the life event.
Psychology	Research Methods - Students will develop their understanding on the key elements of experiments such as the Independent Variable (IV), Dependent Variable (DV), hypotheses and more. Evaluation points of experimental methods will also be introduced and covered.	Research Methods continued - Students will develop their understanding of the types of experiments used within Psychology and the evaluation of these methods. The use of graphs within Psychology will be introduced in relation of how this explains the data discovered by an experiment/study and what this could imply for future research.

HOME LEARNING - KS4

EVERY MOMENT
MATTERS

WE ARE
#TEAM SMHC

Year 10 Homework Timetable

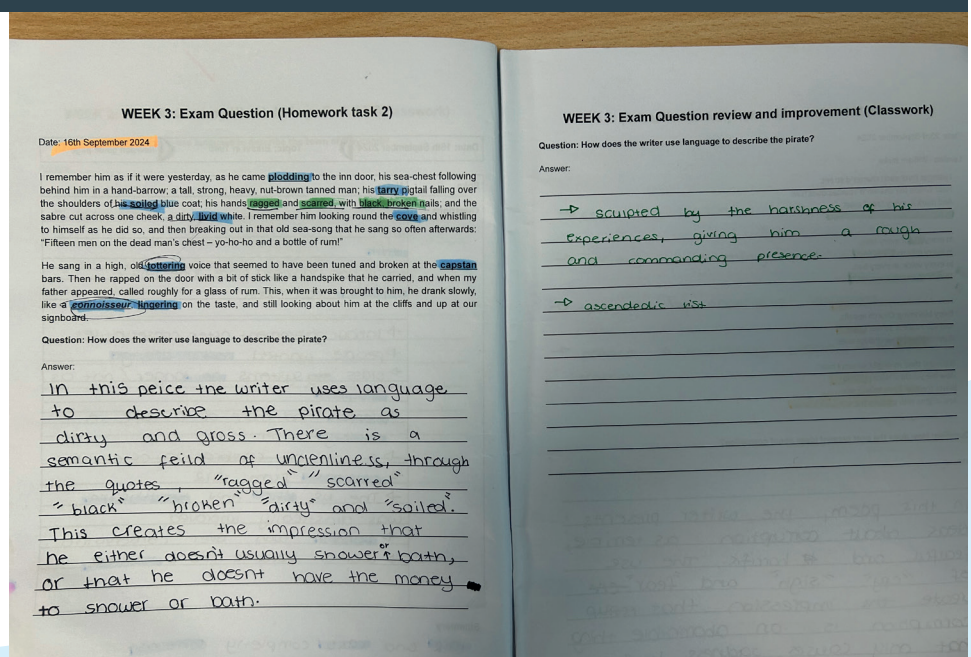
Monday	English Task 1	Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Maths	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Option A Task 2	Sparx Science	Option B Task 2
Friday	Science Task 2	English Task 2	

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 GF4 either break.

Support for online Homework takes place each break-time in GF4, and after school for each of the Core subjects.

KS4 HOMEWORK EXAMPLE



CLUBS

AUTUMN 2025

EVERYDAY

MORNING FOOTBALL

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

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 & THURSDAY

SCHOOL PRODUCTION

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

TUESDAY & WEDNESDAY

STEAM

Who? All years | *Where?* Stoke - CT1 (Tuesday)
Scott - FF03 (Wednesday)
When? After school

SIXTH FORM GYM

Who? Years 12 & 13 | *Where?* FT1
When? Wednesday Week A
Tuesday Week B 3.10- 4pm

THURSDAY

DofE CLUB BRONZE

Who? Years 9 and 10 | *Where?* KS3 Canteen
When? After school

DofE CLUB SILVER

Who? Years 9 and 10 | *Where?* KS3 Canteen
When? After school Week B

E-SPORTS

Who? All years | *Where?* CT3
When? After school

RUGBY

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

BASKETBALL

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

FITNESS

Who? Years 9 & 10 | *Where?* FT1
When? After school

MEDIA CLUB

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

MONDAY

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

POWER OF US LGBTQIA+

Who? All years | *Where?* GF01
When? Break B

D.I.Y FASHION

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

NETBALL

Who? Years 8 & 9 | *Where?* Sports Hall/
Courts
When? After school

FITNESS

Who? Years 9 & 10 | *Where?* FT1
When? After school

WEDNESDAY

ART & CLAY ART

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

GIRLS FOOTBALL

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

FOOTBALL

Who? Years 9 & 10 | *Where?* Green Astro
When? After school

BADMINTON

Who? All Years | *Where?* Sports Hall
When? After school

EPQ DROP IN SESSION

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

PSYCHOLOGY CHAMPIONS HOUR

Who? Year 11 | *Where?* GF04
When? 4-5pm Week A

FRIDAY

CCF

Who? Years 10-13 | *Where?* Off site
When? PM

FURTHER MATHS

Who? Year 11 (top maths sets only) |
Where? Ma6
When? After school (3-4pm)

MONDAY, WEDNESDAY & THURSDAY

LIBRARY

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

Care to Learn, Learn to Care

Attendance Matters

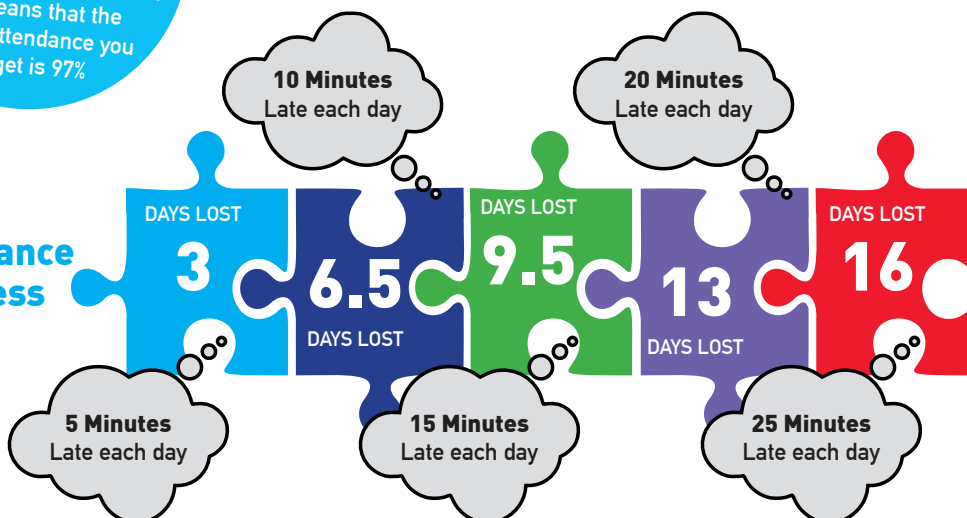
#EVERYDAYCOUNTS

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%

Best chance of success



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!



Serious impact on education