

CURRICULUM BOOKLET 2025-26



Care to Learn, Learn to Care

YEAR 9 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.

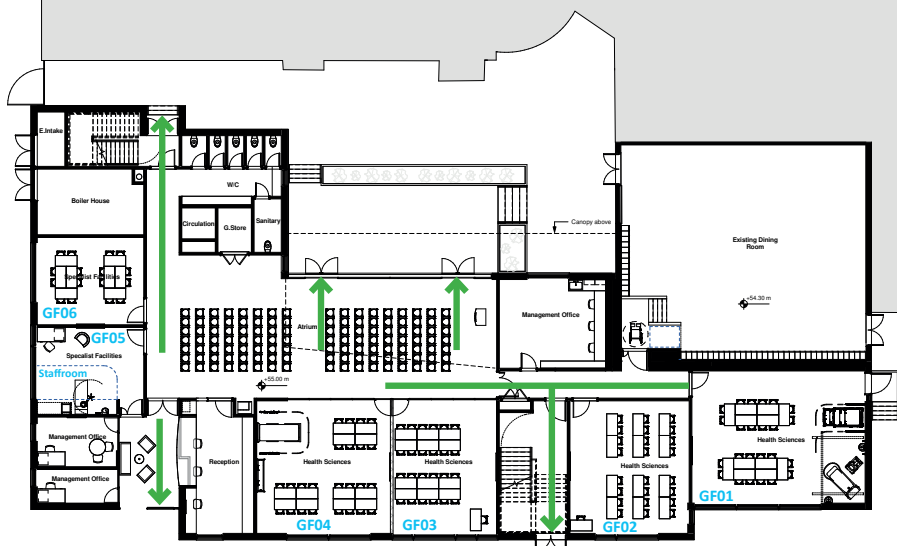
Thank you, as always, for your partnership and encouragement. If you have any questions about the curriculum or wider college life, please do not hesitate to get in touch.

Mrs Merricks
Head of School

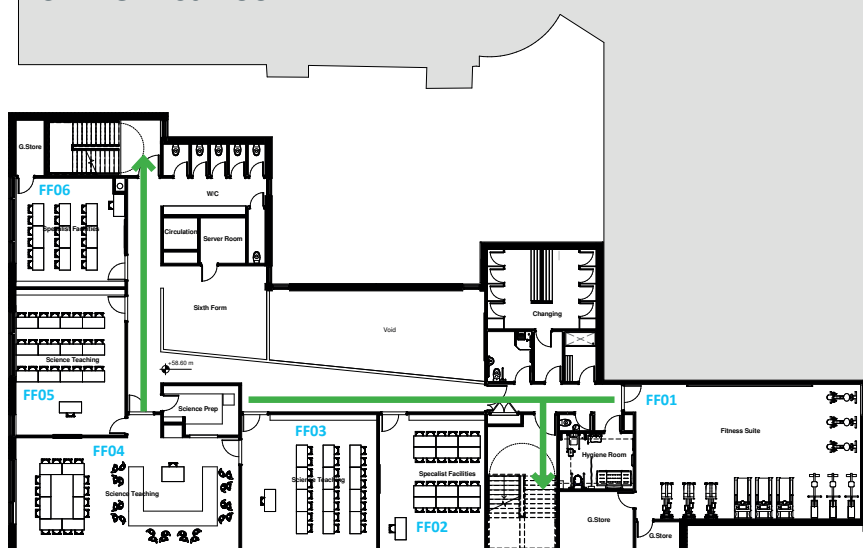
KEY DATES

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



SMHC First Floor



SMHC 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 9 TUTORs

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 1	
	HALF TERM 1	HALF TERM 2
Maths	Students will develop fluency with special types of number such as indices, roots and proficiency in standard form, whilst also considering how fractions interact. This proficiency has important links with scientific and medical notation	Students develop a deeper understanding of number through application of ratio, whilst also exploring the significance of percentage change. Crucial financial skills are developed through understanding of repeated percent change and it's real life application
English Language & Literature	Unit 7: Conflict To explore the ways in which writers try to understand why and how humans can be so destructive. Students will study the WW1 play, Journey's End and look at conflict poetry across time to understand the destruction and power of mankind. Text: Journey's End	
Triple Science	Biology: Cells and Microscopy, Health and Disease, Communicable Diseases. Chemistry: Atoms, elements and the periodic table, separating mixtures and analytical techniques Physics: The particle model and matter. An introduction to forces	Biology: Non-communicable diseases, Human Defences Against Disease, Treating Diseases Chemistry: Chemical Equations, Earth's Resources, Earth's Atmosphere, Human Impacts on the Earth and its Atmosphere Physics: Forces and their effects and motion
French	My life: Students will use the present tense to describe themselves and others. They will develop their grammar through the use of reflexive verbs to describe their daily routine. This will enable students to write, translate and speak about their own experiences in the first and third person.	
Spanish	My life: Students will use the present tense to describe themselves and others. They will develop their grammar through the use of reflexive verbs to describe their daily routine. This will enable students to write, translate and speak about their own experiences in the first and third person.	

CURRICULUM OVERVIEW

Geography	Our Urban World Economic sectors (linked to the health industry), TNC's, clone towns, dereliction, regeneration, suburbanisation, sustainable transport. Students learn about key urban processes and connect these to a sustainable future for our urban areas. Within sustainable futures, students consider the impact of sustainable urban development on population health. Local examples throughout build cultural capital and an understanding of the local place.	Tectonic Hazards Plate movement, earthquake formation, effects and responses (Nepal 2015 and Chile 2010), with a specific focus on medical responses to hazards, including 'shelterbox' example. Volcanoes formation, effects and responses (Tonga 2022), risk management. Consolidating the foundations of geological time and the structure of the earth, students also learn about the processes that affect the surface of the earth. Cultural capital is built through an empathetic approach to effects and responses.
History	Life in Nazi Germany explores how the lives of ordinary people were changed by Hitler and the Nazis. It looks at these changes through the medium of sources developing the skills of interpretation. The end of this term moves into a Study of the Holocaust	Holocaust is studied during the first part of this half term. This is a compulsory unit on the National Curriculum. This leads on to looking at certain events like Pearl Harbour and the dropping of the atom bomb which have specific significance for WW2 and the postwar world. The term culminates in a short case study of Russia around 1917
PE and Health	Sport understanding - Key subject knowledge is delivered providing all students with appropriate information of team sports and outdoor adventurous activities critical to enhancing knowledge application.	Sport understanding - Key subject knowledge is delivered providing all students with appropriate information of individual sports and fitness activities critical to enhancing knowledge application.
PSE/RSE	Essential Life Skills: Getting to Know People, Saving and Managing Money, Labour Market Information, Finance, Budgeting and Employment, Social media and Online Stress, First Aid, Unifrog Launch	Body Confidence: Media and Airbrushing, Positive Body Image , How Self Esteem Changes, Bullying in all Forms, What is a Penis?, What is a Vulva?
Health Sciences	Foundation/Practical Skills - Students are introduced to the subject of Health & Social Care. Students will learn about PIES, growth and development, Individual with specific needs, life events, types of services and about a range of careers and job roles.	Foundation/Practical Skills - Students will continue to learn about a range of jobs/careers, they will also learn about different conditions and how to investigate/diagnose them.

CURRICULUM OVERVIEW

Psychology

Welcome to Psychology! - Students will be introduced to the foundations of psychology by exploring the six approaches which are used throughout the subject.

Research Methods - students will examine how maths and statistics play a key role within Psychology. Students will explore how psychologists collect data and the advantages and disadvantages of this process.

HOME LEARNING - KS3

EVERY MOMENT
MATTERS

WE ARE
#TEAM SMHC

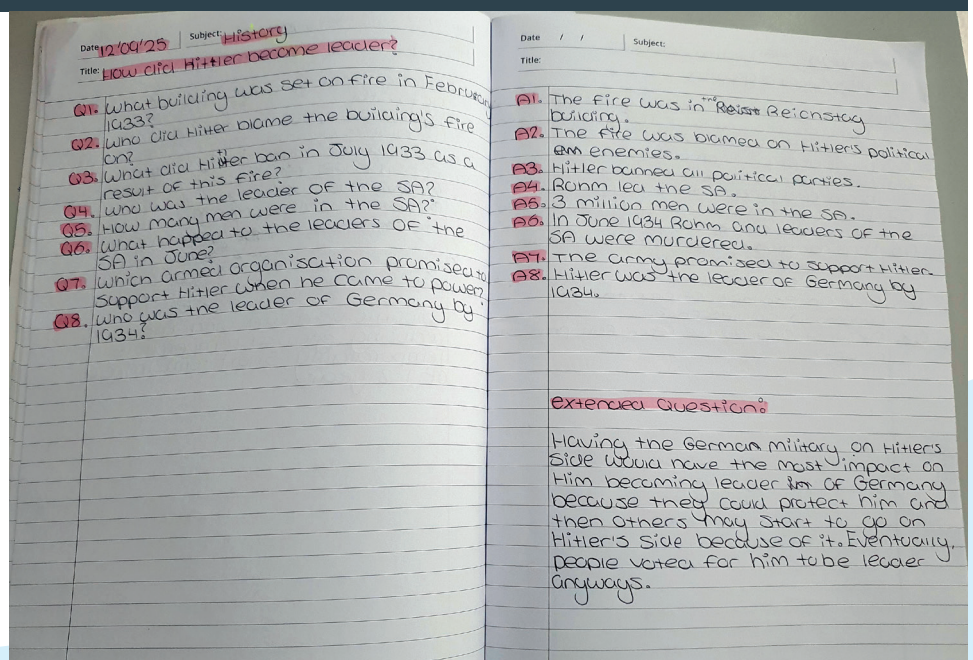
	Online HW	Written HW
Monday	Sparx Maths	Health Sciences
Tuesday	Sparx Science	Psychology
Wednesday	Sparx Reader	PSE
Thursday	Sparx Catch Up	Geography and French
Friday	Sparx Catch Up	History and Spanish

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.

KS3 HOMEWORK EXAMPLE



CLUBS

AUTUMN 2025



Scott
Scott Medical and Healthcare College

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

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Attendance Matters

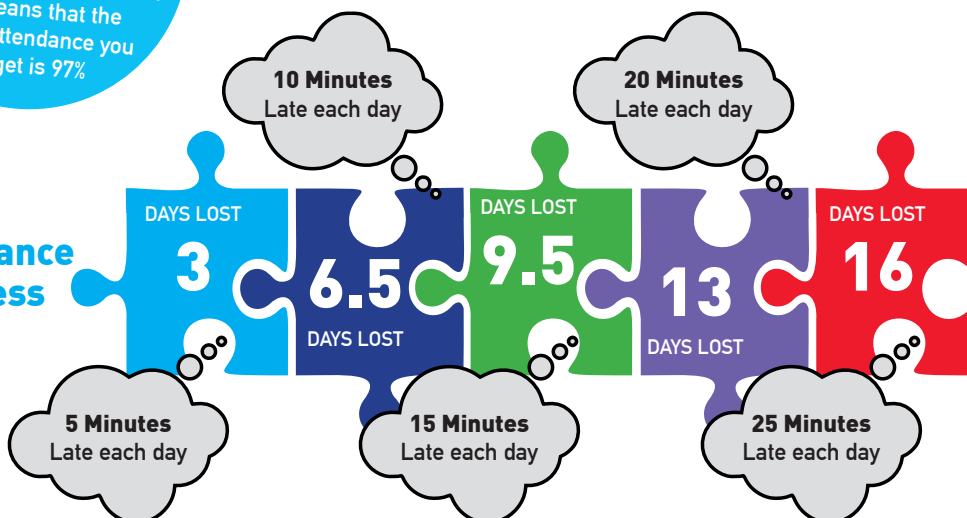
#EVERYDAYCOUNTS

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