

# 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,*

*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 Young Enterprise; from Further Maths 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 Year 9, 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 9.*

## ***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 9-11. 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. 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!*

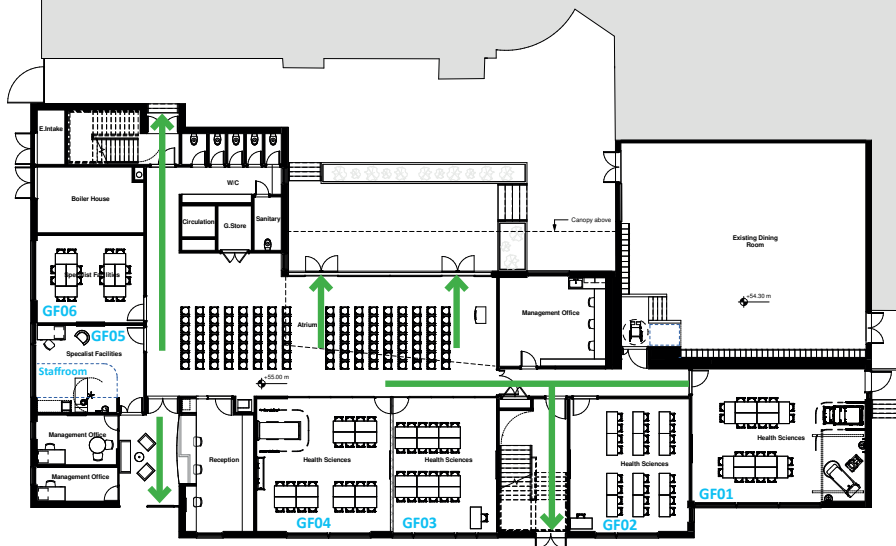
*We have been so impressed this term with how our students have demonstrated World Class values. They are working tenaciously and achieving great things.*

*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,*

**Mrs Merricks**  
**Head of School**

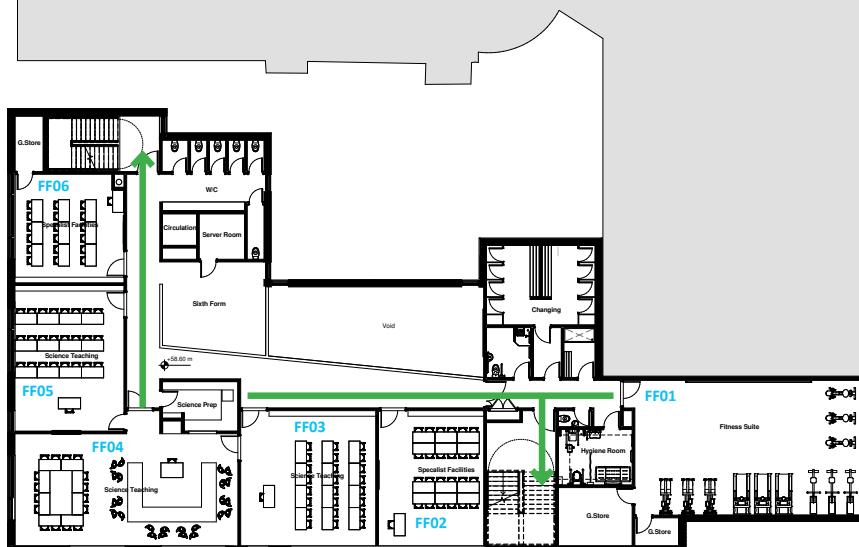
## SMHC Ground Floor



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 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**

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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 2	
	HALF TERM 3	HALF TERM 4
Maths	Students develop their data analysis and statistical awareness through study of averages, probability and data presentation. These skills have professional applications and students are taught to understand inference and bias	Students expand their algebraic vocabulary through becoming confident at manipulating, solving and simplifying. These skills are applied to graphs and this continues the earlier taught skills of inference and understanding
English Language & Literature	Unit 8: Dystopia To understand how writers have exploited ideology and manipulated mindsets in order to explore our deepest fears of the future whilst studying George Orwell's 'Nineteen Eighty-Four.'	
Triple Science	<b>Biology:</b> Movement of Particles, Plants & Photosynthesis  <b>Chemistry:</b> Wastewater Management, Bonding  <b>Physics:</b> Power & Efficiency, Energy Transfers and Resources, Energy Stores & Transfers	<b>Biology:</b> Plants & Photosynthesis, Cloning, Sexual & Asexual Reproduction  <b>Chemistry:</b> Bonding, Alloys, Properties and Uses of Nanoparticles.  <b>Physics:</b> Energy transfers and energy resources
French	<b>The world around me:</b> Students begin to expand their skills to include the past and the future tense. They will do this through discussing what they do in their free time and what they used to do when they were younger. Students discuss their use of technology and media. Students will develop their listening and reading skills	
Spanish	<b>The world around me:</b> Students begin to expand their skills to include the past and the future tense. They will do this through discussing what they do in their free time and what they used to do when they were younger. Students discuss their use of technology and media. Students will develop their listening and reading skills through this topic.	

# CURRICULUM OVERVIEW

<b>Geography</b>	<p><b>The geography of health hazards</b> The UN identifies Climate Change, global pandemics and health equality among the major global health threats, and in this unit students will study these issues. Each element includes a significant focus on locational geography alongside the identification and assessment of risk and potential management / response strategies.</p>	<p><b>River processes and landforms</b> Fluvial processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found in rivers. An understanding of the interactions between natural processes is developed. Flooding, flood hydrographs, hard and soft engineering. Students further consider the interactions between human and physical processes as the natural processes of rivers interact with the human process of urbanisation. Sustainable futures are considered in flood management and environmental design linked to STEAM through the context of engineering.</p>
<b>History</b>	<p><b>An introduction to the Cold War 1943-61</b>- this looks at how the Cold War develops, the causes and consequences</p>	<p>This term builds on the introduction to the Cold War by focusing on its main flashpoints</p>
<b>PE and Health</b>	<p><b>Components of fitness</b> - This content develops knowledge that is synoptic through all three components, exploring how physical attributes can impact performance in a range of sports and activities.</p>	<p><b>Preparing for activity</b> - Programme of study includes: Body systems, nutrition, injuries and warm ups.</p>
<b>PSE/RSE</b>	<p><b>Sex, The Law and Consent:</b> Sexual Consent, FGM and the Law, Why Have Sex?, Delaying Sexual Activity, Sexual Harassment and Stalking</p>	<p><b>Legal and Illegal Drugs:</b> What is a Drug?, Different Types of Addictions, Cannabis Products, Drug Classifications, Volatile Substance Abuse</p>
<b>Health Sciences</b>	<p>Students will prepare for their first assessment. They will then look at what happens when someone is admitted to hospital.</p>	<p><b>Foundation/ Practical Skills</b> - Students will learn about activities to support people in a care home. They will look at different roles within early years provision. Diet and Nutrition and risks of alcohol. Learning through play activities.</p>

# CURRICULUM OVERVIEW

## Psychology

**Issues and Debates** - This is a key theme within Psychology and students will explore their own viewpoints, as well as the viewpoints of academics, whether individuals have free will or is their path predetermined, development their thoughts about the role of animals within experiments and the role of bias.

**Consumer Psychology** - Why do we buy the things we buy? How are we influenced by others and the media when looking in to products? Is shopping addiction real? These questions and more will be examined when student learning about the psychology of consumer behaviour and the rationale behind these behaviours.

## KEY DATES

**Assessment Week**  
Monday 12th - Friday 16th January

**Holocaust Memorial Day**  
Tuesday 27th January

**School Production**  
Tuesday 10th - Thursday 12th February

**DofE Presentation Evening**  
Tuesday 24th March

**Careers Fair**  
Thursday 26th February

**Year 9 & 10 Parents Evening**  
Thursday 26th March



# 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](mailto:mhussey@Sdcc-smhc.net)

# CLUBS

## SPRING 2026



**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?* 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

### THURSDAY

#### 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

#### E-SPORTS

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

#### 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

### 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

#### POWER OF US LGBTQIA+

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

#### TEXTILES CLUB

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

#### NETBALL

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

#### BADMINTON

*Who?* All Years | *Where?* Sports Hall  
*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

#### DODGEBALL

*Who?* All years | *Where?* Gym Zone  
*When?* After school

#### EPQ DROP IN SESSION

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

#### BIOLOGY INTERVENTION

*Who?* Yr 13 Biologists | *Where?* SC13  
*When?* 4-5pm

### MONDAY, WEDNESDAY & THURSDAY

#### LIBRARY

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

### FRIDAY

#### CCF

*Who?* Years 10-13 (Invite only)  
*Where?* Off site  
*When?* After school

#### FURTHER MATHS

*Who?* Year 11 (top maths sets only)  
*Where?* MA6  
*When?* 3-4pm

Care to Learn, Learn to Care

# Attendance Matters

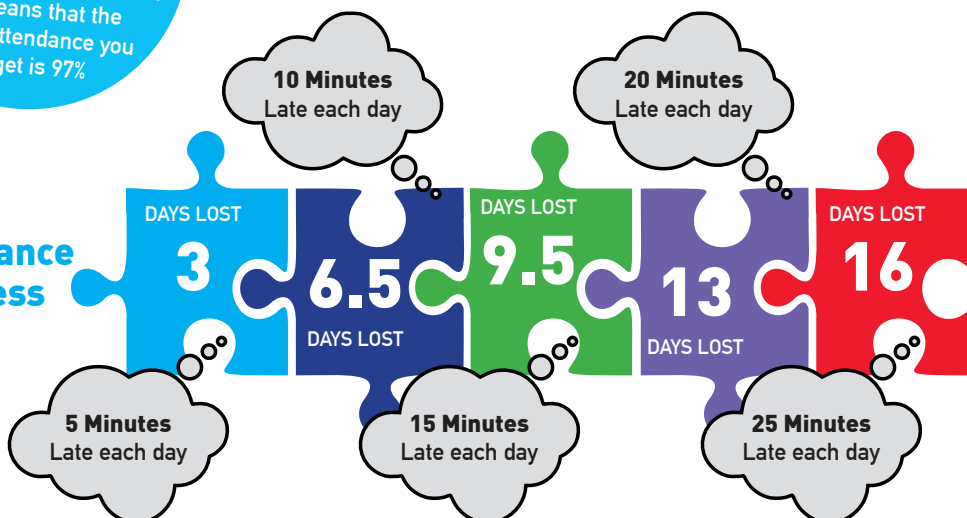
## #EVERYDAYCOUNTS

**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**