

CURRICULUM BOOKLET

2025-26



Scott

Scott Medical and Healthcare College



*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!

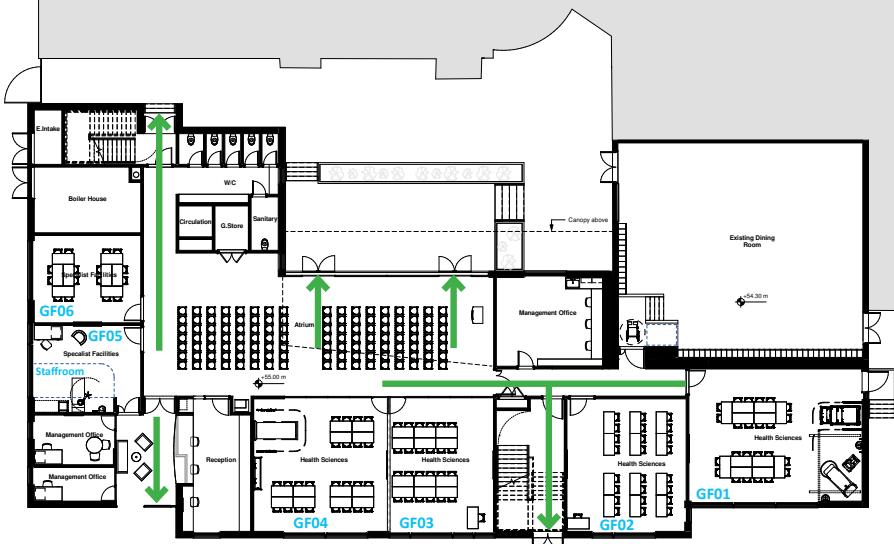
We have been so impressed this term with how our students have demonstrated World Class values. They are working tenaciously and achieving great things.

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



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



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 2 | |
|-------------------------------|---|---|
| | HALF TERM 3 | HALF TERM 4 |
| Maths | <p>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</p> | <p>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</p> |
| English Language & Literature | <p>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.'</p> | |
| Triple Science | <p>Biology: Movement of Particles, Plants & Photosynthesis</p> <p>Chemistry: Wastewater Management, Bonding</p> <p>Physics: Power & Efficiency, Energy Transfers and Resources, Energy Stores & Transfers</p> | <p>Biology: Plants & Photosynthesis, Cloning, Sexual & Asexual Reproduction</p> <p>Chemistry: Bonding, Alloys, Properties and Uses of Nanoparticles.</p> <p>Physics: Energy transfers and energy resources</p> |
| French | <p>The world around me: 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</p> | |
| Spanish | <p>The world around me: 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.</p> | |

CURRICULUM OVERVIEW

| | | |
|------------------------|--|--|
| Geography | <p>The geography of health hazards 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>River processes and landforms 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> |
| History | <p>An introduction to the Cold War 1943-61- 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> |
| PE and Health | <p>Components of fitness - 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>Preparing for activity - Programme of study includes: Body systems, nutrition, injuries and warm ups.</p> |
| PSE/RSE | <p>Sex, The Law and Consent: Sexual Consent, FGM and the Law, Why Have Sex?, Delaying Sexual Activity, Sexual Harassment and Stalking</p> | <p>Legal and Illegal Drugs: What is a Drug?, Different Types of Addictions, Cannabis Products, Drug Classifications, Volatile Substance Abuse</p> |
| Health Sciences | <p>Students will prepare for their first assessment. They will then look at what happens when someone is admitted to hospital.</p> | <p>Foundation/ Practical Skills - 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

EVERY
MOMENT
MATTERS

WE ARE
#TEAM
SDCC

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

CLUBS

SPRING 2026



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 I | **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

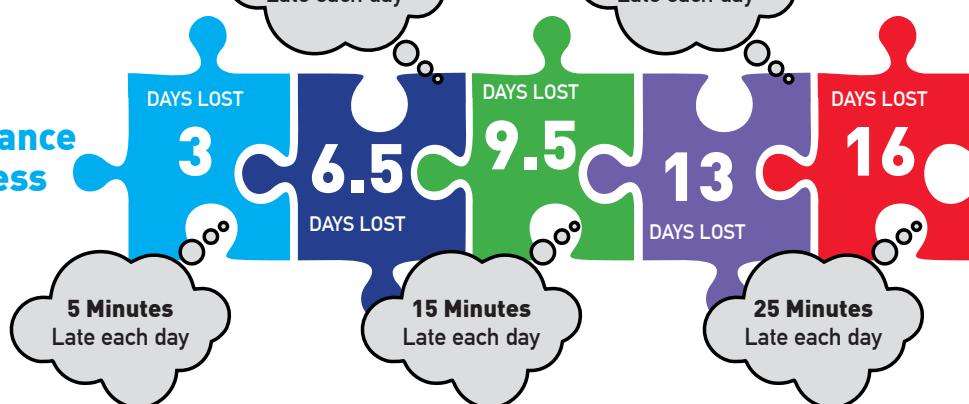
Care to Learn, Learn to Care

Attendance Matters

#EVERYDAYCOUNTS



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!