

CURRICULUM BOOKLET

2025-26



*Care to Learn,
Learn to Care*

YEAR 11 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:

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 will be rolling this out during the term.

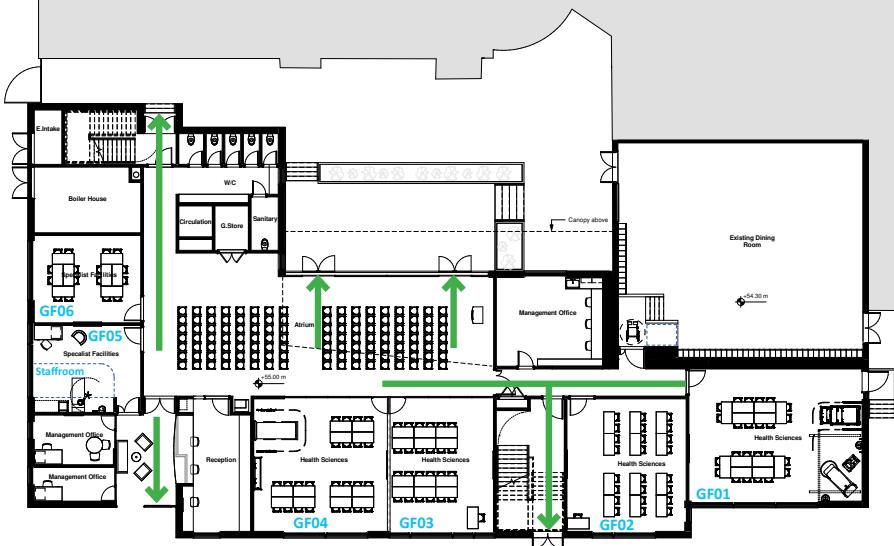
We have been so impressed this term with how our students have demonstrated World Class values. They are working tenaciously and achieving great things.

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 11 TUTORS

Pastoral Lead:
Miss Honeyghan

Tutor Group	Tutor	Room
11.1	Z Courtenay 1/2	FF04
11.2	J Ekpoffiong 1/2	FF05
11.3	R Klesniks (S Rotation)	FF06



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

CURRICULUM OVERVIEW

SMHC Year 11 Curriculum	TERM 2	
	HALF TERM 3	HALF TERM 4
Maths	Year 11 Preparation for Summer Exams based on student weakness and highest leverage topics	
English Language & Literature	Bespoke programme of revision of all key texts and all 4 exam papers.	
Triple Science	<p>Biology: Selective breeding & Genetic Engineering, Exam revision</p> <p>Chemistry: Exam revision</p> <p>Physics: The motor effect and the generator effect</p>	<p>Biology: Exam revision</p> <p>Chemistry: Exam revision</p> <p>Physics: Exam revision</p>
French	<p>Mock exam 1 analysis</p> <p>Re-teach high frequency vocab</p> <p>Speaking exam prep including general conversation</p> <p>Reading, Listening & Writing prep</p> <p>Preparation for March mocks</p>	
Spanish	<p>Mock exam 1 analysis</p> <p>Re-teach high frequency vocab</p> <p>Speaking exam prep including general conversation</p> <p>Reading, Listening & Writing prep</p> <p>Preparation for March mocks</p>	
Geography	<p>Resource management</p> <p>Global and UK resources (water, energy and food). water insecurity and increasing supply (Lesotho Highland, sustainable water supplies (Wakel, India). Students learn about resources key to human life and development, particularly considering the sustainable use of these resources.</p>	<p>Fieldwork</p> <p>Human fieldwork investigation (Is Tavistock a sustainable town?)</p> <p>Physical fieldwork investigation (Do river characteristics change along the River Plym?)</p> <p>Students complete two fieldwork investigations, engaging in practical data collection techniques.</p>
History	<p>Germany - Revision - this unit was taught in Year 10 but specific attention will be paid to consolidation of power, developments of legal system and how Hitler avoided opposition. All skills will be revisited but the main focus will be on interpretation</p>	Revision of Paper 2 all sections. Henry and his ministers and the Cold War

CURRICULUM OVERVIEW

Drama	<p>Comp 3: Devising a Performance in a Theatrical Style. Students will be led in workshops to develop their understanding of performance styles which have influenced theatrical performance across the decades. They will work collaboratively in small groups to devise a range of narratives in these styles prior to the launch of their Pearson Set assignment in February, where they will work independently to create their own play in one of these styles. Assessment: Practical, Logbooks. Portfolio of written evidence and Evaluation.</p>	
PE and Health	Explore the importance of fitness for sports performance / Investigate fitness testing to determine fitness levels	Investigate different fitness training methods / Investigate fitness programming to improve fitness and sports performance /
PSE/RSE	Sexual Health: Fertility and What Impacts it, Importance of Sexual Health, Revisiting STI's, Revisiting Contraception, Alcohol, Parties and Bad Choices	Staying Safe: Virtual Reality and Live Streaming, Online Reputation and Digital Footprints, Group Chats and Anti-Bullying, Cosmetic and Aesthetic Procedures, New Psychoactive Substances
Child Development	Students will finish learning the taught content for Component 3.	Students will sit a Mock for Component 3 in the spring term. Further preparation and revision of topics will be covered in the Spring term.
Health and Social Care	Students will finish learning the taught content for Component 3 learning about person-centred approaches to make recommendations to improve an individual's health and wellbeing.	Students will sit a Mock for Component 3 in the spring term. Further preparation and revision of topics will be covered in the Spring term.
Psychology	Sleep and dreaming - Why do we sleep? What's the purpose of dreams? What impacts our sleeping habits and patterns? These questions are explained within this half term focus.	Criminal Psychology - Students will explore the different psychological approaches toward criminality and examine the explanations of how criminality happens.

KEY DATES

Year 11 Parents Evening
 Thursday 8th January
Holocaust Memorial Day
 Tuesday 27th January
Campus 6th form Open Evening
 Thursday 29th January
School Production
 Tuesday 10th - Thursday 12th February

Careers Fair
 Thursday 26th February
Year 11 Mock Weeks
 Monday 2nd - Friday 13th March
DofE Presentation Evening
 Tuesday 24th March

HOME LEARNING - KS4

EVERY MOMENT
MATTERS

WE ARE
#TEAM SMHC

Year 11 Homework Timetable

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

WEEK 3: Exam Question (Homework task 2)

Date: 16th September 2024

I remember him as if it were yesterday, as he came plodding to the inn door; his sea-chest following behind him in a hand-barrow; a tall, strong, heavy, nut-brown tanned man; his tarry pigtail falling over the shoulders of his soiled blue coat; his hands ragged and scarred, with black broken nails; and the sabre cut across one cheek, a dirty, livid white. I remember him looking round the cove and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards: 'Fifteen men on the dead man's chest - yo-ho-ho and a bottle of rum!'

He sang in a high, old lattering voice that seemed to have been tuned and broken at the gaps in the bars. Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum. This, when it was brought to him, he drank slowly, like a connoisseur, sipping on the taste, and still looking about him at the cliffs and up at our signboard.

Question: How does the writer use language to describe the pirate?

Answer:

In this piece the writer uses language to describe the pirate as dirty and gross. There is a semantic field of uncleanness, through the quotes, "ragged", "scarred", "black", "broken", "dirty" and "soiled". This creates the impression that he either doesn't usually shower/bath, or that he doesn't have the money to shower or bath.

WEEK 3: Exam Question review and improvement (Classwork)

Question: How does the writer use language to describe the pirate?

Answer:

→ sculpted by the harshness of his experiences, giving him a rough and commanding presence.

→ ascended with

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

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%

ALMOST THERE

96% Attendance Equates to 7 school days off each year

96%

35 missed Lessons

DANGER ZONE

92% Attendance Equates to 16 school days off each year

92%

80 missed Lessons

NEEDS TO IMPROVE

94% Attendance Equates to 11 school days off each year

94%

55 missed Lessons

EXTREME IMPACT!

90% Attendance Equates to 1 month off each year

90%

100 missed Lessons

Best chance of success

Serious impact on education

DAYS LOST

3

DAYS LOST

6.5

DAYS LOST

9.5

DAYS LOST

13

DAYS LOST

16

5 Minutes Late each day

15 Minutes Late each day

25 Minutes Late each day

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!