

# 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.*

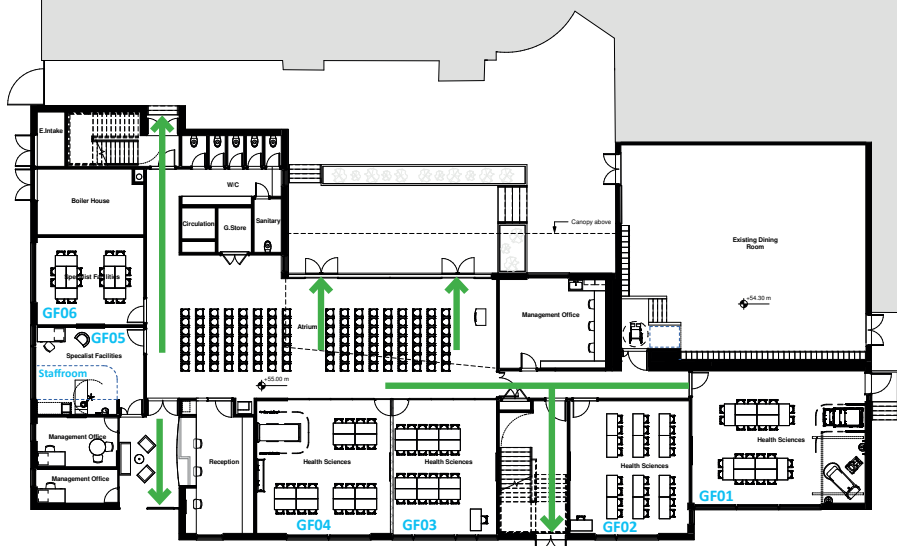
*We have been so impressed this term with how our students have demonstrated World Class values. They are working tenaciously and achieving great things.*

*We hope you have an enjoyable break over the Christmas period and we look forward to welcoming the children back on Monday 5th January.*

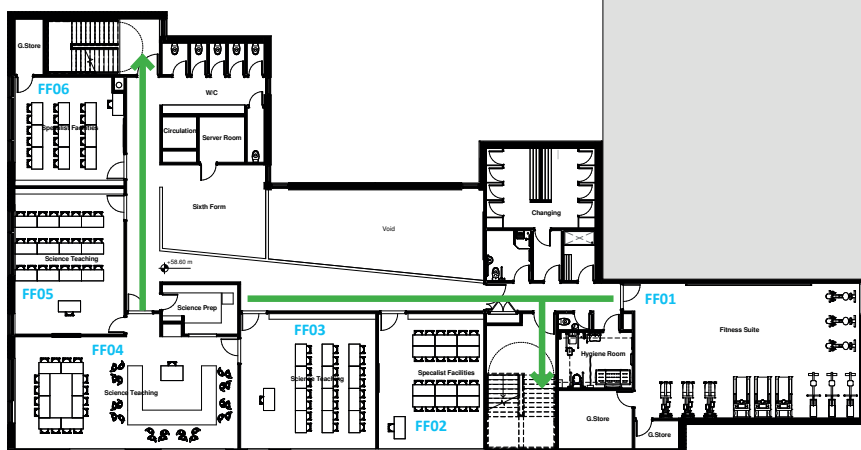
*Yours faithfully,*

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

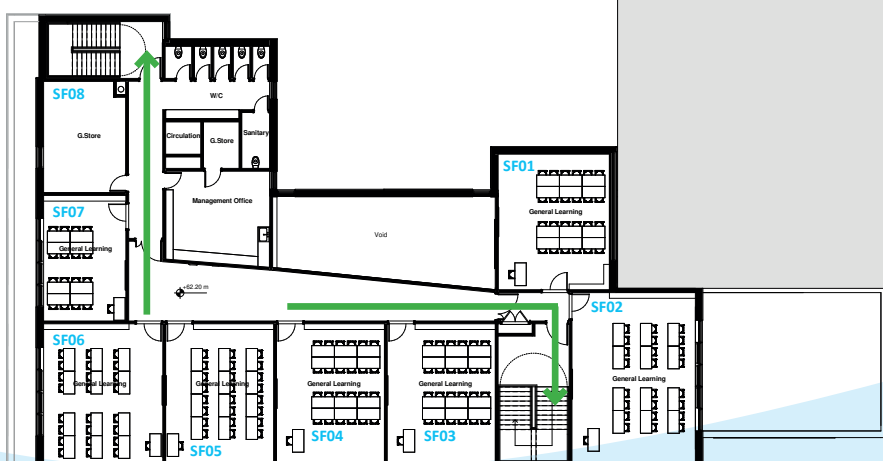
## SMHC Ground Floor



## 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 TUTOR

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<br>Year 11<br>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                | <b>Biology:</b> Selective breeding & Genetic Engineering, Exam revision<br><br><b>Chemistry:</b> Exam revision<br><br><b>Physics:</b> The motor effect and the generator effect  | <b>Biology:</b> Exam revision<br><br><b>Chemistry:</b> Exam revision<br><br><b>Physics:</b> Exam revision   |
| French                        | <b>Mock exam 1 analysis</b><br>Re-teach high frequency vocab<br>Speaking exam prep including general conversation<br>Reading, Listening & Writing prep<br>Preparation for March mocks  |   |
| Spanish                       | <b>Mock exam 1 analysis</b><br>Re-teach high frequency vocab<br>Speaking exam prep including general conversation<br>Reading, Listening & Writing prep<br>Preparation for March mocks  |   |
| Geography                     | <b>Resource management</b><br>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. | <b>Fieldwork</b><br>Human fieldwork investigation (Is Tavistock a sustainable town?)<br>Physical fieldwork investigation (Do river characteristics change along the River Plym?)<br>Students complete two fieldwork investigations, engaging in practical data collection techniques. |
| History                       | <b>Germany - Revision</b> - 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   | Revision of Paper 2 all sections. Henry and his ministers and the Cold War  |

# CURRICULUM OVERVIEW

|                               |   |  |
|-------------------------------|---|--|
| <b>Drama</b>                  | <b>Comp 3: Devising a Performance in a Theatrical Style.</b> 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. |  |
| <b>PE and Health</b>          | 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 /   |
| <b>PSE/RSE</b>                | <b>Sexual Health:</b> Fertility and What Impacts it, Importance of Sexual Health, Revisiting STI's, Revisiting Contraception, Alcohol, Parties and Bad Choices  | <b>Staying Safe:</b> Virtual Reality and Live Streaming, Online Reputation and Digital Footprints, Group Chats and Anti-Bullying, Cosmetic and Aesthetic Procedures, New Psychoactive Substances |
| <b>Child Development</b>      | 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.  |
| <b>Health and Social Care</b> | 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.  |
| <b>Psychology</b>             | <b>Sleep and dreaming</b> - 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.  | <b>Criminal Psychology</b> - 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

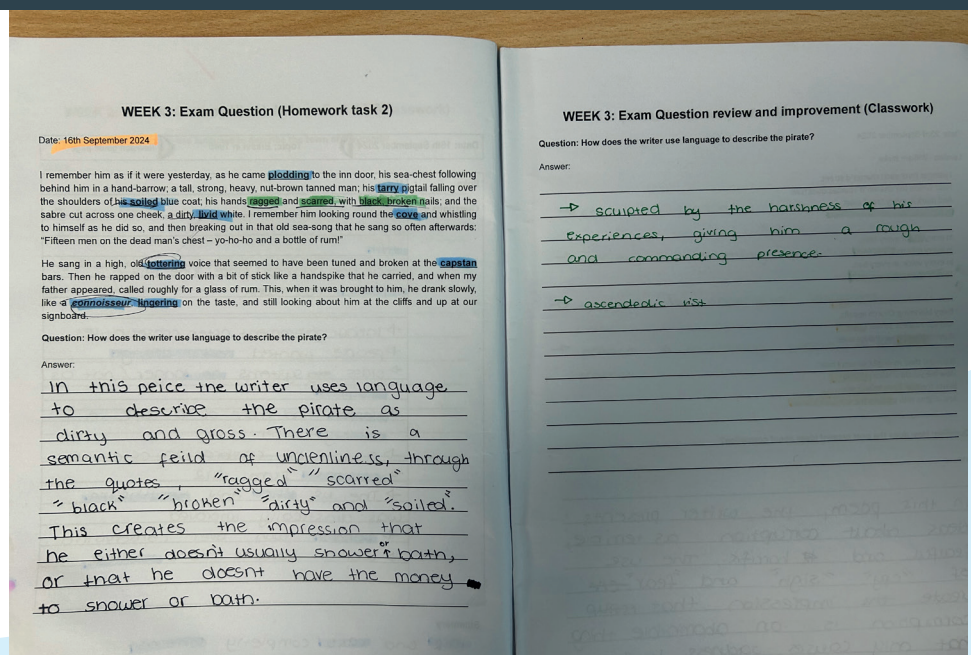
|                  |                 |                 |                 |
|------------------|-----------------|-----------------|-----------------|
| <b>Monday</b>    | English Task 1  | Option A Task 1 | Option C Task 1 |
| <b>Tuesday</b>   | Sparx Science   | Option B Task 1 | Sparx Maths     |
| <b>Wednesday</b> | Sparx Maths     | Science Task    | Option C Task 2 |
| <b>Thursday</b>  | Option A Task 2 | Sparx Catch Up  | Option B Task 2 |
| <b>Friday</b>    | 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

## 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

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# Attendance Matters

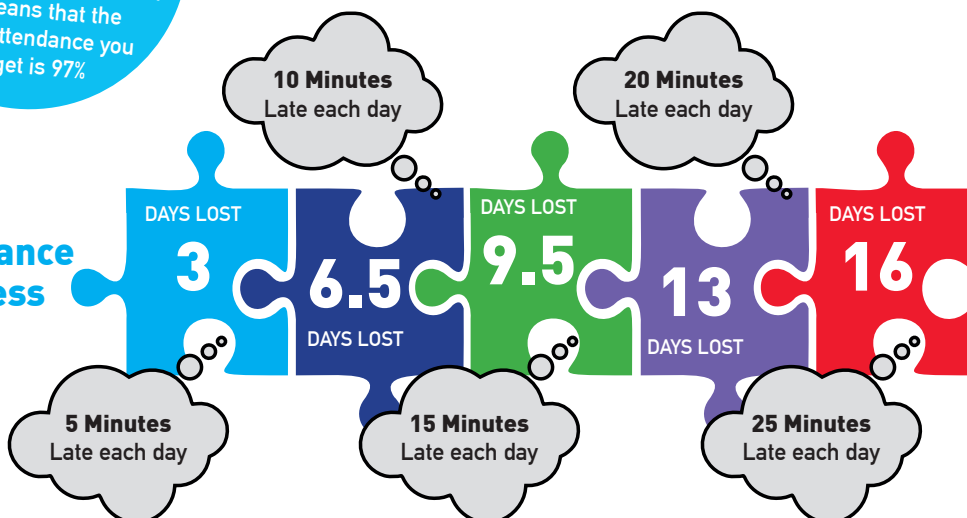
## #EVERYDAYCOUNTS

**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**