

CURRICULUM BOOKLET 2025-26



Care to Learn, Learn to Care

YEAR 11 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.

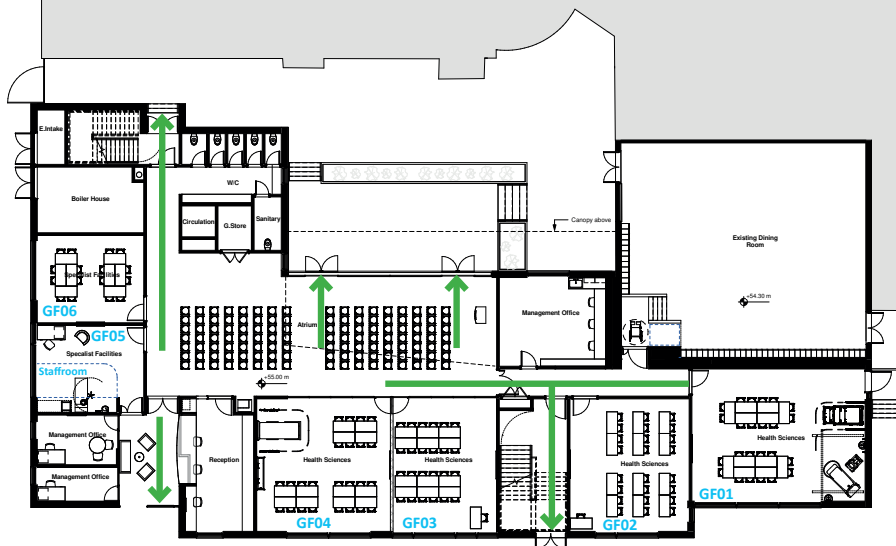
Thank you, as always, for your partnership and encouragement. If you have any questions about the curriculum or wider college life, please do not hesitate to get in touch.

Mrs Merricks
Head of School

KEY DATES

Open Evening (Years 8-9 & 11-12)
Wednesday 1st October 2025
Year 11 Revision Evening
Wednesday 15th October 2025
Year 11 Parents Evening
Thursday 8th January 2026
DofE Presentation Evening
Tuesday 24th March 2026

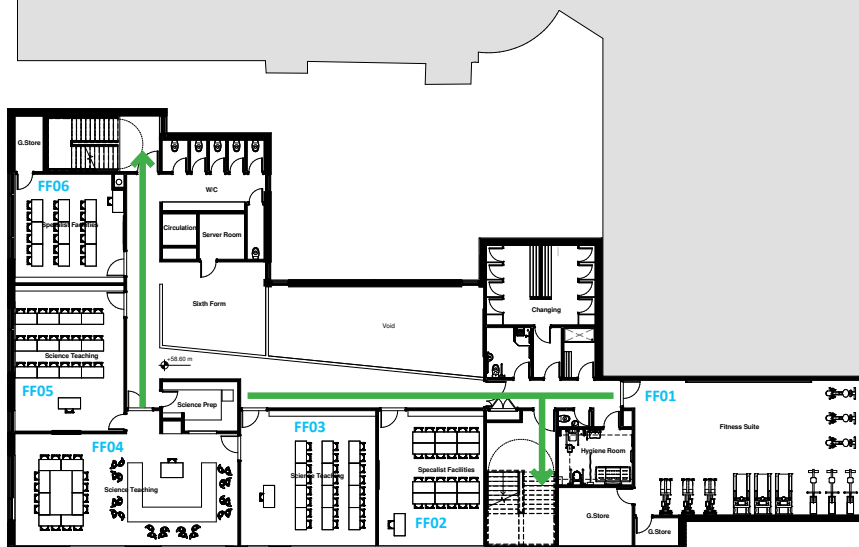
SMHC Ground Floor



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 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 Year 11 Curriculum	TERM 1	
	HALF TERM 1	HALF TERM 2
Maths	Foundation: Students are able to show confidence when manipulating compound measures and their application. They are also able to use their algebra to work with linear and quadratic graphs Higher: Students are able to further expand their numerical and algebraic skills with functions, iteration and Sine/ Cosine rule. Students are also able to further develop their geometry through an understanding of circle theorems	Foundation: Students are able to apply their algebraic understanding complex problems including trigonometry and vectors. Higher: Students learn to use previously develop algebraic skills for complex graphs, non-linear simultaneous equations and an increased understanding of proof
English Language & Literature	'An Inspector Calls' by JB Priestley. Students learn about socialism and capitalism. They consider the Edwardian period in which the play is set but also the post-war (1945) time in which the play was written. They consider themes such as patriarchy, social responsibility and generational and class divides.	Poetry of power and conflict. Students learn how to analyse poems. The poems have a wide range of contexts from Romanticism to the Crimean War, World War 1, the Vietnam war, the troubles in Northern Ireland. In addition to the cluster of poems students develop their skills of approaching unseen poetry.
Triple Science	Biology: Kidneys, Kidney Disease, Diabetes, Hormones in Reproduction, Contraception & IVF, Evolution and Evidence for Evolution Chemistry: Organic Chemistry, Identification of ions Physics: Magnetism and electromagnetism. Review of mechanics	Biology: Mock examination revision Chemistry: Mock examination revision Physics: Mock examination revision
French	Environmental Issues: Students will discuss the environmental issues facing the world today and explore some of the possible problems and solutions. Students will be able to use modal verbs effectively to describe their role in helping to support the environment. These skills will be assessed through the listening and reading papers predominantly.	

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Spanish	Environmental Issues: Students will discuss the environmental issues facing the world today and explore some of the possible problems and solutions. Students will be able to use modal verbs effectively to describe their role in helping to support the environment. These skills will be assessed through the listening and reading papers predominantly.	
Geography	The Development Gap / An NEE (Nigeria) Demographic Transition Model, population pyramids, development indicators, uneven development and reducing the gap. Nigeria: location, importance, contexts, economics and the role of TNCs. Students develop further their understanding of human processes, and the interactions that create global economic divides. Sustainable solutions to the development gap are discussed and cultural capital is developed through the study of an NEE in Africa.	The Changing UK Economy The post-industrial economy, science and business parks, changing transport infrastructure and rural landscapes. The North South divide and trade with Europe / the wider world. Students engage in a UK based unit of study which focuses their learning on economic factors that affect the UK. Students learn about specific UK developments such as HS2 and Liverpool2, considering their advantages and disadvantages.
History	Medicine through time - Paper 1. Students will study the development of medicine looking at causes, treatment and how the sick were looked after. They will focus on the extended writing skills.	Students will continue the study of medicine from 1250 to 2000 but will also recap on Western Front and the impact of WW1 on developments in treatments and surgery. The skill of usefulness will also be taught in this unit
Drama	Comp 2: Pearson Set Assignment Practical realisation of an extended section of script developed to a level 2 standard. Students will work with a play, developing their stage blocking and characterisation, whilst also keeping an up-to-date logbook which details their progress. Supporting evidence: Logbook, Skills audit, practical performance exam and written evaluation.	
PE and Health	Explore how different components of fitness are used in different physical activities / Controlled Assessment Two	Demonstrate ways to improve participants sporting techniques / Controlled Assessment Two
PSE/RSE	Year 11 - Your Future: Social media Vrs Real Life, Screen Addiction and Studying, Exam Stress and Anxiety, Post-16 Options, CV Writing, Writing a Personal Statement, Exploring Employer's Profiles	Adult Health and Looking After Yourself: Organ and Blood Donation, Testicular and Prostate Cancer, Breast Cancer and Cervical Screening, Teenage Pregnancy Choices, Abortion (Morals, Laws and Ethics), Parenthood for Teenagers, Post 16 Choices Choices

CURRICULUM OVERVIEW

Child Development	Btec L1/2 Tech Award - In Year 11 students will complete the Pearson set assignments for Component 2. Students will also continue to learn the content for Component 3.	In this half term students will improve their PSA tasks after initial marking. In December they will continue to learn the content for Component 3 learning about physiological and lifestyle indicators.
Health and Social Care	Btec L1/2 Tech Award - In Year 11 students will complete the pearson set assignments for Component 2. Students will also continue to learn the content for Component 3 learning about factors affecting health and wellbeing.	In this half term students will improve their PSA tasks after initial marking. In December they will continue to learn the content for Component 3 learning about physiological and lifestyle indicators.
Psychology	The Brain and Neuropsychology - students will examine the different parts of the brain and how these could explain an individual's behaviour.	Psychological Problems - In this half term, the focus is on Psychological Problems. Students will develop their knowledge of depression and addiction in varying forms, discussing different explanations, studies, treatment and evaluation points.

HOME LEARNING - KS4

EVERY MOMENT
MATTERS

WE ARE
#TEAM SMHC

Year 11 Homework Timetable

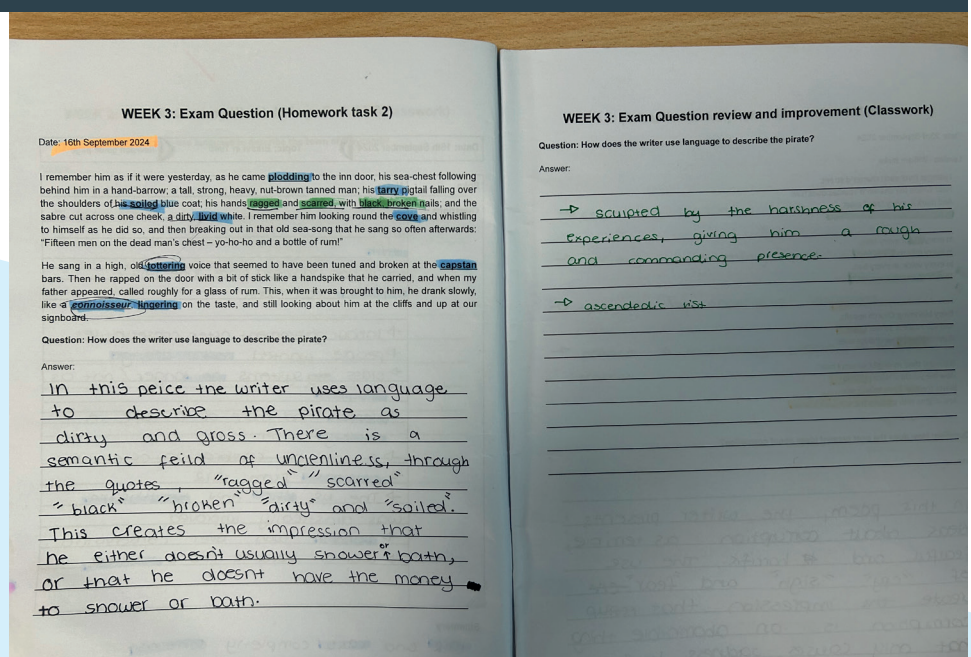
Monday	English Task 1	Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Sparx Maths
Wednesday	Sparx Maths	Science Task	Option C Task 2
Thursday	Option A Task 2	Sparx Catch Up	Option B Task 2
Friday	Science Task 2	English Task 2	

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



CLUBS

AUTUMN 2025

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

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%

35 missed Lessons

ALMOST THERE

96% Attendance
Equates to 7 school days off each year

80 missed Lessons

DANGER ZONE

92% Attendance
Equates to 16 school days off each year

100%

PERFECTION

100% Attendance

55 missed Lessons

94%

NEEDS TO IMPROVE

94% Attendance
Equates to 11 school days off each year

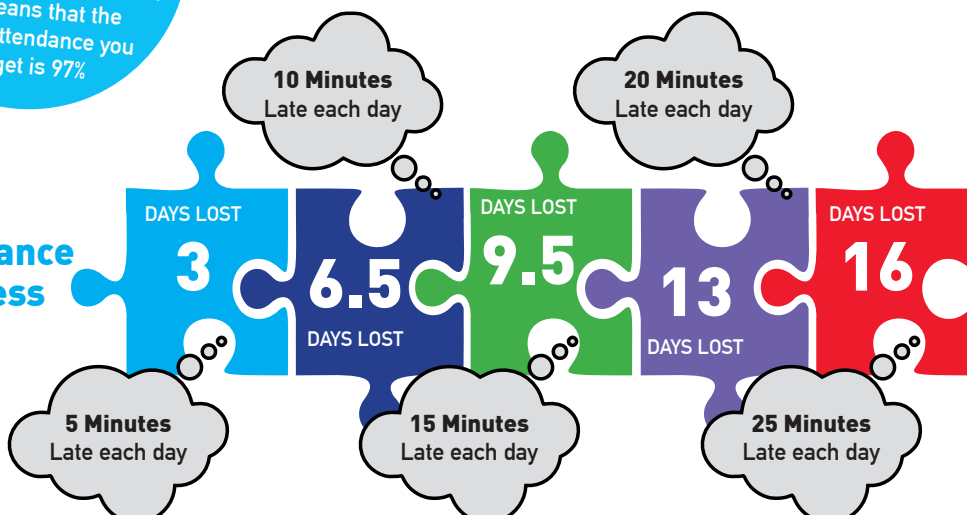
100 missed Lessons

90%

EXTREME IMPACT!

90% Attendance
Equates to 1 month off each year

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!