

CURRICULUM BOOKLET 2026-27



**WORK
HARD
BE KIND**

YEAR 10 THE TERM AHEAD
for students, parents and carers



THE TERM AHEAD



Dear Parents and Carers,

Welcome to our latest Curriculum Newsletter.

At the heart of our school community is a shared drive to Be World Class, rooted every day in our core ethos: Work Hard: Be Kind. We firmly believe that when pupils challenge themselves academically, demonstrate resilience, and treat those around them with kindness and respect, they lay the strongest possible foundation for both personal growth and future success.

Achieving these high standards is a joint effort. A strong, collaborative partnership between home and school is essential to ensuring every child reaches their full potential. Learning naturally extends beyond the classroom door, and by working closely together, we can provide the consistent support, encouragement, and structure our students need to flourish.

Inside this newsletter, you will find vital information to keep you informed and involved in your child's educational journey throughout the Autumn Term:

What Your Child Is Learning: *A breakdown of the key topics, concepts, and skills your child will be exploring this term across the curriculum. We strongly encourage you to discuss these themes at home, as asking your child about their learning helps deepen their understanding and enthusiasm.*

Homework Expectations: *Clear guidance on weekly routines and tasks designed to consolidate classroom learning, build confidence, and develop crucial independent study habits.*

Key Dates for Your Diary: *An overview of upcoming events, assessment windows, trips, and key school milestones over the coming weeks.*

Thank you for your ongoing support, dedication, and partnership. By continuing to work together, we can ensure every pupil is supported to be the very best they can be.

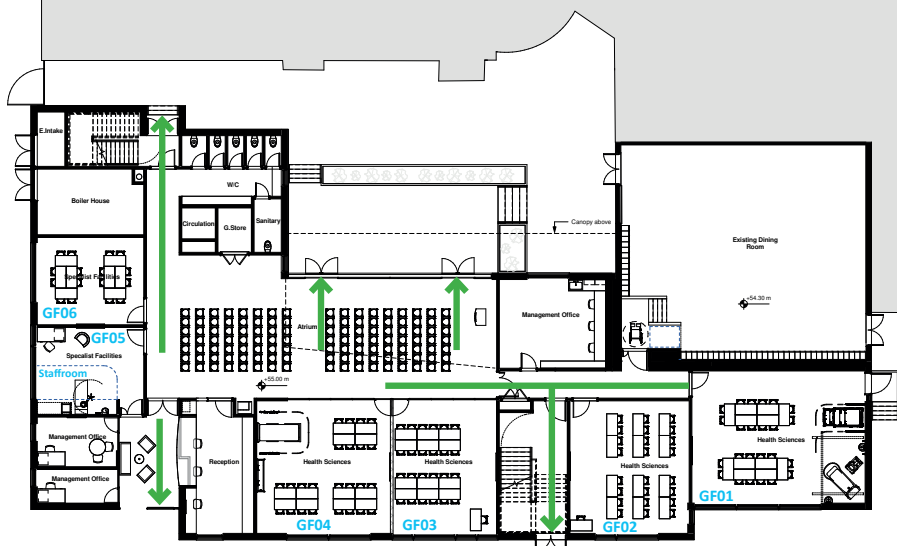
Warm regards,

Mrs Merricks
Head of School

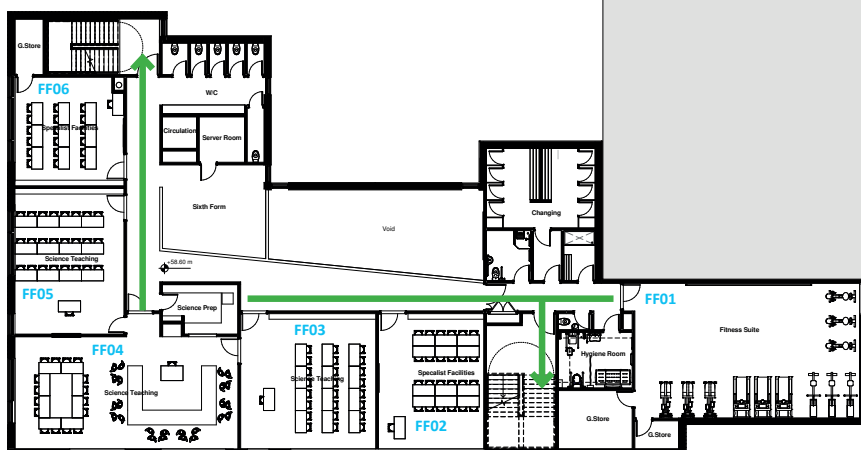
KEY DATES

Open Evening (Years 8-9)
December 2026 - TBC
DofE Presentation Evening
Tuesday 27th April 2027
Year 10 Parents Evening
Tuesday 18th May 2027

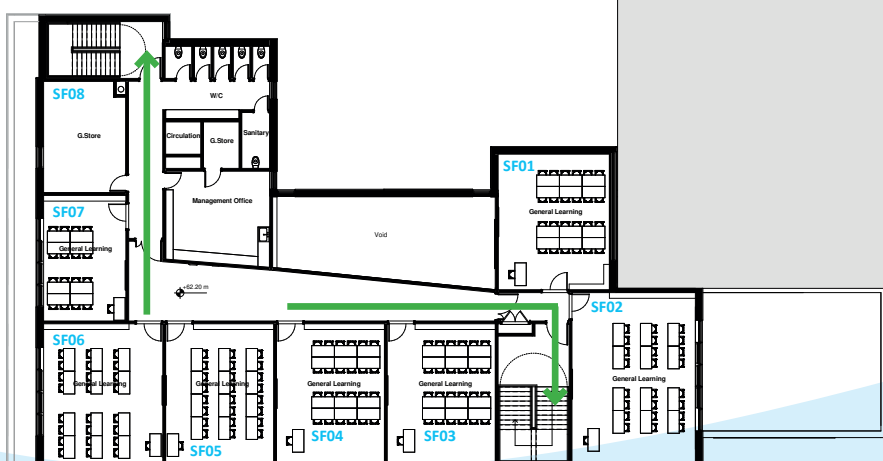
SMHC Ground Floor



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 10 TUTOR

Pastoral Lead:
Miss Honeyghan

Tutor Group	Tutor	Room
10.1	R O'Neill / K Harvey	FF04
10.2	J Fisher / L Chalmers	GF01



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 10

TITLE

AUTHOR

Circe	Madeline Miller
Hamnet	Maggie O'Farrell
Flowers for Algernon	Daniel Keyes
I am Legend	Richard Matheson
The Help	Kathryn Stockett
Hidden Figures	Margot Lee Shetterly
The Strange Case of Dr Jekyll and Mr Hyde	Robert Louis Stevenson
Kite Runner	Khaled Hosseini

Students complete 15 minutes of reading each
afternoon, giving them an experience of
a wide range of texts

CURRICULUM OVERVIEW

SMHC Year 10 Curriculum	TERM 1	
	HALF TERM 1	HALF TERM 2
Maths	Foundation: Students develop mastery with numerical concepts, in particular the relationship and application of fractions, numbers, decimals and ratio. They can apply the laws and understanding to a range of real life applications and problems Higher: Students apply numerical fluency to more complex problems involving truncation, bounds and proportionality	Foundation: Students develop fluency with complex algebraic concepts and their application to problems. Higher: Students understand irrational numbers and are able to understand and manipulate Surds. They are also able to build on algebraic fluency to delve into more complex applications with simultaneous equations and rearranging formula
English Language & Literature	Language analysis - students read a variety of fiction and non-fiction extracts in preparation for English Paper 1. Students will also look at some conflict poetry in preparation for Literature Paper 2.	'A Christmas Carol' by Charles Dickens. Students consider the context of Victorian London, themes such as transformation and redemption and social responsibility.
Triple Science	Biology: Respiration and Exercise, Blood & Circulation, Genetics Chemistry: Energy changes, The periodic table, Reactivity of Metals Physics: The Electromagnetic Spectrum, Reflection, Waves for detection & exploration, Lenses, Light & Black body radiation. An introduction to Electricity, Circuits & Resistance, Domestic uses of electricity, Electrical energy in devices	Biology: Plant Diseases, Evolution and the Evidence, Classification, Genetic engineering & Selective Breeding Chemistry: The pH Scale & Salts, Electrolysis, Fuel Cells Physics: An introduction to Electricity, Circuits & Resistance, Domestic uses of electricity, Electrical energy in devices
French	My local area Where I live: Students will describe their local area and the regions around them. They will also compare their own region with other areas of the world. Students will be able to use a range of complex opinions and reasons to describe the world around them	

CURRICULUM OVERVIEW

Spanish	The Hispanic World: Students will develop an understanding of Hispanic festivals and culture. They will explore Spanish customs and traditions including food, celebrations and Spanish society. Students will develop use of reflexive verbs and impersonal verbs to be able to confidently write and speak about this topic.	Personal Qualities: Students will revisit the Year 9 topic of descriptions but introduce the past and the future tenses. Students will have an emphasis on adjective agreements and sentence structure. They will then begin to discuss their role models and who they admire. This will enable students to confidently write and speak about others.
Geography	The urban world Megacities, Rio (opportunities and challenges), improving life for the urban poor, sustainable urban development. Students develop their understanding of the process of urbanisation. A significant study of Rio increases locational knowledge and cultural capital. Students also develop their understanding of sustainability, studying urban sustainability in Freiburg.	Urban Change in the UK Where people live in the UK, Bristol (opportunities and challenges), greenfield and brownfield developments and Temple Quarter regeneration. Students develop their understanding of the process of urbanisation from a UK perspective. A significant study of Bristol increases locational knowledge and cultural capital. This includes a fieldwork opportunity to visit Bristol.
History	The People's Health 1250 to 2000. This looks at attitudes to public health through the 4 time periods; Middle Ages, Early Modern, Industrial and Modern. It examines the decline in the role of the church and the development of government involvement	
PE and Health	Discovering the importance of components of fitness and how body systems work during sport and activity.	Explore what is required to be able to prepare participants to take part in physical activity
PSE/RSE	Rights and Responsibilities: Instagram and TikTok Generation, Targeted Advertising, Rights and Responsibilities, Consumer Rights, Saving and Managing Money, Finance, Budgeting and Employment, What is Marriage?, Reflecting on My Career Journey	Mental Health and Wellbeing: Health and Wellbeing, What is Mental Health?, Common Types of Mental Health, Child Abuse, Self Harm, Suicidal Thoughts and Feelings, Exploring Employer's Profiles
Health and Social Care	Component 1 Knowledge and understanding - students will be introduced to the first component and learning aim A which is all about growth and development across the life stages and factors that can affect an individual.	Component 1 Knowledge and understanding - students will continue looking at factors affecting growth and development and then will move on to learning aim B which is about life events that individuals may face and how these impact you, what support is available to help individuals adapt to the life event.

CURRICULUM OVERVIEW

Psychology

Research Methods - Students will develop their understanding on the key elements of experiments such as the Independent Variable (IV), Dependent Variable (DV), hypotheses and more. Evaluation points of experimental methods will also be introduced and covered.

Research Methods continued
- Students will develop their understanding of the types of experiments used within Psychology and the evaluation of these methods. The use of graphs within Psychology will be introduced in relation of how this explains the data discovered by an experiment/study and what this could imply for future research.

HOME LEARNING - KS4

CAROUSEL

What?

Following a successful launch in KS3 we will be moving part of Y10 homework over to Carousel.

Each week students will be required to complete one essay style question for their subject area, alongside some revision and self quizzing in Carousel.

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.

Students will still continue to complete Sparx homework for English, Maths and Science

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.

Students can access their Carousel homework via:

<https://student.carousel-learning.com/login>

Students will be able to log in using their usual school account through Google.

Please note that if their browser is set to a personal Google account, this won't be possible and they will need to sign out of their personal account, or open an incognito browser.

When?

Homework will be set each Friday, and will be due the following Friday. Each year group has a recommended schedule included in their homework books to help space their work over the week.

Each quizzing homework will be between 8-12 questions, and should take no longer than 30 mins to revise and complete.

Should you have any questions, please do not hesitate to get in touch.

M Hussey

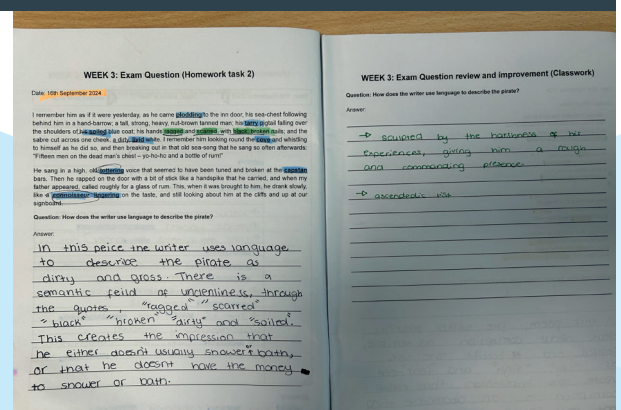
MHussey@sdcc-smhc.net

HOME LEARNING - KS4

Year 10 Homework Timetable

Monday	English Exam Question	English Sparx	Maths Sparx
Tuesday	Option A Exam Question	Science Carousel	Science Sparx
Wednesday	Option B Exam Question	Option A Carousel	Maths Sparx
Thursday	Option C Exam Question	Option B Carousel	Science Sparx
Friday	Science Exam Question	Option C Carousel	Catch Up Sparx

KS4 HOMEWORK EXAMPLE



EVERY
MOMENT
MATTERS

WE ARE
#TEAM
SDCC

CLUBS

AUTUMN 2026



Scott
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EVERYDAY

BREAKFAST CLUB

Who? All years | *Where?* KS4 Canteen
When? 7.45AM

CAMPUS RADIO CLUB

Who? All years | *Where?* EB17
When? Both Breaks

TUESDAY & THURSDAY

YEAR 9 & 10 FITNESS

Who? Years 9 & 10 | *Where?* FT2
When? After school

WEDNESDAY

YOUNG CARERS CLUB

Who? All years | *Where?* EN12
When? Break A

ART AND CLAY CLUB

Who? All years | *Where?* VA3
When? After school

DANCE CLUB

Who? All year | *Where?* PA1
When? After school

KS4 HEALTH AND SOCIAL CARE SUPPORT

Who? Years 10 & 11 | *Where?* GF01
When? Week A - Break A

KS5 HEALTH AND SOCIAL CARE SUPPORT

Who? Years 12 & 13 | *Where?* GF01
When? Week B - Break A

GIRLS FOOTBALL

Who? All year | *Where?* 3G
When? After school

PHOTOGRAPHY CLUB

Who? All years | *Where?* VA1
When? After school

EAL CLUB

Who? EAL students in all years
Where? EAL Classroom
When? Break A

THURSDAY

DoE CLUB

Who? Years 9 & 10 (This is only open to students who sign up for DoE in September) |
Where? TBC
When? After school

DRAMA CLUB

Who? All years | *Where?* PA2
When? After school

SDCC SINGERS

Who? All years | *Where?* PA3
When? After school

FURTHER MATHS

Who? Year 10 top sets | *Where?* MA6
When? After school

CAMPUS TV

Who? All years | *Where?* VA6
When? After school

RUGBY

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

MEDIA CLUB

Who? All years | *Where?* VA5
When? After school

PARAGON MATHS

Who? All years | *Where?* MA5
When? Week A - After School

MONDAY

ECO COUNCIL

Who? All years | *Where?* EB18
When? Break B

TUESDAY

TEXTILES CLUB

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

YEAR 13 A LEVEL BIOLOGY INTERVENTION SESSIONS

Who? Year 13 A Level biologists only |
Where? SC6
When? After school

ALL YEARS NETBALL

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

FUTURE MEDICS AND DENTISTS CLUB

Who? Years 12 & 13 (There will also be sessions on an adhoc basis for Yr 10/11 students at both schools) | *Where?* SF07
When? Tutor time

MONDAY & WEDNESDAY

ZINE SCENE

Who? All years | *Where?* Library
When? Break A

TUESDAY & WEDNESDAY

STEAM

Who? All years | *Where?* CT1
When? Week A - After school

OVER
25
CLUBS

WORK
HARD
BE KIND

FRIDAY

ROCK CLUB SR

Who? KS4 primarily (skill based) |
Where? PA3
When? After school

POWER OF US LGBTQIA+

Who? All years | *Where?* GFO1
When? Break B

FURTHER MATHS

Who? Year 11 top sets | *Where?* MA6
When? After school

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

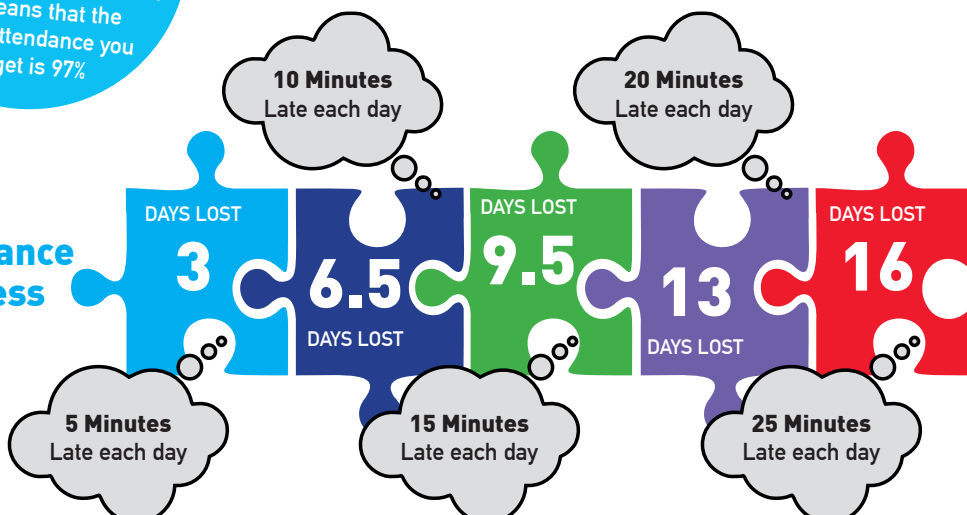
100 missed Lessons

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!