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Curriculum Overviews Summer 2026 Year 9DA		
Subject	**English**	Teacher: **Mrs Forbes**
Termly units of study	**Reading and Writing Creative Texts** **Reading Romeo and Juliet** • Students will be reading a range of fiction extracts, including pre 19C • Students will explain, comment on and analyse how writers use language and structure to create impact • Students will experiment with creative writing structures and strategies. • We will be reading a classic text, discussing plot, character, context and setting. • We will also be exploring Shakespeare's use of language and key themes when discussing the text in preparation for literature analysis at KS4. • Students will be encouraged to develop their own personal response and support this with detailed references to the text using PETAZL. • Students will explain, comment on and analyse how writers use language and structure and compare writers' ideas and perspectives. • Simple essay structure will be explored. • Some lessons will focus on correct use of punctuation, spelling and grammar.	
Suggestions for Parental Support at home	• Ask your daughter to express her ideas and opinions across a range of topics, encourage her to back this with a personal example as well as facts and figures. • Ask your daughter about her use of Sparx Reader • Talk to your daughter about her work, ask her to share the positive points from each week. • Discuss her current reading book and share your thoughts about your own reading. • Check knowledge of fiction and non-fiction. • Encourage your daughter to read and write for pleasure. • Ask your daughter to tell you about individual characters from Romeo and Juliet. • Ask your daughter to summarise the plot of Romeo and Juliet	
Keywords	fiction non-fiction character theme love fate	feud viewpoint perspective opinion alliteration rule of three hyperbole emotional impact paragraph language features simple, complex and compound sentence counter argument

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Subject	**Maths**	Teacher: **Mr McMillan / Mrs Daniels**
Termly units of study	• Transformations & Symmetry • Powers & roots • Ratio & Proportion • Probability	
Suggestions for Parental Support at home	• Practice using a calculator • Look for tasks at home which require numbers or numerical knowledge or calculations. Point out what these are, and what could go wrong if we don't use our maths skills (e.g. miss the train, burn/undercook the dinner!) • When cooking and baking, get your daughter involved in reading the instructions, following recipes, weighing and measuring out ingredients. • Involve your daughter in household food shopping to practice reading food labels, comparing brands and prices, and finding the best deals. • Pose problems around travel situations. Examples could be 'how many minutes do we have until we have to leave', how long will it take to get to a destination based on your speed. • Point out examples of statistics used in news reports • Make sure your daughter can tell the time by reading both analogue and digital clocks. • Play maths games at home – e.g. dominoes, chess, cards and memory games.	
Keywords	object rotation scale factor square root surd direct proportion probability outcome	relative frequency image translation cube root standard index form divide in a given ratio experiment mutually exclusive	reflection enlargement index/power percentage change trial exhaustive

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Subject	**Science**	Teacher: **Mrs Dixon**
Termly units of study	Revision Unit • Ecosystems Health and Disease • Threat from disease • Diseases • Control systems • Testing medicines • Medians and quartiles • Ecology • Combating pandemics Key ideas • Microscopes • Plant and animal cells • Practical – Using microscopes • Specialised cells • Inside bacteria • Enzymes and nutrition • Testing foods • Practical – testing foods • Enzymes action • Practical – PH and enzymes • Transporting substances • Practical – Osmosis in potato slices	
Suggestions for Parental Support at home	• Visit museums such as The Science Museum (Kensington) or places of interest such as Wisley or Kew gardens. • Encourage your child to read or watch science-related news articles, for example, BBC Newsround. • Watch science-themed programmes together, David Attenborough fronts many interesting BBC documentaries.	

	• To understand more about the Biology curriculum at KS4 look, at the BBC Bitesize website: https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f • SparxScience		
Keywords	antibiotic immunisation pathogen communicable disease non-communicable disease symptom virus gland hormone antibiotic nervous system receptor cell	eyepiece lens magnification objective lens aerobic respiration chlorophyll chloroplasts cytoplasm eukaryotic mitochondrion nucleus ribosome enzyme	diploid embryo epithelial cell fertilisation gamete haploid oviduct specialised cell biological catalyst biuret test iodine solution

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Subject	**Art**	Teacher: **Miss Grant**
Termly units of study	**GCSE style project** Students will select and respond to a starting point and develop independent working skills to equip them for GCSE style lessons. Students can choose to respond to 'Colour' or 'Concealment' as their topics. Students will learn how to: • Record their ideas through notes and mind maps • Present their work in a visually dynamic and planned way • Research relevant images and relate to their ideas (headdresses, tattoos and kimono designs are some suggested starting points). • Use appropriate materials to refine their ideas. • Develop independent thinking skills so they are better prepared for GCSE. • The aim of the project is to prepare students for KS4 and the higher degree of independent thinking and research that is expected.	

Suggestions for Parental Support at home	• Look at example GCSE work online to get ideas for layouts and techniques: gcse art sketchbook - Google Search
	• Visiting galleries and exhibitions and talking about what you have seen.
	• Looking at Art books and discussing what images you are drawn to and why.
	• Encourage your daughter to keep a sketchbook or doodle book so she can record ideas as they arise.
	• Foster a sense of curiosity and investigation – if you see something interesting find out more about it.
	• Copying drawings from artists is very good for developing observational skills regardless of the subject matter.
	• Encouraging good drawing practice:
	  ○ Using a sharp pencil
	  ○ Including as much detail as possible
	  ○ Using the full tonal range to show form
	  ○ Blended and directional shading
	Mark-making to show texture.	

Keywords	annotation jotting explaining meaning clarifying relevant refining	annotation jotting explaining meaning clarifying relevant refining annotation jotting explaining meaning clarifying relevant refining

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Subject	**Catering**	Teacher: **Mrs Andrews**
Course specification	Pearson BTEC Home Cooking Skills BTEC Home Cooking Skills	
Termly units of study	This unit develops students' understanding of healthy eating, sustainability, and food preparation. Students will learn how to plan and prepare balanced meals using the Eatwell Guide, while considering food waste, provenance, and environmental impact. Students will be completing their Pearson BTEC level 2 Home Cooking skills, so will be preparing for assessment through portfolio completion and practise of dishes, timing, presentation and evaluation. They will build on prior knowledge to develop greater independence, accuracy, and confidence in both savoury and sweet cooking, refining practical skills and applying a wider range of techniques.	
Suggestions for Parental Support at home	• Preparing balanced meals using a range of food groups • Practising safe knife skills under supervision • Following recipes to build independence • Discussing food choices (health, cost, sustainability) • Planning and preparing healthy lunches together • Cooking simple desserts and discussing outcomes • Using leftovers to reduce food waste • Talking about where food comes from • Encouraging evaluation and improvements	
Keywords	healthy eating balanced diet Eatwell Guide nutrition food groups meal planning sustainability food waste food miles provenance recipe	ingredients flavour texture seasoning evaluate adapt chopping peeling dicing sautéing

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Subject	**Humanities**	Teacher: **Mrs Wells**
Termly units of study	**Term 1: World War 2 and The Holocaust** • Students will investigate the causes of WW2. They will consider how the war affected people living in the UK during the Blitz. They will also learn about the treatment of Jewish people during the Holocaust and consider how and why Jews were targeted. They will reflect upon the current situation in Israel and consider the historical roots of this conflict.	
Suggestions for Parental Support at home	• "A little light" available on Disney Plus gives a great account of the life of Anne Frank and the people who helped to hide the Frank family from the Nazis. • Share any person's stories of the war and how it affected members of your family. • Watch news reports from Newsround about the current conflict in the Middle East (some of the more adult news channels may be a bit upsetting for students).	
Keywords	appeasement dictatorship blitzkrieg blitz spirit antisemitic	holocaust Shoah Synagogue concentration camp death camp ghetto Final Solution Gestapo

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Subject	**ICT**	Teacher: **Mrs Daniels**
Course specification	Pearson Digital Functional Skills EL3/L1	
Termly units of study	**Creating and Editing:** • Process (including sort, filter) numeric data by values in a column. • Format numeric data (including font sizes, font styles, alignment, cell formatting, merging cells, splitting cells, row • height, column width). • Chart a single series of numeric data using an appropriate type of chart and apply suitable titles and labels (including • chart title, axis titles, data legends and data labels). **Communicating:** • Use email for a range of contexts and audiences • Use online messages (including instant message, text message, social media) for a range of contexts and audiences. • Know what steps can be taken to limit a digital footprint (including use of privacy tools to manage cookies and website tracking, private browsing, restricting GPS information).	
Suggestions for Parental Support at home	• Encourage your daughter to look at the Think U Know website to find out more about online safety - http://www.thinkuknow.co.uk/ • Encourage your daughter to send homework, completed on the computer, to the teacher using e-mail. • You can access the school e-mail system from home by Googling – Office 365 and clicking on 'Sign in to your account' • Encourage the use of a memory stick for saving work. • Encourage your daughter to set up subject-specific folders on the stick and at home. • Encourage your daughter to use Word, PowerPoint, Excel and Publisher if available at home. • Encourage your daughter to try to troubleshoot problems encountered on any device in a logical way before asking for help.	
Keywords	alignment merge cells unmerge cells currency format decimal places border style column width row height AutoFit number format	formula bar informal formal conventions tone audience purpose alignment spacing language structure consistency context audience social media cookies tracking GPS instant messaging text messaging

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Subject	PE	Teacher: **Miss Kenyon**

Termly units of study	**Summer 1 - Striking and fielding**
	• **Fielding skills**
	  ○ Throwing
	  ○ Catching
	  ○ Fielding
	  ○ Long barrier
	  ○ Bowling
	
	• **Batting skills**
	  ○ Grip
	  ○ Stance
	  ○ Aim
	  ○ Tactical decisions – when to run
	
	• **Game play**
	  ○ Diamond cricket, rounders or conditioned games.
	
	Summer 2 - Movement skills (Runs, jumps and throws)
	• **Throwing**
	  ○ Push throw – Shot
	  ○ Pull - Javelin
	
	• **Running**
	  ○ Sprints
	  ○ Middle distance
	
	• **Jumping**
	  ○ Standing long jump
	  ○ Long jump
	  ○ Triple jump	

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	Continuous focus throughout the year on; • Warmups • Cool downs • Types of fitness • Heart rate • Teamwork • Leadership • Choice • Challenge • Self-assessment • Refinement
Suggestions for Parental Support at home	• Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their PE day. • On the evening of PE day (Thursday), encourage them to do some different stretches to ease potential muscle soreness. • Encourage students to be active over the weekend/ evenings. • Encourage a healthy lifestyle. • Encourage them to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport. • Try to get outside once a day, either to walk, or exercise.
Keywords	**Summer 1 - striking and fielding** over arm under arm cushioning bowling long barrier linking backup play accuracy batting directing the ball space teamwork **Summer 2 - movement skills (runs, jumps and throws)** push power rotation strength extend pull release safe collect measure pacing aerobic reaction times

	tactics scoring 'out' team work rules direction	speed endurance run up take off height distance swing extend

Subject	**SOLD**	Teacher: **Miss Kenyon**
Termly units of study	Surrey Outdoor Learning and Development is part of the week where students work on areas linked to our WACI curriculum. It usually takes place at High Ashurst. Students work particularly on the Wellbeing, Communication and Independence strands. The students undertake activities which promote working as a team, problem-solving, and communicating with each other as well as building resilience and adaptability. Along with this, each student will be encouraged to challenge themselves personally. Students will learn the importance of planning, communication and compromise while working in a team and will work to develop leadership skills. Parents may support us by ensuring students have the right clothing, water and extra equipment necessary including a waterproof coat and a plastic bag for wet shoes in winter weather and a hat and sunscreen hot weather.	

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Subject	**WACI**	Teacher: **Mrs Janaway**
Termly units of study	• College applications • Contraception • Accepting feedback • Citizenship • Water and Rail Safety • Sun Care • First Aid	
Suggestions for Parental Support at home	• Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • Look at how to apply on the websites of local schools and colleges. Check the entry requirements for each level of different courses. • You can find out more information about contraception by looking at the NHS website - Contraception - NHS • Help your daughter to download the What 3 Words app on to her mobile phone.	
Keywords	forenames emergency contact safer sex pregnancy STIS ejaculation orgasm male condom female condom the pill	democracy parliament legislation scrutiny monarch House of Commons House of Lords Prime Minister speaker cabinet Home Affairs Foreign Affairs anaphylaxis asthma choking head injury RICE What 3 Words unconscious