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| Curriculum Overviews Autumn 2026<br>Year 8D | | |
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| **Subject** | **English** | Teacher: **Mrs Forbes** |
| **Termly units of study** | **Classic Text: Of Mice and Men**<br>• Learning about the context of 1930's America.<br>• Reading the full novella as a class.<br>• Developing reading skills – predict, clarify, question and summarise.<br>• Descriptive writing practice based on the novella.<br>• Understanding theme, setting and character.<br>• Comprehension of a text.<br>• Analysis of language in a text. (The effect of specific words).<br>• Considering the authors intention.<br>• Persuasive writing techniques.<br>• Review writing.<br>• Speaking and listening – role play.<br><br>**Play: Gothic Literature (Frankenstein)**<br>• Understanding the conventions of Gothic Literature.<br>• Planning and writing own gothic stories.<br>• Using a dictionary and thesaurus.<br>• Skimming and scanning.<br>• Spelling rules.<br>• How to approach an unseen text and exam skills.<br>• Understanding the difference between play and prose.<br>• Performance skills. | |

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| **Suggestions for Parental Support at home** | • Encourage your child to talk about the texts. Explaining the plot, characters, setting etc. Will help to consolidate learning.<br>• Encourage your child to research around the text and the play independently, either online or by asking family members.<br>• Encourage your child to read on a daily basis and do ask questions about what they have read.<br>• Encourage your child to express a personal viewpoint on a wide range of topics.<br>• Encourage your child to explain new vocabulary they have learnt in this topic.<br>• Encourage your child to read non-fiction as well as fiction, particularly reviews and advertising.<br>• Practice using a dictionary at home to look up words that they don't know. | | |
| **Keywords** | prediction<br>character<br>theme<br>analysis<br>symbol<br>symbolism | personal<br>response form<br>live theatre<br>conventions<br>summary<br>comparing terminology | mood<br>tone of voice<br>improvisation |

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| **Subject** | **Maths** | Teacher: **Miss Diprose** |
| **Termly units of study** | • Whole numbers and decimals<br>• Measures, perimeter and area<br>• Expressions and formulae<br>• Fractions, decimals and percentages | |
| **Suggestions for Parental Support at home** | • Practice using a calculator<br>• Look for tasks at home which require numbers or numerical knowledge or calculations.<br>• When cooking and baking, get your daughter involved in reading the instructions, following recipes, weighing and measuring out ingredients.<br>• Involve your daughter in household food shopping to practice reading food labels, comparing brands and prices, and finding the best deals.<br>• Pose problems around travel situations.<br>• Make sure your daughter can tell the time by reading both analogue and digital clocks.<br>• Play maths games at home – e.g. dominoes, chess, cards and memory games. | |
| **Keywords** | decimal<br>multiple<br>factor<br>product<br>highest common factor<br>lowest common multiple<br>square & cube numbers/roots<br>numerator<br>denominator | simplify<br>equivalent fraction<br>length<br>mass<br>capacity<br>perimeter<br>area<br>parallelogram<br>trapezium | proportion<br>percentage<br>expression<br>substitute<br>index<br>like terms<br>simplify<br>expand |

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| **Subject** | **Science** | Teacher: **Mrs Dixon** |
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| **Termly units of study** | Food and Nutrition<br>• Food and Advertising<br>• Nutrients<br>• Balanced diet<br>• Digestion<br>• Absorption<br><br>Ecosystems<br>• Exploring the world<br>• Variation<br>• Adaptations<br>• Effects of the environment<br>• Transfer in food chains<br>• Plants and reproduction<br><br>Microbes<br>• Unicellular organisms<br>• Microscopic fungi<br>• Bacteria<br>• Protoctists<br>Decomposers and carbon | |
| **Suggestions for Parental Support at home** | • Look out for food labels and best before dates on food packaging. Discuss what they mean and how to make healthy choices.<br>• Encourage your daughter to identify the food groups she is eating at mealtimes.<br>• Visit museums e.g. The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell).<br>• Encourage your daughter to read or watch science related news articles, for example Newsround.<br>• Use real-life opportunities to discuss microbes (bacteria and viruses) and encourage good personal hygiene.<br>• Watch science themed programmes and documentaries together, for example Brian Cox and David Attenborough to enthuse your daughter about science.<br>• Try fun 'kitchen chemistry' experiments together, for example 'making a volcano' with vinegar and sodium bicarbonate. | |

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| | • Practise spelling scientific keywords. | | |
| **Keywords** | diet | adaptation | microbe |
| | protein | inherited | unicellular |
| | carbohydrate | environmental | multicellular |
| | nutrients | producer | disease |
| | balance | consumer | bacteria |
| | malnutrition | herbivore | fungus |
| | digest | carnivore | |
| | enzyme | omnivore | |
| | habitat | microorganism | |

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| Subject | **Art** | Teacher: **Miss Grant** |
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| **Termly units of study** | **Trees project**<br>Students will continue to develop their drawing skills using trees as subject matter. They will design and create a reduction print using poly or lino.<br>• To be able to use mark-making to create a sense of space and to show texture<br>• To analyse how artists Vincent Van Gogh and Gustav Klimt represented trees.<br>• To develop drawing skills using mixed media.<br>• To be able to create a reduction print of a forest scene.<br><br>**Exploratory sculpture**<br>Lessons will focus on how to record ideas and make links with artists' work. Students will continue to build on their drawing technique and will develop methodical independent working skills. Students will have opportunities to present their work and explain their ideas.<br>• To develop shading skills to show form.<br>• To develop pen and wash skills.<br>• To be able to record ideas through sketching and thought showers.<br>• To develop descriptive language.<br>• To analyse the work of Peter Randall Page and Andy Goldsworthy.<br>• To develop presentation skills within a sketchbook.<br>• To be able to explore sculptural forms using plasticine.<br>• To be able to record a process of experimentation using photographs. | |
| **Suggestions for Parental Support at home** | • Encouraging drawing or colouring for pleasure.<br>• Keeping a doodle book/scrapbook of ideas and inspirations from nature.<br>• Copying drawings from artists is very good for developing observational skills regardless of the subject matter.<br>• Encouraging good drawing practice:<br>  ○ Using a sharp pencil<br>  ○ Including as much detail as possible<br>  ○ Using shading<br>  ○ Using contrast<br>• Looking at books on nature and the natural world.<br>• Taking the time to observe nature in the garden or out on a walk. | |

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| **Keywords** | tonal range | thought shower | simplify |
| | form | links | stylise |
| | detail | abstract | sculpture |
| | description | | |

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| **Subject** | **Catering** | Teacher: **Mrs Andrews** |
| **Termly units of study** | • **Unit 2: Food Commodities**<br>  ○ Explore where food comes from and how ingredients are processed and stored.<br>  ○ Recognise that ingredients are available in different forms and understand how this affects their use.<br>  ○ Investigate different methods of food processing and their purposes.<br>• **Unit 1: Food, Nutrition & Health**<br>  ○ Understand the consequences of a poor diet.<br>  ○ Explore the role of good nutrition in maintaining health and preventing diet-related diseases.<br>  ○ Develop an understanding of how food choices can affect long-term health.<br>• **Unit 7: Skills Focus**<br>  ○ Develop and practise practical food preparation and cooking skills throughout all lessons.<br>  ○ Build confidence, independence, accuracy and safe working practices in the kitchen. | |
| **Suggestions for Parental Support at home** | **Parental Support at Home**<br>• Encourage students to help prepare and cook meals at home, developing their practical skills and confidence.<br>• Discuss where different foods come from, including plant and animal sources.<br>• Look at food packaging together and identify how foods have been processed and stored.<br>• Compare fresh, frozen, dried, canned and other forms of ingredients.<br>• Discuss the importance of a balanced diet and the consequences of poor dietary choices.<br>• Encourage students to identify nutrients in everyday foods and consider their role in maintaining good health.<br>• Practise practical skills such as weighing, measuring, chopping, mixing and using kitchen equipment safely. | |
| **Keywords** | food commodity<br>food source<br>food processing<br>food production<br>food storage<br>fresh<br>frozen<br>dried | convenience food<br>seasonality<br>nutrients<br>balanced diet<br>healthy diet<br>malnutrition<br>weighing<br>measuring | diet-related disease<br>deficiency<br>cardiovascular disease<br>type 2 diabetes<br>fibre<br>carbohydrate<br>protein<br>fat |

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| | canned<br>preserved<br>processed | chopping<br>mixing<br>obesity | vitamins<br>minerals |

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| **Subject** | **Humanities** | Teacher: **Mrs Wells** |
| **Termly units of study** | **Half term 1**<br>• We will be looking at the development of the British Empire and the impact that the Empire had on Britain and its colonies- Including events such as the Great Exhibition. We will also look at the Empire from the point of view of the people who were colonised and consider whether or not it was a good thing.<br><br>**Half Term 2**<br>• We will examine what it means to be a hero today. We will study the following 'Heroes' and think about how their beliefs affected their actions. We will assess the achievements of each hero and consider who students think are the greatest heroes today.<br>○ Gandhi<br>○ Maximilian Kolbe<br>○ Dali Lama<br>○ Malala<br>○ Nicky Cruz | |
| **Suggestions for Parental Support at home** | • Encourage discussion about how and what we believe may affect how we behave. Look for examples of people in the news who are doing good work and talk about how they are doing it.<br>• If possible, visit local museums.<br>• Encourage discussions around the causes and impact of things to become used to using these terms.<br>• Encourage reading around history, Horrible History books, and documentaries about the empire.<br>• Talk to your daughter about role models, share the people you look up to and explain why. | |
| **Keywords** | empire<br>colonialism<br>monarchy<br>commonwealth<br>indigenous<br>trade<br>triangular trade<br>resources | slavery<br>auction<br>plantation<br>belief<br>action<br>social justice<br>equality<br>fairness | equity<br>sacrifice<br>martyr<br>Holocaust<br>agape |

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| **Subject** | **Digital Functional Skills**<br><br>**https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/digital-2023.html** | Teacher: **Mrs Daniels** |
| **Termly units of study** | **EL3**<br>• Understand the need to stay safe and respect others when using the internet and communicating online<br>• Know simple methods to protect personal information and privacy online<br>• Set up and use security features, including authentication methods) to access devices and online services.<br>• Understand the benefits of using security software to protect against online risks.<br>• Know of and know how to minimise the effects of physical stresses that may result from using devices.<br>**L1**<br>• Carry out searches on the internet (including use of keywords, exact phrases and search filters)<br>• Take account of currency, reliability and copyright when selecting information from the internet.<br>• Understand that search results may include sponsored results or advertisements and be able to recognise these.<br>• Carry out searches for files (including on file names, partial file names and file content). | |
| **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/<br>• Encourage your daughter to send homework, completed on the computer, to the teacher using e-mail.<br>• You can access the school e-mail system from home by Googling – Office 365 and clicking on 'Sign in to your account.'<br>• https://login.microsoftonline.com/ Full instructions are also on page 5 of student planners.<br>• Encourage the use of a memory stick for saving work.<br>• To set up subject-specific folders on the stick and at home.<br>• Encourage your daughter to use Word, PowerPoint, Excel and Publisher.<br>• Encourage your daughter to try to troubleshoot problems encountered on any device in a logical way before asking for help. | |
| **Keywords** | 20-20-20 rule<br>social isolation<br>phone number<br>format<br>privacy<br>form category<br>cyberbullying<br>oversharing | privacy<br>interaction<br>respect<br>platforms<br>posting<br>harassment<br>online-risk<br>profile | community<br>netiquette<br>block<br>posture<br>ergonomics<br>blue light<br>eye strain |

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| Subject | PE | Teacher: **Miss Kenyon** |
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| **Termly units of study** | **Autumn 1 - Hand-eye co-ordination** (through varied sports and activities)<br><br>• Warm-ups<br>• Development of static skills<br>  ○ Throwing<br>  ○ Catching<br>  ○ Controlling the ball<br>• Movement and agility<br>  ○ Catching on the move<br>  ○ Passing on the move<br>• Competition and performance<br>  ○ Small-sided conditioned games<br>• Communication and leadership<br>  ○ Through drills and gameplay<br>• Practice games<br>  ○ Competition and refinement of skills<br>• Competition/performance<br>  ○ Gameplay and tournaments<br><br>**Autumn 2 -Balance and flexibility (Stability skills)** (Through varied sports and activities)<br><br>• Development of static skills<br>  ○ Balances<br>• Movement and agility<br>  ○ Ways to travel<br>• Competition and performance<br>  ○ Developing routines<br>• Communication and leadership<br>  ○ Through pair and group work | |

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| | • Practice games<br>  ○ Development of routines<br>• Competition/ performance<br>  ○ Final routines<br><br>**Continuous focus throughout the year on;**<br>• Warmups<br>• Cooldowns<br>• Types of fitness<br>• Heart rate<br>• Teamwork<br>• Leadership<br>• Choice<br>• Challenge<br>• Self-assessment<br>• Refinement<br>• Personal best |
| **Suggestions for Parental Support at home** | • Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their PE day.<br>• On the evening of PE day (Wednesday), encourage them to do some different stretches to ease potential muscle soreness.<br>• Encourage students to be active over the weekend/ evenings.<br>• Encourage a healthy lifestyle.<br>• Encourage them to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport.<br>• Try to get outside once a day, either to walk, or exercise. |
| **Keywords** | over arm<br>under arm<br>accuracy<br>control<br>cushioning<br>space<br>indicate<br>movement<br>core strength<br>stability<br>extension<br>tension |

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| **Subject** | **SOLD** |
| **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.<br>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.<br>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** | • Resilience and growth mindset<br>• Communication skills<br>• Careers<br>• Prejudice and discrimination<br>• Vaccinations<br>• Sexuality and gender | |
| **Suggestions for Parental Support at home** | • Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop.<br>• Discuss jobs that you and other family members have done and what they entailed.<br>• If your daughter does not already have a bank account, support her to open and use one.<br>• Take an interest in the online games your daughter plays. Ask her to show you how to play. Look at these websites for advice:<br>  • Online gaming \| Childline<br>  • Online gaming for families and individuals - NCSC.GOV.UK<br>  • Gaming \| Childnet<br>  • What Parents Need to Know About Sexual Grooming \| NSPCC | |
| **Keywords** | comfort zone<br>control<br>resilience<br>triggers<br>overwhelmed<br>mistakes<br>problem solving<br>solution<br>facial expression<br>body language<br>nonverbal gestures<br>workplace environment<br>dress code<br>employability skills<br>personal strengths | prejudice<br>racism<br>sexism<br>anti-Semitism<br>Islamophobia<br>tolerance<br>multicultural society<br>culture<br>community<br>religion<br>bacteria<br>virus<br>immune system<br>hormones | biological sex<br>gender<br>transgender<br>transitioning<br>non-binary<br>LGBT+<br>homosexual<br>heterosexual<br>gay<br>lesbian<br>bisexual<br>in the closet<br>coming out<br>homophobia<br>misgender |

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| | entry requirements<br>stereotype | fancy<br>age of consent | Pride |