



## 10F Curriculum Overview

### Summer Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Language and English Literature Mrs Forbes	<p><b>AQA English Language and AQA English Literature</b>  <b>Non-Fiction.</b>  <b>Writer's Perspectives</b></p> <ul style="list-style-type: none"> <li>We will be looking at the reading and writing of non-fiction extracts</li> <li>Exploring structure</li> <li>Looking at language choices and sentence structures</li> <li>Work will be completed on a writing task and this will be used to explore other writing forms such as lists, letters, speeches, diaries, dialogue.</li> <li>Exploring non-fiction texts, identifying explicit and implicit information, analysing writer's use of language, comparing writer's ideas and perspectives and how these are conveyed</li> <li>Creating summaries</li> <li>Work on proof reading and checking spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Talk to your daughter about her targets and what she is doing in order to make progress</li> <li>Read some news stories with her and discuss the key themes and how titles and pictures are used to help understand meaning</li> <li>Talk to your daughter about her personal response to her current reading book</li> <li>Try to make sure that your daughter reads every day as this is a really useful way to build writing ideas and skills of analysis</li> <li>Encourage your daughter to make detailed references to what she is reading in order to back up her ideas</li> <li>Discuss different written forms newspapers/magazines/online articles encouraging your daughter to summarise the key ideas</li> <li>Point out different sentence structures, especially where short sentences are used. Like this!</li> <li>Point out language on billboards, buses, posters and how this makes the reader feel</li> <li>Encourage your daughter to read new information and summarise the key point.</li> </ul>	character narrative description paragraph focus simple sentence complex sentence protagonist introduction complication development climax resolution flashback summary structure  <b>DA FOREST</b> <b>D</b> - Direct address <b>A</b> - Audience <b>F</b> - Facts <b>O</b> - Opinions <b>R</b> - Rhetorical question



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			<b>E - Emotive Language</b> <b>S - Statistics</b> <b>T - Three, rule of three</b>
Maths Miss Middlehurst	<p><b>For students taking GCSE OCR Mathematics is being followed.</b></p> <p><b>Working in 2D</b></p> <ul style="list-style-type: none"> <li>Measuring lengths and angles</li> <li>Area of a 2D shape</li> <li>Transformations</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>Probability scale</li> <li>Probability experiments</li> <li>Expected outcomes</li> <li>Theoretical probability</li> <li>Mutually exclusive events</li> </ul> <p><b>Measures and accuracy</b></p> <ul style="list-style-type: none"> <li>Estimation and approximation</li> <li>Calculator methods</li> <li>Measures and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Discuss key words and their meaning.</li> <li>Practice multiplication tables and number bonds.</li> <li>Practise working with numbers in real life situations e.g. shopping, looking for the best deal, looking at price per 100g. Involve your daughter when cooking, etc. at home; a great way to have fun with Maths.</li> <li>Play board games and games with dice and cards</li> <li><a href="http://www.mathschamps.co.uk/#home">http://www.mathschamps.co.uk/#home</a> also has games which can be played at home.</li> <li><a href="http://www.topmarks.co.uk/maths-games/hit-the-button">http://www.topmarks.co.uk/maths-games/hit-the-button</a> is a great way to practise number bonds etc.</li> <li><a href="http://www.topmarks.co.uk">http://www.topmarks.co.uk</a></li> <li>Use BBC bitesize GCSE, there are activities and short video clips.</li> <li>Use MyMaths games and topic-specific boosters.</li> </ul>	centimetre      experiment millimetre      event angle      outcome degrees      frequency transformation      expected reflection      outcome rotation      experimental translation      theoretical enlargement      relative scale factor      frequency centre of      mutually enlargement      exclusive centre of      millimetre rotation      centimetre vector      metre probability      kilometre likelihood      grams impossible      kilograms unlikely      tonne even      millilitres likely      centilitres certain      litres probability scale      significant lower bound      figures upper bound



<p>Biology Mrs Alexander</p>	<p><b>Genetics</b> In this topic your daughter will learn about DNA, inheritance and variation.</p> <p><b>Animal Coordination, control and homeostasis</b> In this topic your daughter will learn about hormones, hormones that control menstrual cycle, blood glucose and metabolic rate, Type 1 diabetes.</p>	<ul style="list-style-type: none"> <li>• Talk to your daughter about her targets and what she is doing in order to make progress</li> <li>• Ask your daughter what she has learnt each week</li> <li>• You may be able to buy the revision guide for your daughter and use it regularly</li> <li>• Ask your daughter to use BBC Bitesize for revising topics and looking at keywords</li> <li>• You can visit the science museum with your daughter</li> <li>• <a href="https://www.sciencemuseum.org.uk/">https://www.sciencemuseum.org.uk/</a></li> </ul>	<p>DNA double helix chromosomes genes alleles homozygous heterozygous dominant recessive phenotype genotype discontinuous variation continuous variation</p>
<p>Chemistry Mrs Alexander</p>	<p><b>Acid and Alkali</b> In this topic your daughter will learn about ions in acid and alkalis. How the concentration and pH are linked. The reaction between Acid and different types of bases, titration.</p>	<ul style="list-style-type: none"> <li>• Talk to your daughter about her targets and what she is doing in order to make progress</li> <li>• Ask your daughter what she has learnt each week</li> <li>• You may be able to buy the revision guide for your daughter and use it regularly</li> <li>• Ask your daughter to use BBC Bitesize for revising topics and looking at keywords</li> <li>• You can visit the science museum with your daughter</li> <li>• <a href="https://www.sciencemuseum.org.uk/">https://www.sciencemuseum.org.uk/</a></li> </ul>	<p>acid alkali indicators bases neutralisation concentration titration solubility</p>
<p>ICT Mrs Janaway</p>	<p><b>BTEC Firsts Information and Creative Technology</b> <b>Unit 5 – Audio</b></p> <ul style="list-style-type: none"> <li>• Investigate two different audio products</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the BBC podcast website. Look at the different categories and listen to some of the podcasts - <a href="http://www.bbc.co.uk/podcasts">http://www.bbc.co.uk/podcasts</a></li> <li>• Listen to and discuss adverts on the radio. Discuss who the target audience is and what emotion the</li> </ul>	<p>podcast file type layering multi-tracks target audience</p> <p>Copyright online safety background noise sound check</p>



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	<ul style="list-style-type: none"> <li>• Design two different audio products</li> <li>• Create two different audio products</li> <li>• Test and review the audio products</li> </ul>	<p>advert is trying to evoke.</p> <ul style="list-style-type: none"> <li>• Listen to a radio play, such as The Archers (also available on the BBC podcast website).</li> <li>• Listen to a podcast news bulletin - <a href="https://news.sky.com/story/listen-sky-news-daily-podcast-11212127">https://news.sky.com/story/listen-sky-news-daily-podcast-11212127</a></li> <li>• More details of this unit are available on the Pearson website - <a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials">https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials</a></li> </ul>	<ul style="list-style-type: none"> <li>brief</li> <li>digital assets</li> <li>timeline</li> <li>recording</li> <li>schedule</li> </ul>	<ul style="list-style-type: none"> <li>sources</li> <li>compressed</li> <li>functionality</li> <li>annotations</li> </ul>
<p>Art Miss Grant</p>	<p><b>WJEC Art GCSE</b> Order/Disorder Personal project. Students will develop their responses on the theme of contrast. They will show the development of their ideas and produce and produce a final outcome. Learning will include:</p> <ul style="list-style-type: none"> <li>• Developing drawing skills to improve shading and use of tonal range.</li> <li>• Developing technical skills in a range of media.</li> <li>• Developing planning skills and being able to skilfully present ideas.</li> <li>• To be able to create a dynamic composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing ideas for the project and finding relevant inspirational images.</li> <li>• Taking own photos relevant to project work (these can be emailed to Miss Grant for printing).</li> <li>• Encouraging drawing/making for pleasure.</li> <li>• Copying drawings from images/photographs/artists' work is very good for developing observational skills regardless of the subject matter (if the subject matter is relevant to the project that it great but <b>any</b> drawing practice will help).</li> <li>• Keeping a sketchbook/jotter to gather images and joy down good ideas.</li> </ul> <p>Guidance for good drawing practice:</p> <ul style="list-style-type: none"> <li>• Using a sharp pencil</li> </ul>	<ul style="list-style-type: none"> <li>The Formal Elements</li> <li>line</li> <li>tone</li> <li>form</li> <li>shape</li> <li>texture</li> <li>colour</li> <li>contrast</li> <li>shading</li> <li>blending</li> <li>directional shading</li> <li>mark-making</li> <li>shadow</li> <li>chiaroscuro</li> <li>accuracy</li> </ul>	



	<ul style="list-style-type: none"> <li>To develop research skills and to respond to the work of different artists.</li> <li>To develop annotation skills to show the development of ideas.</li> <li>To create sample pieces and design ideas.</li> <li>To present a personal, meaningful and skilful final outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Including as much detail as possible</li> <li>Using the full tonal range when shading</li> <li>Blended shading</li> </ul>	<p>observation  narrative  annotation  thought process  final piece  personal response  outcome  analysis  originality  purposeful  meaningful  independence  consistent  fluent</p>
<p>Catering  Miss Humphrey</p>	<p><b>BTEC in Home Cooking Skills Edexcel</b></p> <ul style="list-style-type: none"> <li>Common types of food poisoning and symptoms</li> <li>Choosing different catering establishments for different people</li> <li>Nutrients</li> <li>Dietary needs</li> <li>Menu planning</li> <li>Environmental issues</li> <li>Food Safety and hygiene</li> <li>Bacteria, food poisoning and risks in catering establishments</li> <li>Food labelling and safety regulations</li> <li>Types of food poisoning</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to cook at home – photo any practical cooking and bring it to school to show me</li> <li>Students need to practice cooking a range of different dishes and skills</li> <li>Explore and use new and different ingredients from shops</li> <li>Encourage students to try new foods and tastes</li> <li>Look at recipes in magazines and cookery programmes on television</li> </ul>	<p>bacteria, microbes, poisonous plants, allergies, intolerance, campylobacter, salmonella , E-coli , listeria, bacillus cereus, staphylococcus aureus, protein, carbohydrates, fats, vitamins, minerals, fibre, water, balanced diet, nutrients,  Names of cooking utensils and equipment  Cooking terminology - al dente, bain-marie, mise en place, sauté, flambé, garnish, marinade</p>



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	<ul style="list-style-type: none"> <li>• Symptoms of food poisoning</li> <li>• HACCP</li> </ul> <p><b>Cooking skills</b> cinnamon swirls, cakes, swiss roll, rosemary grilled chicken and salad, meat dishes, spaghetti carbonara, pink cheese cake, butterscotch tart, quiches, korma, ready steady cook exercises</p>		
Work Experience Mrs Sabey	<p>This term we will be looking at opportunities post 16:</p> <ul style="list-style-type: none"> <li>• Colleges – what types of courses they offer. What are the benefits?</li> <li>• Hoping to visit colleges so the students have an idea of what they are like.</li> <li>• What do the courses mean and what school qualifications are needed to get on the courses.</li> <li>• Other opportunities Apprenticeships, Traineeships, supported internships.</li> <li>• Some students will continue with a weekly work experience this term.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at your local college and go along to an open evening or Day.</li> <li>• East Surrey open day 16<sup>th</sup> June 2018 (10:00 – 13:00)</li> <li>• NEScot Open day and Summer Fair 23<sup>rd</sup> June (11:00 – 14:00)</li> <li>• Brooklands College – open event – Weybridge Campus 2<sup>nd</sup> May (17:30 – 19:30)</li> <li>• Brooklands College – open event – Ashford Campus 3<sup>rd</sup> May (16:30 – 18:30)</li> <li>• Bromley College – open event 20<sup>th</sup> June 16:30 – 19:00</li> <li>• Merrist Wood – open event Wednesday 27 June 2018, 5.30-8pm</li> <li>• Guildford College open event - Tuesday 26 June 2018, 5.30-8pm</li> <li>• The site below helps explain different courses and apprenticeships etc. <a href="https://www.careersadviceinsurrey.co.uk/">https://www.careersadviceinsurrey.co.uk/</a></li> </ul>	<p>Apprenticeships Traineeships supported internships Vocational Academic BTEC NVQ Entry level Functional skills Level 1 courses Level 2 courses</p>



		<ul style="list-style-type: none"> <li>• Look at different types of employment and the skills needed together</li> <li>• Involve your daughter in decisions about colleges and the future.</li> </ul>	
<p>Health and Social Care Mrs Chippington</p>	<p><b>AQA GCSE Health and Social Care</b> <b>The students will be revising the three units that are tested in the exam.</b></p> <p><b>Human development unit</b></p> <ul style="list-style-type: none"> <li>• Life stages and development, development in infancy, childhood, adolescence, adulthood and later adulthood.</li> <li>• Physical, intellectual, emotional and social development will be studied.</li> </ul> <p><b>Coping with life events unit</b></p> <ul style="list-style-type: none"> <li>• The students will learn about how people cope with life events, in particular considering which events are expected and which are unexpected.</li> <li>• There will be work about how these life events effect development, both in positive and negative ways.</li> <li>• Students will also find out about sources of support and how the support can be accessed.</li> </ul>	<ul style="list-style-type: none"> <li>• At home these units can be supported by watching documentaries about e.g. children’s hospitals, care homes, living on benefits, etc.</li> <li>• Also serials such as Casualty and Holby City, talking with your daughter about how e.g. self-esteem may be affected by the illness/incident that has happened, how a poor diet may lead to obesity, this may then effect self-esteem and consequently employment prospects</li> <li>• If you have any friends or relatives who access health or social care services talk about this with your daughter. Find out about the support given and why it is needed. Is the support free, voluntary or do they have to pay for it?</li> <li>• Use past exam papers and mark schemes to fine tune exam skills, answering questions in the time available in the exam (1 mark per minute)</li> <li>• Practice key words</li> <li>• Watch YouTube clips about job roles, e.g. social worker, health care assistants, GPs.</li> </ul>	<p>physical intellectual emotional social development infancy childhood adolescence adulthood later adulthood concepts self-esteem self-concept attachment fine motor skills gross motor skills autonomy empathy menstruation body image peers menopause bereavement social isolation genetic inheritance</p>



	<ul style="list-style-type: none"> <li>Relationships will be discussed and the effect of relationships on personal development.</li> <li>In addition students will consider the effects of neglect, abuse and lack of support.</li> </ul> <p><b>Influencing factors unit</b></p> <ul style="list-style-type: none"> <li>Students will consider factors that affect self-concept, e.g. life experiences, relationships, culture, appearance.</li> <li>Factors affecting development will also be studied, e.g. physical, genetic, social and emotional, economic and environmental factors.</li> <li>The students will then look at the effects of these factors on self-esteem, health and wellbeing, employment prospects and level of education.</li> <li>The final part of this unit looks at how these factors inter-relate to affect a person's life in many ways.</li> </ul>		<p>ethnicity gender friendships family relationships life experiences housing conditions surrounding area educational experiences income employment material possessions access to services disease pollution diet</p>
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