



9M Curriculum Overview

Autumn Term 2017

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English and Mrs Forbes Year 9	<ul style="list-style-type: none"> We will be reading and exploring short stories, extracts and poems about journeys and then with a Gothic theme after half term Students will be expected to express their personal viewpoints in both written and spoken tasks Students will be looking at how using different vocabulary and different punctuation can create different effects and using this to set targets for their own writing Students will be producing a wide range of written responses including poetry, creative writing and nonfiction texts such as speeches beginning to write within a set timeframe Students will also be responding through role-play 	<ul style="list-style-type: none"> Talk to your daughter about her targets and what she has done each week to move towards them Encourage your daughter to talk about the idea of a journey, the focus will change each week, best and worst journey for example or looking at travelling companions Encourage your daughter to read on a daily basis and talk to her about the characters, plot and setting. The first half term will include a reading challenge homework Encourage your daughter to express her personal viewpoint on a wide range of topics Talk to your daughter about how informal and formal language works 	<p>Key Words Core : formal language, informal language, personification, contractions, slang, standard English, rhetorical questions, autobiography, biography, extract, novel, short story, anecdotes, mood and tone, structure, character, setting</p> <p>Extension : irony, imagery, simile, metaphor, sound imagery, sibilance</p>



	<p>and practical tasks such as debating, having as much fun as possible as the texts we use become more challenging.</p> <ul style="list-style-type: none"> • In the second half of the autumn term we will be reading <i>The Red Room</i> and begin to look at imagery and how different language choices make the reader feel. • Throughout the term students will be working on vocabulary tasks and being encouraged to develop the technical accuracy of their written responses 		
<p>Maths Miss Middlehurst</p>	<p>Number</p> <ul style="list-style-type: none"> • Negative numbers • Order of operations • Ordering and rounding • Estimating and using inverse functions • Factors, multiples and prime numbers • Squares, cubes and roots • Index laws • Standard form 	<ul style="list-style-type: none"> • Discuss key words and their meaning. • Practice fast recall of multiplication tables and number bonds. • Practise working with numbers in real life situations e.g. shopping, looking for the best deal, looking at price per 100g. • http://www.topmarks.co.uk • Use BBC bitesize KS3, there are activities and short video clips. • Use MyMaths games and boosters. 	<p>positive negative integer decimal place significant figure inverse product factor multiple remainder prime number prime factor highest common factor</p> <p>lowest common multiple square number cube number square root cube root index simplify expression formula substitute</p>



	<p>Algebra</p> <ul style="list-style-type: none"> • Write and simplify expressions using algebraic notation • Using index laws in expressions • Substitution • Using formulae • Expanding brackets • Factorising expressions 		<p>expand identity</p> <p>factorise</p>
<p>Science Mr Evans</p>	<p>Environment and Variation. In this unit we will be studying how the environment and the genes of organisms bring about variation and change in organisms. We will be looking at how DNA works and how we can use our understanding of the genes of an organism to improve the productivity of farms, and the issues that come from farming for an increasing world population.</p>	<ul style="list-style-type: none"> • Talk to your daughter about her targets and what she has done each week to move towards them. • Find out about who Charles Darwin was and why he is important. • What are the conflicts around Genetic modification? • How can we use plants other than for food? 	<p>genetic DNA continuous discontinuous physical factors normal distribution probability biodiversity evolution chlorophyll/chloroplasts photosynthesis stomata/guard cells epidermis xylem phloem decomposition selective breeding carbon cycle global warming/dimming</p>



<p>Computing Mrs Janaway</p>	<p>Online Safety</p> <ul style="list-style-type: none"> • Privacy settings and passwords • Creating a positive Digital Footprint • Online safety and the law • Health & Safety • Website design • The components of a network and data transfer • Spreadsheets, formulae and functions • Programming – Small Basic • Identifying the needs of a target audience • Creating a database • Windows Movie Maker 	<p>Useful Websites</p> <ul style="list-style-type: none"> • Kidsmart • Get Safe Online • CEOP • Thinkuknow • Cyber Mentors <ul style="list-style-type: none"> • Check the privacy settings on your daughter’s social networking accounts • Discuss online safety stories in the news • Take an interest in the apps, websites and social networking sites your daughter uses • Talk about different parts of your home network • Discuss the anti-virus software you use at home • Small Basic can be downloaded to your home computer and there are lots of tutorials to follow - http://smallbasic.com/ • Encourage your daughter to take photos and video on a camera or mobile phone and upload them to the computer to edit. iMovie is a great tool for creating short films, if you have an Apple device. 	<p>identity theft phishing spyware digital footprint cybervetting hotspot hyperlink asset navigation bar router Ethernet cable switch server local area network (LAN) wide area network (WAN) bandwidth latency file extension data transfer packet IP address firewall cybercafé function procedure subroutine field record filter</p>
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			scenario
Art Miss Henderson	<ul style="list-style-type: none"> Students will be developing their art skills and knowledge, with the emphasis falling on observational drawing skills, media choices, developmental techniques and the students understanding and use of the formal elements. Students will work with a range of media including metals, plastics, clay and mosaic for their final piece. The project will make use of the fabulous grounds and buildings at Limpsfield Grange, whilst also starting to develop the students understanding of the requirements at GCSE alongside an improved understanding of careers in art. <p>Artist Links = Antoni Gaudi, Architecture, Modernism</p> <p>SMSC = The environment around us, recycling ceramics</p>	<ul style="list-style-type: none"> Research and evaluate examples of artist work that show buildings. Observational drawings of buildings Evaluate each finished piece discussing good points and possible areas for improvement Research Gaudi and produce a simple information booklet about his art and your opinion of it. Take photos or sketch and range of different building shapes starting with your own house/home. 	line tone colour pattern texture shape artist evaluate media exhibition improvement canvas building observation career environment recycling drawing photography research architecture Gaudi Modernism ceramics mosaic



<p>R.E. GCSE Mrs Chippington</p>	<p>Paper 1 Religion and Ethics: <u>Christianity.</u> <u>Unit 1: Christian Beliefs.</u></p> <ul style="list-style-type: none"> • The Trinity • The creation of the universe and humanity • The Incarnation • The last days of Jesus' life • The nature and significance of salvation • Christian eschatology • The problem of evil and suffering • Divergent solutions offered to the problem of evil and suffering <p><u>Unit 2: Marriage and the family - Christian beliefs about:</u></p> <ul style="list-style-type: none"> • Marriage • Sexual relationships • Contraception • Importance of families • Support for families • Contraception • Divorce • Equality of men and women in the family • Gender prejudice and discrimination 	<ul style="list-style-type: none"> • Talk about your own beliefs with your daughter, discuss why people may have the opposing view, and ask them to back up their opinions. • Watch e.g. Songs of Praise/Vicar of Dibley how do these programmes influence people's belief in God. • Watch the News and read the newspapers talk about references to God, religion. • Support your daughter to learn the key words which will be tested weekly in class. 	<p>ascension atonement authority Bible creation eschatology eternal evil forgiveness Heaven Hell immortal incarnation Nicene creed adultery agape Anglicans blended family Ceremony of Dedication Civil partnership clergy cohabitation contraception covenant Dioceses discrimination egalitarian extended family</p>	<p>omnibenevolent omnipotent omnipresent omniscient original sin passion resurrection sacrament salvation sin soul stewardship suffering Trinity Minister monogamy nuclear family Parish pastoral care patriarchal polygamy procreate prejudice same-sex family same-sex relationship secular single parent family</p>
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'together we make a difference'

			feminist Holy matrimony homosexuality Humanae Vitae humanist	situation ethics stereotype
Food Technology/ Catering Miss Humphrey	<ul style="list-style-type: none"> Hygiene and safety in the kitchen. Healthy eating guide lines Diet through life Functions of ingredients Designing and making Practical – rice, pasta, muffins, pastry, bread, world foods, potatoes, puddings and desserts Cooking as a life skill – shopping and meal planning 	<ul style="list-style-type: none"> Encourage students to cook at home – photo any practical cooking and bring it to school to show me Explore and use new and different ingredients from shops Encourage students to try new foods and tastes Look at recipes in magazines and cookery programmes on television 	hazards risks catering establishments starchy foods guidelines saturated and unsaturated fats digestions obesity nutrients protein carbohydrates vitamins minerals fibre fat nutrients	
Design Technology: Textiles Miss Henderson	<p>Students will be introduced to a range of Textile 'skills for life' such as printing, dyeing, use of components and sewing by hand and machine.</p> <p>Students will then be designing and making a variety of textile products and then evaluating and discussing</p>	<ul style="list-style-type: none"> Research a variety of textile products and discuss. Discuss the client type for each textile product researched. Discuss different types of textile products and their fastenings. Research and discuss the technique of 'tie dye'. Research and discuss the technique 'block printing'. Research textile products sizes, fastenings, fabrics 	sewing machine needle thread technique dye print stencil	



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	<p>relevant client choices and shops for their product. The project enables the students to become more aware of client needs, product requirements and decorative and construction techniques. All students will develop skills for life through hand and machine stitching and decorative textile techniques.</p>	<p>and components used</p> <ul style="list-style-type: none"> • Research a variety of shops and what textile products they sell. 	<p>sew fabric cotton stitching decorative client template cushion embellishment polyester wadding components fastenings construction shop retail</p>
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