



9M Curriculum Overview

Summer Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mrs Forbes Year 9M	<p>Advertising The aim of this unit is to encourage students to explore how advertising works, looking in particular at persuasion, associations, symbols, meanings and connotations</p> <ul style="list-style-type: none"> • Exploration of how language is used - ongoing • Brand Associations • Logos and slogans • Sound tracks and voice overs • Typography • Reading an advert • Creating an advertising campaign • Reading and Writing non-fiction texts <p>Macbeth We will be reading and watching Macbeth and developing GCSE exam skills to understand the key events and begin to understand and analyse key character themes and use of language</p> <ul style="list-style-type: none"> • Exploring a personal response 	<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 and discuss adverts that you see on the TV, hear on the radio, see on the side of buses etc • Discuss the connotations of colour, key words, why a particular style of music may have been used in an advert • Ask (for print and TV) what's in the picture? What 'hidden' messages and clues you can find e.g. setting a scene in a kitchen – the kitchen is always clean and tidy, the household looks quite affluent, the 'characters' are often smiling - to show what? • A discussion of the ages and ethnicity of characters in TV adverts is often interesting <ul style="list-style-type: none"> • Discuss the characters and ask your daughter to describe what the character does in the text – their actions and why they might behave in this way • Ask your daughter to summarize the plot • Discuss what Shakespeare's world might have been like 	<p>audience connotation association persuasion symbol copy (writing) brand identity Media Language – shots, edits, mise-en-scene, sound, camera angles, voice over</p> <p>theme character plot ideas setting social and historical context</p>



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	<ul style="list-style-type: none"> Using textual references including quotations Using KAPOW to analyse language 	<ul style="list-style-type: none"> Ask her to explain how to use KAPOW to analyse 	language authority status	
Maths Miss Middlehurst	<p>Calculations</p> <ul style="list-style-type: none"> Addition and subtraction Written multiplication and division Calculating with decimal numbers Using a calculator <p>Statistics</p> <ul style="list-style-type: none"> Frequency tables Bar charts Pie charts Calculating averages Scatter graphs Frequency diagrams Averages from grouped data Comparing distributions <p>Probability</p> <ul style="list-style-type: none"> Probability scale Probability experiments Expected outcomes Theoretical probability Mutually exclusive events 	<ul style="list-style-type: none"> Discuss key words and their meaning. Practice 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.mathschamps.co.uk/#home also has games which can be played at home. http://www.topmarks.co.uk/maths-games/hit-the-button is a great way to practise number bonds etc. Involve your daughter when cooking, etc. at home; a great way to have fun with Maths. Use BBC bitesize GCSE, there are activities and short video clips. Use MyMaths games and topic-specific boosters. 	addition sum altogether total greater than/more subtraction minus difference fewer/less multiplication groups of division shared between split into divisor decimal bar chart pie chart sector angle/degrees mode median mean range grouped data	table frequency scatter graph line of best fit correlation positive/negative distribution probability likelihood impossible unlikely even likely certain probability scale experiment event outcome frequency expected outcome experimental theoretical relative frequency mutually exclusive



<p>Chemistry Mrs Alexander</p>	<p>State of Matter</p> <ul style="list-style-type: none"> In this topic your daughter will learn about various states of matter, mixture and various separation techniques <p>Atomic structure</p> <ul style="list-style-type: none"> Structure of atom Atomic number and atomic mass Isotopes <p>The Periodic table</p> <ul style="list-style-type: none"> Elements and the periodic table Atomic number and periodic table Electronic configuration and periodic table 	<ul style="list-style-type: none"> Talk to your daughter about her targets and what she is doing in order to make progress Ask your daughter what she has learnt each week You should encourage your daughter to use the revision guide and workbook regularly Ask your daughter to use BBC Bitesize for revising topics and looking at keywords You can visit the science museum with your daughter. https://www.sciencemuseum.org.uk/ 	<p>atom element mixture compound solution solute solvent distillation chromatography</p> <p>atom protons electrons neutrons</p> <p>electronic configuration</p>
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<p>Biology Mrs Alexander</p>	<p>Key concept</p> <ul style="list-style-type: none"> In this topic your daughter will learn about microscopes, cells: plant, animal and bacteria, specialised cells, enzymes action and activity <p>Cells and control</p> <ul style="list-style-type: none"> Mitosis Growth in animals Growth in plants Stem cells Nervous system Neurotransmission speeds 	<ul style="list-style-type: none"> Talk to your daughter about her targets and what she is doing in order to make progress Ask your daughter what she has learnt each week You should encourage your daughter to use the revision guide and workbook regularly Ask your daughter to use BBC Bitesize for revising topics and looking at keywords You can visit the science museum with your daughter. https://www.sciencemuseum.org.uk/ 	<p>light microscope electron microscope enzymes specialised cells</p> <p>mitosis diploid haploid stem cells neurons synapses the reflex arc</p>
<p>Physics Mrs Alexander</p>	<p>Forces</p> <ul style="list-style-type: none"> In this topic your daughter will learn about velocity, speed, acceleration, distance/time graphs, velocity/time graphs <p>Forces and motion</p> <ul style="list-style-type: none"> In this topic your daughter will learn about different forces, Newton's laws of motion, mass and weight, momentum, stopping distances. 	<ul style="list-style-type: none"> Talk to your daughter about her targets and what she is doing in order to make progress Ask your daughter what she has learnt each week You should encourage your daughter to use the revision guide and workbook regularly Ask your daughter to use BBC Bitesize for revising topics and looking at keywords You can visit the science museum with your daughter. https://www.sciencemuseum.org.uk/ 	<p>vector scalar acceleration deceleration speed, velocity distance</p> <p>resultant force mass weight equilibrium momentum reaction time</p>



<p>Computing Mrs Janaway</p>	<p>Unit 1 – The Online World</p> <p>Online Services</p> <ul style="list-style-type: none"> • Communication • Education • Business • Commerce • Entertainment <p>Online Advertising</p> <ul style="list-style-type: none"> • Features • Types <p>Online Software / Storage</p> <ul style="list-style-type: none"> • Advantages and disadvantages • File compression / expansion <p>The Internet</p> <ul style="list-style-type: none"> • Hardware • Protocols • Internet Service Providers • Bandwidth and data transfer • LAN/WAN <p>World Wide Web</p> <ul style="list-style-type: none"> • Web servers Internet browsers • Search engines <p>Data Storage</p> <ul style="list-style-type: none"> • Database structure • Online databases • Database Management Systems 	<ul style="list-style-type: none"> • Buy a copy of the BTEC Revision guide and discuss the content together - BTEC First in I&CT Revision Guide (BTEC First IT) https://www.amazon.co.uk/BTEC-First-CT-Revision-Guide/dp/1446909794/ref=sr_1_1?s=books&ie=UTF8&qid=1504878426&sr=1-1&keywords=btec+ict • Homework will sometimes be set from the Revision Workbook and the answers are in the back so it may be useful for you to have a copy of this to support homework - BTEC First in I&CT Revision Workbook (BTEC First IT) https://www.amazon.co.uk/BTEC-First-CT-Revision-Workbook/dp/1446909808/ref=sr_1_2?s=books&ie=UTF8&qid=1504878426&sr=1-2&keywords=btec+ict • Revise and learn the key words supplied in each lesson. • Talk about the different online services you use and the advantages and disadvantages of using them. • If you use any online software or online storage show your daughter and discuss the features and how it works. 	<p>social networking instant messaging blog / vlog podcast wiki server client VoIP VLE online conference ubiquitous computing netiquette SMTP / POP3 / IMAP target audience pay-per-click search engine share collaboration back up version access permission read only Dropbox cloud computing access point router Ethernet cable switch</p>
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<p>Art Miss Grant</p>	<p>Africa Students will create a concertina sketchbook inspired by the Art of a Continent. Lessons will focus on drawing skills, pattern, composition and methodical working. Topics will include:</p> <ul style="list-style-type: none"> • North Africa: Berber pattern and symbols. Watercolour and penwork • Ghana: Asante culture and Adinkra symbols; Kente cloth; paints and collage • Nigeria: Adire cloth. Printing and wax resist • South Africa: Zulu beadwork <p>Students will refine and evaluate their work as it progresses; solving problems as they arise and developing imaginative use of materials.</p>	<ul style="list-style-type: none"> • Looking at maps of Africa and identifying the different countries within the continent. • Researching the culture of different countries. • Encouraging drawing or colouring for pleasure. • Keeping a doodle book/scrap book of ideas and inspirations from Africa project. • Developing drawing skills • Copying drawings from artists is very good for developing observational skills regardless of the subject matter. • Encouraging good drawing practice: <ul style="list-style-type: none"> • Using a sharp pencil • Including as much detail as possible • Using shading • Using contrast 	<p>line tone contrast pattern detail composition layout balance thoughtful methodical culture custom tradition context symbols abstraction distortion tribe ethnicity society Nomadic Berber Yoruba Asante Zulu</p>
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<p>R.S. GCSE Mrs Chippington Edexcel GCSE Religious Studies B</p>	<p>Edexcel GCSE Religious Studies B Paper 1 Religion and Ethics: Christianity. Unit 4: Matters of Life and Death</p> <ul style="list-style-type: none"> • Origins and value of the universe • Sanctity of life • Human origins • Christian attitudes to abortion • Life after death • Euthanasia • Issues in the natural world <p>Paper 2 Religion, Peace and Conflict: Islam Unit 1: Muslim Beliefs</p> <ul style="list-style-type: none"> • The Six Beliefs of Islam • The Five roots of 'Usal ad-Din in Shi'a Islam • The nature of Allah • Risalah • Muslim Holy Books • Malaikah • Al-Qadr • Akhirah 	<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, Allah, religion, end of life issues • Support your daughter to learn the key words which will be tested regularly in class. • Support your daughter to use the purple revision guide to consolidate learning in class. 	<table border="0"> <tr> <td>moral</td> <td>Tawid</td> </tr> <tr> <td>immoral</td> <td>Malaikah</td> </tr> <tr> <td>Big Bang</td> <td>Nubuwwah</td> </tr> <tr> <td>Theory</td> <td>Akhirah</td> </tr> <tr> <td>design</td> <td>Sunni Muslims</td> </tr> <tr> <td>Argument</td> <td>Adl</td> </tr> <tr> <td>sanctity of life</td> <td>Imamah</td> </tr> <tr> <td>bioethics</td> <td>Mi'ad</td> </tr> <tr> <td>quality of life</td> <td>Immanence</td> </tr> <tr> <td>evolution</td> <td>Transcendence</td> </tr> <tr> <td>natural</td> <td>Omnipotence</td> </tr> <tr> <td>selection</td> <td>Beneficence</td> </tr> <tr> <td>abortion</td> <td>Mercy</td> </tr> <tr> <td>pro-life</td> <td>Adalat</td> </tr> <tr> <td>pro-choice</td> <td>Risalah</td> </tr> <tr> <td>ensoulment</td> <td>Qur'an</td> </tr> <tr> <td>natural moral</td> <td>Torah</td> </tr> <tr> <td>law</td> <td>Sahifah</td> </tr> <tr> <td>situation ethics</td> <td>Injil</td> </tr> <tr> <td>reincarnation</td> <td>Zabur</td> </tr> <tr> <td>purgatory</td> <td>Malaikah</td> </tr> <tr> <td>transmigration</td> <td>Al-Qasr</td> </tr> <tr> <td>near death</td> <td>Predestination</td> </tr> <tr> <td>experience</td> <td>Akhirah</td> </tr> <tr> <td>euthanasia</td> <td></td> </tr> <tr> <td>assisted dying</td> <td></td> </tr> <tr> <td>non-voluntary</td> <td></td> </tr> <tr> <td>euthanasia</td> <td></td> </tr> <tr> <td>active</td> <td></td> </tr> </table>	moral	Tawid	immoral	Malaikah	Big Bang	Nubuwwah	Theory	Akhirah	design	Sunni Muslims	Argument	Adl	sanctity of life	Imamah	bioethics	Mi'ad	quality of life	Immanence	evolution	Transcendence	natural	Omnipotence	selection	Beneficence	abortion	Mercy	pro-life	Adalat	pro-choice	Risalah	ensoulment	Qur'an	natural moral	Torah	law	Sahifah	situation ethics	Injil	reincarnation	Zabur	purgatory	Malaikah	transmigration	Al-Qasr	near death	Predestination	experience	Akhirah	euthanasia		assisted dying		non-voluntary		euthanasia		active	
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			<p>euthanasia passive euthanasia Living Will hospice care stewardship shrinking the footprint</p>
<p>Creativity Miss Humphrey</p>	<ul style="list-style-type: none"> • Food festival research and preparation • Cooking with vegetables • Baking techniques • Decorating techniques • Research and planning techniques, • Bread making • Designing • Windmill Making 	<ul style="list-style-type: none"> • Encourage students to use a range of materials to explore their creative sides • Visit exhibitions and encourage them to bring their experiences to the creativity lesson • Discuss what they are doing in the lessons • Support them to collect or research resources 	<p>designing researching making techniques kneading weighing measuring planning proving</p>
<p>Design Technology: Textiles Miss Grant</p>	<p>Floral designs Students will design and create an applique piece of work based on flowers as a final outcome. All preparatory work will be presented as a home-made sketchbook. There will be opportunities for group/pair work to produce larger final outcomes.</p>	<ul style="list-style-type: none"> • Looking at the work of Charles Rennie Mackintosh and how he combines geometric shapes with floral patterns. • Encouraging drawing/making for pleasure – this includes anything that uses fine motor skills, e.g. icing cakes, wrapping presents. • Copying drawings from images/photographs/artists' work is very good for developing observational skills regardless of the subject matter. 	<p>neat planned thoughtful controlled independent thinking ahead limited palette composition positive and negative space design</p>



	<p>Learning will include:</p> <ul style="list-style-type: none"> • Analysing the work of Charles Rennie Mackintosh • Developing research skills • Developing composition skills • Developing mixed media skills • Positive and negative space • Colour theory • Design sheets with annotation • Presenting a sketchbook of ideas • Applique skills 		<p>tracing contrast geometric shapes research presentation annotation overlapping scissors cutting ironing applique sophisticated</p>
<p>Design Technology: Catering Miss Humphrey</p>	<ul style="list-style-type: none"> • Pastry, making skills, types, • Decorating techniques • Time plans – writing and planning • Dishes, special points column, • Quality control • Subject specific key words and • Terminology • Communication in the hospitality • Industry • Risk assessments • Health and safety in catering and • Hospitality businesses • Reducing waste • Environmental issues 	<ul style="list-style-type: none"> • Practice and assist then to learn subject specific vocabulary • Encourage students to cook at home – photo any practical cooking and bring it to school to show me • Students need to practice cooking a range of different dishes and skills • 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 	<p>management, food poisoning, salmonella, high risk foods, bacteria, cross contamination, hygiene, employees, premises, risk assessment, bain-marie, marinade, garnish, mise en place, roux, accompaniments, whisking, rubbing in, creaming, melting, functions of ingredient's, standard component, en croute, al dente, puree, protein, carbohydrates, vitamins, minerals, fibre, fat, nutrients</p>