



**10M Curriculum Overview**  
**Spring Term 2019**

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
<b>English and English Literature</b> Mrs Forbes	<ul style="list-style-type: none"> <li>We will be reading and watching 'An Inspector Calls' by J B Priestley and exploring critical reading and comprehensive to develop language skills</li> <li>We will be looking at the social and historical context, character, setting and narrative of texts/extracts</li> <li>We will explore how texts present a writer's viewpoint</li> <li>We will be looking at how writers use language and spend time developing a personal and convincing responses to the text</li> <li>We will also develop the ability to use evidence from the text to support a personal point of view</li> <li>Tasks will include using visual images to support learning and if appropriate students will also be introduced some examination practice using the texts</li> <li>The text will also be used as the basis for creative writing in order to</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, ask her what she has learned in lessons</li> <li>Read some stories with her and discuss the setting, characters and how the plot unfolds</li> <li>Discuss word choices and how they often make a picture in your head, how different words make the reader feel and explore links between words</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 creative writing ideas and skills</li> <li>Encourage your daughter to make detailed references to what she is reading in order to back up her ideas or when she is expressing a point of view</li> <li>Please feel free to email regarding homework or with any other learning ideas you think may benefit your daughter or if you have any concerns regarding her work in English</li> </ul>	<p><b>Key Words:</b> Theme, explore, explain, personal opinion, character, plot, language, structure, setting, clues, example, social and historical context, Victorian, Edwardian, authority, social class, status, poetry, prose, letter, diary, opinion, fact, broadsheet, tabloid, text, play, novel, gender, older and younger generation, poverty, viewpoint, stream of consciousness.</p> <p><b>Key Words Extension:</b> socialism, analysis, interpretation, dramatic irony, symbolism, moral, voice</p>



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	prepare for the English language examination as well as encouraging students to write longer personal responses to literature		
<b>Maths</b> Miss Middlehurst  GCSE OCR Functional Skills Pearson	<p><b>Handling data</b></p> <ul style="list-style-type: none"> <li>• Sampling and bias</li> <li>• Organising data</li> <li>• Representing data</li> <li>• Averages and spread</li> </ul> <p><b>Fractions, decimals and percentages</b></p> <ul style="list-style-type: none"> <li>• Using decimals and fractions</li> <li>• Fraction and percentage of an amount</li> <li>• Calculation with fractions</li> <li>• Converting between fractions, decimals and percentages</li> </ul> <p><b>Formulae and functions</b></p> <ul style="list-style-type: none"> <li>• Substituting into formulae</li> <li>• Using standard formulae</li> <li>• Equations, identities and functions</li> <li>• Expanding and factorising quadratic expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy.</li> <li>• Identify and draw attention to situations when you are using maths in everyday life; 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!).</li> <li>• Shopping: encourage your daughter to pay for items; work on counting the money and checking the change; practise looking for the best deal, looking at price per 100g.</li> <li>• Time: practise telling time (digital and analogue clocks); involve her in planning journeys (bus and train timetables); using schedules, e.g. cinema film times; calculating times when cooking or planning for a journey (when do we need to leave by?).</li> <li>• Using measurements: involve your daughter when cooking, weighing and measuring out ingredients; using scales (grams, ml, temperature on the oven); using timers; measuring furniture/room planning; DIY.</li> <li>• Play board games and games with dice and cards</li> </ul>	population sample survey data collection sheet tally chart frequency table frequency pictogram bar chart pie chart mean mode median range outlier fraction numerator denominator mixed number improper fraction decimal  common factor cancel down simplify lowest common denominator ascending (order) descending (order) terminating recurring variable like terms function input output operation inverse subject (of formula) rearrange identity



		<ul style="list-style-type: none"> <li>• Discuss key words and their meaning.</li> <li>• Practice multiplication tables and number bonds.</li> <li>• Use MyMaths games and topic-specific boosters.</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> </ul>	equivalent	expand factorise quadratic
<b>Science</b> Mrs Whitney  GCSE Edexcel Combined Science	<ul style="list-style-type: none"> <li>• <b>Genetics</b> <ul style="list-style-type: none"> <li>○ Meiosis</li> <li>○ DNA structure</li> <li>○ Inheritance and variation</li> </ul> </li> <li>• <b>Natural selection and Genetic modification</b> <ul style="list-style-type: none"> <li>○ Evolution</li> <li>○ Darwin</li> <li>○ Classification</li> <li>○ Selective Breeding and Genetic modification</li> </ul> </li> <li>• <b>Chemical Bonding</b> <ul style="list-style-type: none"> <li>○ Ionic bonding</li> <li>○ Covalent bonding</li> <li>○ Metallic bonding</li> <li>○ Carbon compounds</li> </ul> </li> <li>• <b>Energy and Waves</b> <ul style="list-style-type: none"> <li>○ Energy transfers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss targets with your daughter</li> <li>• Help her to use the revision guide to review her work on a weekly basis</li> <li>• Help her to learn equations and definitions</li> <li>• Use online resources like BBC Bitesize and Youtube to revise and review the topics she is studying.</li> <li>• Read popular science books and watch documentaries and discuss these with your daughter.</li> </ul>	chromosome chromatid gamete helix base pair gene allele variation evolution binomial name kingdom domain gene modification  atom ion cation	transverse amplitude frequency wavelength reflection refraction transmit absorb spectrum energy



	<ul style="list-style-type: none"> <li>○ Efficiency</li> <li>○ Renewable and non-renewable energy</li> <li>○ Wave properties</li> <li>○ Refraction</li> <li>○ EM waves</li> </ul>		anion electron energy level chemical bond delocalised
<b>ICT</b> Mrs Janaway	<b>BTEC Firsts Information and Creative Technology</b>  <b>Revise Unit 1- The Online World</b> <ul style="list-style-type: none"> <li>● Learn key words and abbreviations</li> <li>● Understand how to answer exam style questions</li> </ul> <b>Unit 5 – Audio</b> <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>	<ul style="list-style-type: none"> <li>● Use the revision guide and key word sheets supplied by Mrs Janaway</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>	podcast trailer file type layering multi-tracks target audience brief digital assets timeline recording schedule Copyright online safety background noise sound check sources compressed functionality annotations



<p><b>Art</b> Miss Grant</p>	<p><b>Personal Project</b></p> <ul style="list-style-type: none"> <li>• Making links with the work of relevant artists</li> <li>• Developing annotation skills</li> <li>• Note-taking</li> <li>• Using sketches to explore ideas</li> <li>• Planning use of materials and creating sample pieces</li> <li>• Refining ideas for a personal response</li> <li>• Drawing skills for different purposes</li> <li>• Developing a final piece/personal response.</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting galleries and exhibitions and talking about what you have seen.</li> <li>• Looking at Art books and discussing what images you are drawn to and why.</li> <li>• Encourage you daughter to keep a sketchbook or doodle book so she can record ideas as they arise.</li> <li>• Foster a sense of curiosity and investigation – if you see something interesting find out more about it.</li> <li>• Copying drawings from artists is very good for developing observational skills regardless of the subject matter.</li> <li>• Encouraging good drawing practice:             <ul style="list-style-type: none"> <li>○ Using a sharp pencil</li> <li>○ Including as much detail as possible</li> <li>○ Using the full tonal range to show form</li> <li>○ Blended and directional shading</li> <li>○ Mark-making to show texture.</li> </ul> </li> </ul>	<p>annotation jotting explaining meaning clarifying relevant refining purposeful exploratory selective theme expressive mood atmosphere narrative drama ambiguous direction imagination original decision composition developing deciding evaluating design ideas</p>
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<p><b>Careers</b> Mrs Sabey</p>	<p>We will be developing our awareness of skills used for Employment:</p> <ul style="list-style-type: none"> <li>• Practical skills</li> <li>• Social skills</li> <li>• What we have to offer</li> <li>• Where we need to improve</li> <li>• Strategies for stress</li> <li>• Looking at and starting a CV so that students can add to and expand on.</li> <li>• Writing a personal profile.</li> <li>• Preparing for Work Experience – weekly and their week long one.</li> <li>• Preparing for interview. Mock interviews.</li> <li>• Discussing post 16 and colleges – possibly visit some of them.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking with you daughter about her personal skills and qualities and what she has to offer.</li> <li>• Discuss the different styles of body language seen in the workplace.</li> <li>• Discuss interviews – what to wear and what questions may be asked.</li> <li>• Look at and explore local colleges with your daughter.</li> <li>• Comment on different vocal styles and tones which can be positive in the workplace.</li> <li>• College open days:</li> </ul> <p><u>East Surrey</u> Wednesday 27<sup>th</sup> February 5.30pm-7.30pm Saturday 15<sup>th</sup> June 10.00am-1.00pm</p> <p><u>Brooklands Weybridge</u> Tuesday 5<sup>th</sup> February 5.30pm (Ashford) Thursday 7<sup>th</sup> February 5.30pm (Weybridge)</p> <p><u>NESCOT, Epsom</u> Saturday 9<sup>th</sup> March 11.00am-2.00pm Wednesday 22<sup>nd</sup> May 4.30pm-7.30pm</p> <p><u>Guildford College</u> Saturday 26<sup>th</sup> January 2019, 10.00am-1.00pm Wednesday 6<sup>th</sup> March 2019 5.30pm-8.00pm</p>	<p>skills qualities listening cooperation different relationships awareness sensitivity vocal tone self-control body language curriculum vitae interview</p>
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		<p><u>Merrist Wood</u> Saturday 9th February 2019 10.00am-1.00pm Thursday 21<sup>st</sup> March 2019 5.30pm-8.00pm</p> <p><u>Hadlow College</u> Saturday 30<sup>th</sup> March 10.00am</p> <p><u>Reigate College</u> Opening evenings were held in September and October 2018</p> <p><u>Bromley College</u> Wednesday 6<sup>th</sup> March 4.30pm-7.00pm</p> <p><u>Orpington College</u> Thursday 28<sup>th</sup> March 4.30pm-7.00pm</p>		
<p><b>R.E.</b> Mrs Chippington</p>	<p><b>Edexcel GCSE Religious Studies B</b> <b>Paper 2 Religion, Peace and Conflict: Islam</b></p> <p><b>Paper 2 Religion, Peace and Conflict: Islam</b></p> <p><b>Unit 3: Living the Muslim Life</b></p> <ul style="list-style-type: none"> <li>• Ten Obligatory Acts of Shi'a Islam</li> <li>• Shahadah as one of the Five Pillars</li> <li>• Salah as one of the Five Pillars</li> <li>• Sawm as one of the Five Pillars</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about your own beliefs with your daughter, discuss why people may have the opposing view, and ask them to back up their opinions.</li> <li>• Watch the News and read the newspapers talk about references to God, Allah, religion, end of life issues</li> <li>• Support your daughter to learn the key words which will be tested regularly in class.</li> <li>• Support your daughter to use the purple revision guide to consolidate learning in class.</li> <li>• Use YouTube clips linked to the exam board, they often give short clear explanation of the topics</li> </ul>	<p>Salah Zakah Sawm Hajj Kyums Jihad Amr-bil-Marooof Nahi Anil Munkar Tawalla Tabarra</p>	<p>peace peace-making reconciliation conflict pacifism pacifist passive resistance sanctity of life Just War theory 'Harb al-Maqadis'</p>



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	<ul style="list-style-type: none"> <li>• Zakah as one of the Five Pillars, and Khums</li> <li>• Hajj as one of the Five Pillars</li> <li>• Jihad</li> <li>• Celebrations and commemorations</li> </ul> <p><b>Unit 4: Peace and Conflict</b></p> <ul style="list-style-type: none"> <li>• Peace</li> <li>• Peacemaking</li> <li>• Conflict</li> <li>• Pacifism</li> <li>• Just War Theory</li> <li>• Holy War</li> <li>• Weapons of mass destruction</li> <li>• Issues surrounding conflict</li> </ul> <p><b>When we complete these units we will start to revise for both exam papers.</b></p>	<ul style="list-style-type: none"> <li>• Watch the news with your daughter and discuss the issues relevant to the course</li> </ul>	<p>Adhan Mueszzin minaret Ramadan Id-ul-Fitr Id-ul-Adha Id-ul- Ghadeer Ashura Nisab Dhul-Hijjah Ka'bah black stone Greater jihad Lesser jihad</p> <p>holy war WMD terrorism Mount Arafat lunar calendar</p>
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