



11S Curriculum Overview
Autumn Term 2021

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
<p>English Language & English Literature Mrs Forbes</p> <p>AQA English Literature (8702)</p> <p>AQA English Language (8700)</p> <p>And/or</p> <p>Pearson Edexcel Functional English EL1 EL2, EL3, Level 1 and Level 2.</p>	<ul style="list-style-type: none"> • Reading and writing creative (fiction) texts • Non-fiction reading and writing • Focus on key set texts – e.g. Macbeth • Looking at examples of completed answers and looking at how marks are awarded using mark schemes • Completing examination style questions • Revisiting set texts for GCSE and creating notes and plans for assessment in preparation for GCSE Mocks • Exam skills – interpreting questions and unseen fiction and non – fiction extracts, reading skills, examination planning and writing within specific time frames 	<ul style="list-style-type: none"> • Talk to your daughter about her work, ask her to share the positive points from each week • Discuss different written forms newspapers/magazines/novels • Read online articles and encourage your daughter to summarise the key ideas and explain the language used • Point out different sentence structures, especially where short sentences are used. Like this! • Discuss the set texts – Macbeth/An Inspector Calls/A Christmas Carol • Ask your daughter to explain why different characters are important, to summarise the plot and give you details about settings and key themes. EG Responsibility in An Inspector Calls, Poverty in A Christmas Carol 	<p>simile alliteration emotive language rhetorical question sound imagery personification direct address register mood tone facts opinion repetition puns humour formal informal theme character plot setting social and historical context</p>



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			atmosphere mood contrast true false explicit implicit synthesis summary structure quotation nouns verbs adverbs pronouns readers audience perspective discourse markers
Maths Mr McMillan GCSE OCR J560 Functional Skills Pearson	GCSE Areas of focus in class: <ul style="list-style-type: none"> • Factors, powers and roots • Graphs • Working in 3D • Handling data • Calculations Plus: <ul style="list-style-type: none"> • Understanding numerical problems • Revision of topics specific to students' needs 	<ul style="list-style-type: none"> • Encourage your daughter to do regular maths practice, aiming for a minimum amount to be completed every day, or 1-2 hours independent study each week • Remember that the best way to improve at maths is to do maths. So support your daughter to practice maths questions, since the more questions answered, the more familiar the wording of exam questions will become. 	Topic specific keywords: http://studymaths.co.uk/glossary.php is a good resource for looking up definitions of mathematical terms Maths command words/phrases: estimate explain work out



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	<ul style="list-style-type: none"> • Completing exam questions across a range of topics • Completing past papers, exam practice <p>Functional Skills Maths</p> <ul style="list-style-type: none"> • Exam practice working towards relevant level functional skills qualification (revision of topics specific to students' needs; completing exam questions in range of topics; past papers) • Working to develop skills in functional mathematics that is used in everyday life • Developing skills at interpreting practical/word problems to determine the maths required 	<ul style="list-style-type: none"> • Encourage your daughter to use all the resources available in MyMaths and Mangahigh to practice specific topics • Work out with your daughter what questions she can ask in Maths lessons at school to help her improve her understanding of a particular topic • Check your daughters understanding of topic specific keywords using the link given in the right-hand column • Help your daughter to practice using a calculator • Encourage a positive growth mindset where it is ok to make mistakes whilst practicing maths, as long as you then go back to find out what you need to know, or be able to do, next time you face a similar problem • Make sure you know when the mock exams will take place, and support your daughter in her preparation for these practice exams 	<p>simplify give your answer in its simplest form calculate expand you must show your workings describe fully solve factorise sketch construct, using ruler and compasses measure diagram NOT accurately drawn</p>																
<p>Biology Mrs Whitney</p> <p>Edexcel GCSE Biology 1BIO</p>	<ul style="list-style-type: none"> • Ecosystems & Material Cycles • Plants & Photosynthesis • Animal Coordination, Control & Homeostasis 	<ul style="list-style-type: none"> • Read popular science books and magazines with your daughter • Discuss scientific issues that appear in the news, encourage her to think about issues that may affect her, such as climate change • Get your daughter to think about issues where there is no right or wrong answer, such as genetic modification and help her to explore all 	<table border="0"> <tr> <td>ecosystem</td> <td>hormone</td> </tr> <tr> <td>community</td> <td>gland</td> </tr> <tr> <td>population</td> <td>effector</td> </tr> <tr> <td>abundance</td> <td>receptor</td> </tr> <tr> <td>sampling</td> <td>insulin</td> </tr> <tr> <td>quadrat</td> <td>thyroxine</td> </tr> <tr> <td>biodiversity</td> <td>oestrogen</td> </tr> <tr> <td>photosynthesis</td> <td>kidney</td> </tr> </table>	ecosystem	hormone	community	gland	population	effector	abundance	receptor	sampling	insulin	quadrat	thyroxine	biodiversity	oestrogen	photosynthesis	kidney
ecosystem	hormone																		
community	gland																		
population	effector																		
abundance	receptor																		
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quadrat	thyroxine																		
biodiversity	oestrogen																		
photosynthesis	kidney																		



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		<p>sides of an argument before forming her own opinion</p> <ul style="list-style-type: none"> • Help your daughter to revise by providing a space for her to work, away from distractions • Encourage your daughter to use the specification when revising: https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Biology_Spec.pdf 	<p>limiting factor xylem palisade cell phloem transpiration translocation</p>	<p>diabetes negative feedback</p>
<p>ICT Mrs Janaway</p> <p>BTEC Firsts Information and Creative Technology (2012) (Pearson) https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.html</p>	<p>Unit 5 – Audio</p> <ul style="list-style-type: none"> • Create and edit two different audio products • Test and review the audio products • Evaluate the different audio products <p>Unit 9 – Spreadsheet Development</p> <ul style="list-style-type: none"> • Review two existing spreadsheets • Design a spreadsheet • Create a spreadsheet • Test • Write an evaluation (using feedback) 	<ul style="list-style-type: none"> • We have been using Audacity to create the podcast and this can be downloaded on to a Windows or Mac OS X device at home. Encourage your daughter to practise using the different editing features. https://www.audacityteam.org/ • Discuss the various different uses of spreadsheets in the working world and at home. • More details of this unit are available on the Pearson website - https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials 	<p>Unit 5 podcast trailer file type layering target audience brief digital assets timeline recording schedule Copyright background noise sound check sources compressed functionality annotations</p>	<p>Unit 9 autofill conditional formatting cell formatting filter sort formulae data validation data entry form worksheets header page break functions (e.g. SUM, AVERAGE, COUNT) lookup table absolute cell referencing</p>



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			cell protection charts and graphs
<p>Art Miss Grant</p> <p>AQA Fine Art 8202</p>	<p>GCSE Coursework Students will ensure that their coursework meets all the Assessment Objectives for the course and will make changes as required to improve their work.</p> <ul style="list-style-type: none"> • Developing Ideas for a personal response • Researching relevant images • Taking own photos • Exploring materials to show purposeful experimentation • Creating a personal response • Refining work and making improvements • Annotating work to show the process of ideas • Presentation skills through sketchbooks and mounted sheets 	<ul style="list-style-type: none"> • Students are aiming to complete their coursework by the end of this term. There will be some flexibility and opportunity to refine work in January but the majority of the coursework needs to be finished before then. <i>Encourage your daughter to seek support if she is finding the deadlines difficult to manage – we are here to help!</i> • Ensure that homework tasks are completed so students are managing their time effectively. • Year 11 Art club takes place on Wednesday afternoons and Thursday lunchtimes and students are encouraged to attend. • Own photos that are relevant to individual's projects will contribute to the coursework so provide opportunities for this at home if possible. Photos can be put on a Word document and emailed to miss.grant@limpsfield-grange.co.uk. • Encourage drawing from images and objects to help build technical skills. • Discuss Art and artists' work and how ideas can be developed. 	<p>assessment objectives</p> <p>recording</p> <p>observing</p> <p>relevant images</p> <p>purposeful</p> <p>experimentation</p> <p>fluent</p> <p>controlled</p> <p>refining</p> <p>exploring</p> <p>personal</p> <p>meaningful</p> <p>visual language</p> <p>composition</p> <p>planning</p> <p>mounting</p> <p>selecting</p> <p>evaluating</p> <p>subject matter</p> <p>content</p> <p>mood</p> <p>form</p> <p>analysis</p>



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<p>RE Mrs Chang</p> <p>Edexcel GCSE Religious Studies B 1RBO</p>	<p>Unit 2 Living the Christian Life</p> <ul style="list-style-type: none"> • The Local parish church • The worldwide Church and its future <p>Unit 2 Living the Muslim Life</p> <ul style="list-style-type: none"> • 10 Obligatory Acts of Shi'a Islam • Shahadah as one of the Five Pillars • Salah as one of the Five Pillars • Sawm as one of the Five Pillars • Zakah as one of the Five Pillars • Hajj as one of the Five Pillars • Jihad • Celebrations and commemorations <p>Revision and preparation for GCSE Mocks</p>	<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 the news and read the newspapers talk about references to God, Allah and religion • Watch the news with your daughter and discuss the issues relevant to the course • Support your daughter to learn the key words which will be tested regularly in class. • Use YouTube clips linked to the exam board, they often give short clear explanation of the topics <p>Websites: https://qualifications.pearson.com/en/qualification/s/edexcel-gcses/religious-studies-b-2016.html GCSE Edexcel Christianity https://www.bbc.co.uk/bitesize/topics/zh7bxyc GCSE Edexcel Islam https://www.bbc.co.uk/bitesize/topics/zf64pg8 The Oak Academy https://classroom.thenational.academy/subjects-by-year/year-10/subjects/religion</p>	<p>Parish Minister denomination ecumenism receptive ecumenism integrity evangelise proselytise colonisation Wudu Khums Tawalla Tabarra Adhan Rakahs Nisab Id-ul-Fitr Eid-ul-Adha Ashura</p>
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<p>PE Miss Richardson</p>	<p>1st Half Term</p> <ul style="list-style-type: none"> • General Fitness • Aerobics • Work on Core stability • Understanding importance of healthy lifestyle • Work on ability to be physical active for sustained periods of time • Developing an understanding of which movements work different muscle groups. • Planning an effective warmup and cooldown • Leading an effective warmup and cooldown • Students will develop leadership skills to be able to lead a short fitness session to a small group of peers. <p>2nd Half Term:</p> <ul style="list-style-type: none"> • Ball skills/ Invasion Games (Netball) Including passing, catching, traveling with the ball, shooting and mini team games • Understanding the rules of netball and how to start a play a game • Beginning to understand rules and perform the role of umpire in a game environment. 	<ul style="list-style-type: none"> • On the evening of PE day (Friday), encourage your daughter to do some different stretches to ease potential muscle soreness. • Encourage your daughter to be active over the weekend/ evenings. This includes going on walks/ cycle rides and getting outdoors. There are also some great resources on YouTube including Joe Wicks' PE. • Encourage a healthy lifestyle for your daughter • Encourage your daughter to watch sporting events live/ on TV/ on Youtube. Particularly of women in sport. • Try to get outside once a day, either to walk, or exercise. 	<p>exercise core muscle stretch intensity pulse raiser cooldown quadricep hamstring bicep tricep calf abdominals shoulders</p>	<p>chest pass bounce pass shoulder pass pivot third semi-circle netball mark/markings goal defend attack Umpire footwork third shooting circle</p>
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Bore Place	Bore Place is a 500 acre multifunctional estate which will provide an opportunity for students to learn outside the classroom. Students will participate in activities that will support them to develop skills linked to our WACI curriculum. The Bore Place ethos is built on offering young people different experiences that might ignite an interest for future work experience or employment. A key part of their work is to expose young people to as many different opportunities to allow them the time and space to be able to make choices about what they might want for their future. Students will have experiences in the following areas: Housekeeping, Events/hospitality, Vegetable production, Horticulture, Dairy farming, Cookery, Environmental art and crafts, Land management and conservation. The focus is on developing individual skills and qualities and interpersonal skills such as teamwork, co-operation, independence, resilience and problem solving. https://www.boreplace.org/ .
Catering	Students who opted for Catering will be participating in a bespoke course each Wednesday afternoon at NESCOL College. The course will cover units that form part of the Level 2 Professional Cooking course and NESCOL will award students an in-house certificate listing the units the students have completed. There will not be a formal assessment, the tutor will assess the students informally each week. As well as giving the students the opportunity to develop their cooking skills in a professional style kitchen students will also gain the experience of being in a large mainstream college setting.