



# LIMPSFIELD GRANGE SCHOOL

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## Year 10H Curriculum Overview

Spring 2024

Subject	Area(s) of Study	Suggestions for Parental Support and Involvement at Home	Keywords
<b>English</b> <b>Mrs Forbes</b> <a href="#">AQA GCSE English Language</a> <a href="#">AQA GCSE English Literature</a>	<ul style="list-style-type: none"><li>We will be looking at Paper 1 – Creative Texts and reading Macbeth</li><li>We will explore how to summarise key ideas, select explicit and implicit information, analyse how writers use language to create different effects, explore how writers use structure and build on creative writing skills</li><li>We will spend time developing confidence in a personal and convincing response to the text, and evidence from the text to support a personal point of view</li><li>We will complete exam papers, look at mark schemes and ensure individual targets are given and understood</li><li>We will read Macbeth, looking at themes, characters, context, and language, and developing essay skills using PETAZL</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, imagery, personal opinion, character, plot, language, structure, setting, clues, example, social and historical context, Elizabethan, text, play, novel, poetry, stanza, gender, viewpoint, perspective, stream of consciousness.</p> <p><b>Key Words Extension:</b> analysis, interpretation, critical evaluation, dramatic irony, symbolism, moral, voice</p>



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	<ul style="list-style-type: none"> <li>We will work on exam questions, using model answers and tackling these under time conditions</li> <li>We will also be experimenting with different strategies to use when approaching unseen texts in the GCSE exams</li> </ul>		
<b>Maths</b> <b>Mr McMillan</b> <a href="#">OCR GCSE</a> <a href="#">Mathematics</a>	<b>GCSE (Foundation &amp; Higher)</b> <ul style="list-style-type: none"> <li>Working in 2D</li> <li>Probability</li> <li>Measures and Accuracy</li> <li>Equations and inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Do some practical maths every day, even if only for 10 minutes.</li> <li>Look for situations where 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>When cooking/baking get your daughter involved in reading the instructions, following recipes, weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units.</li> <li>When food shopping, encourage her to read food labels, compare brands and prices, and find the best deals. This will help her to understand the value of money and learn to understand numbers and prices.</li> <li>Pose problems around travel situations. Examples could be 'how many minutes do we have until we</li> </ul>	length, angle, area, perimeter, transformation, translation, reflection, mirror line, rotation, centre of rotation, enlargement, scale factor, centre of enlargement  trial, outcome, event, impossible, certain, likely, unlikely, even chance, relative frequency, expected frequency, theoretical probability, bias, equally likely  approximation, estimate, significant figures (sf), mass, capacity, volume, speed, density, accuracy, implied accuracy  balance method, quadratic, factorising, solve, solution, simultaneous equations, inequality



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		have to leave' and how long will it take to get to a destination based on your speed.	
<b>Statistics</b> <b>Mr McMillan</b> <a href="#">Pearson GCSE Statistics</a>	<b>GCSE (Foundation &amp; Higher)</b> <ul style="list-style-type: none"> <li>Collecting data</li> <li>Processing, representing and analysing data</li> </ul>	<ul style="list-style-type: none"> <li>Look for the use of percentages and statistics in the news/media. Ask your daughter to explain a statistic used by a politician/spokesperson/journalist to see if they can understand what is being stated, or whether they agree/disagree with what has been presented. What research could your daughter do to validate the information she has heard?</li> <li>Ask your daughter what process should have been followed to arrive at a statistic. What could be done to make sure this statistic is as reliable as possible?</li> </ul>	<p>experimental, simulation, questionnaires, observation, reference, census, interviews, bias, missing data, non-response, extraneous variable, control groups (higher)</p> <p>tabulation, pictogram, pie chart, bar chart, stem and leaf diagram, population pyramid, choropleth map, comparative charts</p>
<b>Biology</b> <b>Mrs Meredith</b> <a href="#">Pearson GCSE Biology</a>	<b>SB4 Evolution</b> <ul style="list-style-type: none"> <li>SB4a Evidence for human evolution</li> <li>SB4b Darwin's theory</li> <li>SB4c Development of evolution theory</li> <li>SB4d Classification</li> <li>SB4e Breeds and varieties</li> <li>SB4f Tissue culture</li> <li>SB4g Genes in agriculture and medicine</li> <li>SB4h GM and agriculture</li> <li>SB4i Biological control and fertilisers</li> </ul>	<ul style="list-style-type: none"> <li>Ask what the safety rules are when working in the science laboratory.</li> <li>Visit museums such as The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell).</li> <li>Encourage them to read or watch science-related news articles, for example, BBC Newsround or New Scientist magazine.</li> <li>Visit the Natural History Museum to see their vast display of animals from across the world.</li> <li>Watch science-themed programmes and documentaries together, for example, Brian Cox and David Attenborough front many interesting BBC documentaries.</li> </ul>	<p>evolution</p> <p>fossil evidence</p> <p>characteristic</p> <p>natural selection</p> <p>species</p> <p>Charles Darwin</p> <p>competition</p> <p>ancestor</p> <p>evidence</p> <p>classification</p> <p>kingdom</p> <p>genetic engineering</p> <p>selective breeding</p> <p>insecticide</p> <p>fertilisers</p>



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		<ul style="list-style-type: none"> <li>• Take a walk in your area and observe the diversity of plant and animal life.</li> <li>• Practise a variety of revision techniques to describe and then explain scientific processes. This could include annotating a diagram or writing a flow chart.</li> <li>• Help your child to revise by providing a space for them to work, away from distractions.</li> </ul>	
<b>Art</b> <b>Miss Grant</b> <a href="#">AQA GCSE Art</a> <a href="#">(Fine Art option)</a>	<b>Inspired by Nature</b> Students will continue to develop their personal project work. They will show the development of their ideas and produce and produce a final outcome. Learning will include: <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> <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> </ul>	<ul style="list-style-type: none"> <li>• Discussing artists' work at home and talking through your daughter's own ideas and responses.</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 or artists' work is very good for developing observational skills regardless of the subject matter (if the subject matter is relevant to the project that is great but <b>any</b> drawing practice will help).</li> <li>• Keeping a sketchbook/jotter to gather images and jot down good ideas.</li> </ul> <p>Guidance for good drawing practice:</p> <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 when shading</li> <li>• Blended shading</li> </ul>	The Formal Elements line tone form shape texture colour contrast shading blending directional shading mark-making shadow Chiaroscuro accuracy observation narrative annotation thought process final piece



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	<ul style="list-style-type: none"> <li>To create sample pieces and design ideas.</li> <li>To present a personal, meaningful and skilful final outcome.</li> </ul> <p><b>Second project – Choice of starting points from previous exam papers</b> Students will select a starting point for a new project and develop their ideas.</p> <ul style="list-style-type: none"> <li>Mindmapping</li> <li>Recording key ideas</li> <li>Researching relevant artists</li> <li>Developing technical skills</li> </ul>		<p>personal response outcome analysis originality purposeful meaningful independence consistent fluent</p>
<p><b>D of E</b> <b>Mrs Salter</b> <a href="#">DofE Bronze Award</a></p>	<p><b>Physical section</b> – Canoeing at Thames Young Mariners. They will attend every other Tuesday. On alternate Tuesdays, students will work on completing their Skills and Volunteering sections at High Ashurst.</p> <p><b>Skills section</b> – 'Living Outdoors' will focus on developing their understanding of what a human needs to survive when living outdoors, including shelter (both handmade natural material shelters and tents), warmth (appropriate clothing), food (balanced menus, safely cooking on fires and stoves, health &amp; hygiene) and water (appropriate hydration levels and water sources). They will also develop their teamwork, social skills, timekeeping and independence.</p> <p><b>Volunteering section</b> – 'Site Development' on alternate weeks at High Ashurst during the Autumn term. The focus will be on developing their DIY skills, including using hand and power tools, through projects such as building a dead hedge fence along the edge of the archery overshoot area and planting trees along the new fence line at the coach house.</p> <p><b>Expedition section</b> – the group will do a canoeing expedition. This will involve two days of canoeing and one night of camping, most likely at Henley Fort. The dates have not been finalised but this is likely to be after the May half term. The expedition will be undertaken with SOLD staff and more details of this will be shared once dates have been decided. The group will also undertake a shorter 'practice' expedition where they will travel to High Ashurst after school on a Monday, camp there overnight and spend the day there on Tuesday. This will give them the</p>		





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	<p>opportunity to be guided through the timings and events of the overnight section of their expedition before they are required to do it independently on their final expedition in order to achieve their award.</p> <p>Students must arrive at school in appropriate clothing. It must be hardwearing as it will undoubtedly get dirty. Students will be outside in all weathers throughout the year.</p> <p>They must wear the following:</p> <ul style="list-style-type: none"> <li>• Trousers/ leggings (long shorts in warmer weather), a T-shirt and a sweatshirt.</li> <li>• Trainers (walking/hiking boots and thick socks for winter) plus a spare pair of clean shoes to change into and a bag for the dirty shoes.</li> <li>• Lightweight waterproof coat which zips up/closes properly, and with a hood.</li> </ul> <p>In addition, they should bring:</p> <ul style="list-style-type: none"> <li>• a filled water bottle.</li> <li>• a packed lunch (this will be provided for students who normally have a school lunch)</li> </ul> <p>On days that they are canoeing, students should wear a swimming costume underneath their clothes and wear clothes and shoes that they do not mind getting wet. They must also bring a spare set of clothing, including a pair of shoes and a towel. Long hair must be tied back and jewellery is not allowed. Mobile phones and other electronic devices are not taken to the SOLD site and will be stored safely at school.</p>		
<b>Functional ICT</b> <b>Mrs Daniels</b> <a href="#">Pearson Functional Skills ICT</a>	<ul style="list-style-type: none"> <li>• The internet</li> <li>• Email – Office 365</li> <li>• Word Processing - Word</li> <li>• Spreadsheets - Excel</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to look at the Think U Know website to find out more about online safety - <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a></li> <li>• Encourage students to use a memory stick for saving homework to. Set up subject-specific folders on the stick.</li> <li>• Encourage students to use the computer programmes such as Word, PowerPoint and Publisher.</li> </ul>	cc bcc contacts inbox phishing malware scams troubleshooting attachment text



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			layout tables images audience purpose data sum min max averages
<b>Religious Studies</b> <b>Mrs Wells</b>	<b>Spring 1: Islam Beliefs and Teachings</b> <ul style="list-style-type: none"> <li>• Tawhid</li> <li>• 5 roots of ursul ad din-Shia Islam</li> <li>• 6 articles of faith- Sunni Islam</li> <li>• The nature of God</li> <li>• Angels</li> <li>• Predestination</li> <li>• Life after death</li> <li>• Prophethood (Risalah)</li> <li>• Ibrahim</li> <li>• Muhammad (Pbuh) and the Imamate</li> <li>• Holy Books</li> </ul> <b>Spring 2: Religion peace and conflict</b> <ul style="list-style-type: none"> <li>• Violent protest and terrorism</li> <li>• Reasons for war</li> <li>• Just war theory</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your daughter to read the news and discuss current affairs that relate to war and peace, particularly the ongoing Arab-Israeli conflict.</li> <li>• Use the textbook to test your daughter on the current topic</li> <li>• Support your daughter in learning the keywords for homework which will be tested regularly in class.</li> <li>• Use YouTube clips linked to the exam board, they often give short clear explanations of the topics. Our exam board is AQA.</li> <li>• Encourage your daughter to use Seneca to revise key information. (They have been set up with an account in class and should know how to access the resources.)</li> </ul>	Muslim Islam Allah Tawhid monotheism supremacy Qur'an Sunnah Sunni Shi'a immanent transcendent omnipotent beneficent merciful fairness adalat (Justice) angel Jibril



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	<ul style="list-style-type: none"> <li>• WMD</li> <li>• Holy war</li> <li>• Pacifism</li> </ul>		Mika'il predestination akhirah resurrection prophet risalah Iblis Ka' bah Id Ul Adha Hajj caliph Imam imamate
<b>PE</b> <b>Miss Kenyon</b>	<b>Spring 1 – Teams and tactics</b> (Through varied sports and activities) <ul style="list-style-type: none"> <li>• Development of static skills <ul style="list-style-type: none"> <li>○ Passing</li> <li>○ Receiving</li> <li>○ Controlling the ball</li> <li>○ Decision making</li> <li>○ Outwitting an opponent</li> </ul> </li> <li>• Movement and agility <ul style="list-style-type: none"> <li>○ Dribbling with the ball</li> <li>○ Keeping possession of the ball under pressure</li> <li>○ Passing and receiving on the move</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on her PE day.</li> <li>• On the evening of PE day (Thursday), encourage them to do some different stretches to ease potential muscle soreness</li> <li>• Encourage students to be active over the weekend/ evenings</li> <li>• Encourage a healthy lifestyle.</li> <li>• Encourage them to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport.</li> <li>• Try to get outside once a day, either to walk or exercise</li> </ul>	passing receiving accuracy pace power control possession outwitting teamwork pose gesture dynamics aesthetics musicality body language





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	<ul style="list-style-type: none"> <li>• Competition and performance <ul style="list-style-type: none"> <li>○ Small-sided conditioned games and drills</li> </ul> </li> <li>• Communication and leadership <ul style="list-style-type: none"> <li>○ Through drills and gameplay</li> </ul> </li> <li>• Practice games <ul style="list-style-type: none"> <li>○ Competition and refinement of skills</li> </ul> </li> <li>• Competition/performance <ul style="list-style-type: none"> <li>○ Gameplay and tournaments</li> </ul> </li> </ul> <p><b>Spring 2 – Movement and expression (Stability skills)</b> (Through varied sports and activities)</p> <ul style="list-style-type: none"> <li>• Development of static skills <ul style="list-style-type: none"> <li>○ On-the-spot routines</li> </ul> </li> <li>• Movement and agility <ul style="list-style-type: none"> <li>○ Routines including travelling</li> </ul> </li> <li>• Competition and performance <ul style="list-style-type: none"> <li>○ Developing routines</li> </ul> </li> <li>• Communication and leadership <ul style="list-style-type: none"> <li>○ Teaching sequences to another pair</li> </ul> </li> </ul>		<p>expression warmup cooldown cardiovascular heart rate teamwork leadership choice challenge self-assessment refinement personal best</p>
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	<ul style="list-style-type: none"> <li>• Practice games</li> <li>○ Development of routines</li> <li>• Competition/ performance</li> <li>○ Final routines</li> </ul>		
<b>WACI</b> <b>Mrs Janaway</b>	<ul style="list-style-type: none"> <li>• Prevent training – Behind Closed Doors</li> <li>• How to find and apply for a job</li> <li>• Digital footprint</li> <li>• Relationship and Sex Education – sexually transmitted infections</li> <li>• Ending a relationship</li> <li>• Compromise and negotiation</li> <li>• Financial risk and managing money</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the NSPCC website from information on how you can support your daughter's understanding of radicalisation - <a href="#">Protecting children from radicalisation   NSPCC</a></li> <li>• Look at the National Careers Service Website for information about how to support your daughter's education and career choices - <a href="#">Helping young people make education and career choices   National Careers Service</a></li> <li>• Look at the internet Matters website for advice about how to help your daughter create a positive digital footprint - <a href="#">Advice to create a positive online reputation for kids   Internet Matters</a></li> <li>• Look at the Brook website for information about STIs. This website is used in RSE lessons - <a href="#">Sexually Transmitted Infections (STIs): Worried You have an STI? (brook.org.uk)</a></li> </ul>	radicalisation terrorism extremism far right groups animal cruelty recruitment website job advert pro-rata fixed term benefits remote working entry requirements soft skills application form job description personal statement person specification referee safer sex chlamydia gonorrhoea HIV



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- Discuss relationships when watching a TV programme or film together, highlighting any red flags that are a sign of an unhealthy relationship.
- Discuss interest rate news as it happens.

syphilis  
genital herpes  
genital warts  
NHS  
healthy relationship  
unhealthy relationship  
red flag  
growing apart  
break up  
coercive control  
opinion  
assertive  
consent  
interest rate  
overdraft  
credit card  
loan  
phishing  
scam  
gambling