



LIMPSFIELD GRANGE SCHOOL

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Year 11F Curriculum Overview

Spring Term 2024

Subject	Area(s) of Study	Suggestions for Parental Support and Involvement at Home	Keywords
English Mrs Forbes AQA GCSE English Language AQA GCSE English Literature Pearson Functional Skills English	<ul style="list-style-type: none"> We will be looking at unseen poetry, revisiting poems from the Love and Relationships section in the AQA Poetry Anthology and rereading An Inspector Calls For Functional Skills we will be using texts to explore key skills We will explore a variety of different strategies to use when unpicking unseen texts, for both Paper 1, Creative Texts and Paper 2 Viewpoints and Opinions We will spend time developing confidence in a personal and convincing response, using evidence from the text to support a personal point of view We will revisit A Christmas Carol and Macbeth, looking at themes, context, character, how Shakespeare uses language and developing essay skills using PETAZL We will work on exam questions, for both Language, Literature and Functional Skills using model answers and tackling these under times conditions 	<ul style="list-style-type: none"> 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 Read some stories with her and discuss the setting, characters and how the plot unfolds 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 Talk to your daughter about her personal response to her current reading book Try to make sure that your daughter reads every day as this is a really useful way to build creative writing ideas and skills 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 Discuss news stories, exploring language, form and audience 	<p>Key Words: theme, explore, explain, personal opinion, character, plot, language, structure, setting, clues, example, social and historical context, Elizabethan, text, play, novel, poetry, stanza, gender, poverty, viewpoint, perspective, stream of consciousness.</p> <p>Key Words Extension: analysis, interpretation, dramatic irony, symbolism, moral, voice</p>



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	<ul style="list-style-type: none"> Some students will be using the texts, working on technical accuracy, written forms e.g. Letter/email/article in order to support a Functional Skills pathway. 		
Biology Mrs Meredith Pearson GCSE Biology	<ul style="list-style-type: none"> SB8 Exchange and Transport in Animals. Gaseous exchange Diffusion Circulatory system The Heart Respiration SB2, SB3, SB4 Revision. Exam Technique 	<ul style="list-style-type: none"> Ask what the safety rules are when working in the science laboratory. Visit museums such as The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell). Encourage them to read or watch science-related news articles, for example, BBC Newsround or New Scientist magazine. Visit the Natural History Museum to see their vast display of animals from across the world. Encourage your child to use past papers and practise exam-style questions to continue developing their exam technique. Watch science-themed programmes and documentaries together, for example, Brian Cox and David Attenborough front many interesting BBC documentaries. Take a walk in your area and observe the diversity of plant and animal life. Practise a variety of revision techniques to describe and then explain scientific 	anaerobic respiration oxygen carbon dioxide aerobic respiration surface area alveoli capillary artery vein concentration solution diffusion blood plasma red blood cell blood vessel platelets haemoglobin cardiac output anaerobic mitochondria



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		<p>processes. This could include annotating a diagram or writing a flow chart.</p> <ul style="list-style-type: none"> • Help your child to revise by providing a space for them to work, away from distractions. 	
<p>Maths Mr McMillan</p> <p>Functional Skills: Pearson</p> <p>GCSE : OCR</p>	<p>Functional Skills Maths Entry Level 2 and Level 1</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 a range of topics; past papers) • Working to develop skills in functional mathematics that are used in everyday life • Developing skills at interpreting practical/word problems to determine the maths required <p>GCSE (Foundation & Higher)</p> <ul style="list-style-type: none"> • Calculations • Pythagoras' Theorem • Combined events • Sequences <p>GCSE (Higher)</p> <ul style="list-style-type: none"> • Handling data 	<ul style="list-style-type: none"> • Encourage your daughter to do some revision, possibly using the schools' online Maths systems – MyMaths and Mangahigh • Make sure your daughter can tell the time by reading both analogue and digital clocks. • When cooking/baking get her involved in reading the instructions, following recipes, and weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units. • 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. • Pose problems around travel situations. Examples could be 'how many minutes do we have until we have to leave', how long will it take to get to a destination based on your speed. 	<p>Functional Skills:</p> <p>Number: numbers, adding and subtracting, multiplying and dividing, rounding, fractions/decimals/percentage, ratio, formulas in words</p> <p>Measure, Shape and Space: money, time, units, length, weight, capacity, area, volume, 2D & 3D shapes, nets, plans and elevations, angles and bearings, maps and map scales</p> <p>Handling data: tables, charts and graphs, grouped data, mean and range, probability</p> <p>GCSE</p> <p>index, base, power, index laws, square root, cube root, terminating, recurring, standard form</p> <p>hypotenuse, right-angle, square</p>



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| | | <ul style="list-style-type: none">Point out what could go wrong if we don't use our Maths skills (e.g. miss the train, burn/undercook the dinner!) | <p>set, universal set, intersection, union, Venn diagram, possibility space, sample space, frequency tree, tree diagram</p> <p>sequence, term, position, term-to-term rule, position-to-term rule, nth term</p> <p>box plot, cumulative frequency, histogram, frequency density, scatter graphs, correlation, real-life graphs</p> |
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Animal Arc Mrs Smart https://www.the-arc-centre.co.uk/aqa-uas	Students are working towards a range of Science based AQA Unit Awards. Please ensure students are suitably dressed for the weather and for being outside, including waterproofs and gloves as required.		
Art Miss Grant AQA GCSE Art (Fine Art option)	Coursework and Exam project <ul style="list-style-type: none"> Refining coursework Completing personal responses Developing Ideas for the exam project Drawing skills Annotation Recording ideas Researching suitable artists Exploring materials Evaluating work Planning next steps Deciding on a personal response to the exam Students will prepare for their Art exam this term. This is 40% of their grade. Students will select a starting point from the Exam paper and then prepare a project. They complete their personal response to this project in the GCSE Exam. Students will also complete their coursework. 	<ul style="list-style-type: none"> Discuss ideas for a new project with your daughter. There are many starting points on the exam paper and they can be interpreted in lots of different ways. It's important that your daughter chooses a subject matter that she is interested in and that shows her skills! Encourage your daughter to attend any extra workshops/after-school sessions Remind your daughter that working at a steady pace and getting images completed each week will help her achieve. Every piece of work counts towards the GCSE! Support your daughter in finding time to relax and de-stress. Encourage good drawing practice: <ul style="list-style-type: none"> Using a sharp pencil Including as much detail as possible Using the full tonal range to show form Blended and directional shading Mark-making to show texture. 	recording observing detail form subject matter context theme annotation jotting explaining meaning clarifying relevant refining purposeful exploratory selective expressive mood



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Independence Mrs Smart	<p>Some Year 11 students will be spending time participating in activities that link into the Independence and Communication strands from our WACI curriculum. Students will have lessons on their timetable dedicated to practising independence skills. The tasks are designed to develop skills and push students out of their comfort zone in a safe environment, and to enable them to start managing their own lives and making their own decisions. Students will spend time offsite, to carry out activities such as using public transport, visiting restaurants, supermarkets and retail outlets and participating in scenarios that will challenge them. We will also use the facilities in our residential area where the students can practice essential life skills such as cooking and other domestic tasks.</p>		
PE Miss Kenyon	<p>Spring 1 – Teams and tactics (Through varied sports and activities)</p> <ul style="list-style-type: none"> • Development of static skills • Passing • Receiving • Controlling the ball • Decision making • Outwitting an opponent • Movement and agility • Dribbling with the ball • Keeping possession of the ball under pressure • Passing and receiving on the move • Competition and performance • Small-sided conditioned games and drills. • Communication and leadership • Through drills and gameplay • Practice games • Competition and refinement of skills • Competition/performance • Gameplay and tournaments 	<ul style="list-style-type: none"> • Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on her PE day. • On the evening of PE day (Thursday), encourage students to do different stretches to ease potential muscle soreness • Encourage students to be active over the weekend/ evenings • Encourage a healthy lifestyle. • Encourage them 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>passing receiving accuracy pace power control possession outwitting teamwork pose gesture dynamics aesthetics musicality body language expression warmup cooldown cardiovascular heart rate teamwork leadership</p>



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	<p>Spring 2 – Movement and expression (Stability skills) (Through varied sports and activities)</p> <ul style="list-style-type: none"> • Development of static skills • On the spot routines • Movement and agility • Routines including travelling • Competition and performance • Developing routines • Communication and leadership • Teaching sequences to another pair. • Practice games • Development of routines • Competition/ performance • Final routines 		<p>choice challenge self-assessment refinement personal best</p>
<p>WACI Mrs Daniels and Miss Grant</p>	<ul style="list-style-type: none"> • Job applications • Personal qualities and CVs • Fixed and Growth Mindset and Revision Techniques • Relationships (recap) – family types, open, surrogacy and adoption • Healthy relationship and reproductive choices, including abortion. • Unhealthy relationships including stalking and blackmail. • Bereavement and Grief 	<ul style="list-style-type: none"> • Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • Encourage your daughter to create a revision timetable and use it! • Talk with your daughter about her strengths and personal qualities. • Support your daughter with developing independent travel skills on public transport. 	<p>CV Employability Organisation Personable Planning Experience Strengths Burnout Motivation Mindset Platonic</p>



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	<ul style="list-style-type: none"> • Organ donation • Basic First Aid 	<ul style="list-style-type: none"> • When watching TV programmes or films discuss the consequences of the character's behaviour. • Take an interest in what your daughter does online. Talk to her about the games and social media apps she uses. 	Open Blended Fertility Trimester Choice Loss Counselling Support network
Work Experience Mrs Salter	Some students will be accessing work experience placements in the local community for a morning per week. The students will have the opportunity to apply skills they have developed in WACI lessons to the workplace. The specific knowledge they will acquire and the skills they will develop will depend upon their particular placement.		



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<p>Religious Studies Mrs Wells</p>	<p>Spring 1: Matters of life and death- Christianity</p> <ul style="list-style-type: none"> • The origins and value of the universe • The sanctity of life • The origins and value of human life • Abortion • Death and the afterlife • Euthanasia • Responses to issues in the natural world <p>Spring 2: Peace and Conflict- Islam</p> <ul style="list-style-type: none"> • Peace and pacifism • Just war theory • Holy war • WMD • Costs of conflict- human and environmental • Greater and lesser Jihad 	<ul style="list-style-type: none"> • Encourage your daughter to read the news and discuss current affairs that relate to the environment, including pollution and net zero • Use the textbook to test your daughter on the current topic • Support your daughter to learn the keywords for homework which will be tested regularly in class. • Use YouTube clips linked to the exam board, they often give short clear explanations of the topics. Our exam board is Pearson's- Ed excel • 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.) • https://request.org.uk/ is a great resource for the Christian part of the course, watch videos on here about the topics covered in class • Visit BBC Bitesize 	<p>moral value sanctity universe big bang creationism cosmology revelation commodity quality of life abortion personhood evolution pro life prochoice reincarnation purgatory near death experience euthanasia dignity active euthanasia passive euthanasia living will hospice stewardship dominion</p>
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