



LIMPSFIELD GRANGE SCHOOL

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Year 9M Curriculum Overview

Spring Term 2024

Subject	Area(s) of Study	Suggestions for Parental Support and Involvement at Home	Keywords
English Mrs Forbes	War Poetry <ul style="list-style-type: none"> • Propaganda and Recruitment • Using personal comments to respond to texts • Historical context • Using PETAZL to analyse • The home front • Charge of the Light Brigade • Dolce et Decorum Est • Exploring unseen poems • Comparing Poems Non-Fiction <ul style="list-style-type: none"> • Exploring language • Reading a range of contemporary and pre-20C extracts • Writing range of non-fiction • Using Language features for impact • GCSE style questions • Tone of voice, viewpoint and opinion • Strategies for reading unseen texts 	<ul style="list-style-type: none"> • Talk to your daughter about her work and ask her to share the positive points from each week • Ask your daughter to tell you something about the poems she is reading • Ask her about the keywords and give you examples of how these are used • Discuss your own reading • Talk to your daughter about conflict in the world today and how this may be reflected in literature • Check knowledge of fiction and non-fiction • Encourage your daughter to read and write for pleasure 	stanza personification simile/metaphor alliteration onomatopoeia emotive Language repetition form structure rhyme rhythm context fiction/non-fiction critical analysis sentence functions statement command question exclamation



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Maths Mr McMillan	<ul style="list-style-type: none"> Statistics Angles and 2D shapes Graphs Transformations & symmetry 	<ul style="list-style-type: none"> Do a little bit of maths every day, even if only for 10 minutes. Learn to tell the time by reading both analogue and digital clocks. Encourage your daughter to help you with cooking and baking. Get her 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. 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. Point out what could go wrong if we don't use our Maths skills (e.g. miss the train, arrive somewhere late, burn/undercook the dinner!) 	<p>categorical data, discrete data, continuous data, average, correlation, mean, median, mode, range</p> <p>alternate angles, corresponding angles, congruent, polygon, interior angle, exterior angle</p> <p>equations, table of values, constant, gradient, intercept</p> <p>object, image, reflection, rotation, translation, enlargement, centre of enlargement, scale (factor)</p>
Science Mrs Meredith	<ul style="list-style-type: none"> Graph skills SB1 Key Concepts <ul style="list-style-type: none"> Microscopes Food Testing Enzymes Osmosis 	<ul style="list-style-type: none"> Visit museums such as The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell). Encourage your child to read or watch science-related news articles, for example, BBC Newsround. 	<p>mitochondria</p> <p>specialised cell</p> <p>microscope</p> <p>magnification</p> <p>millimetres</p> <p>nanometres</p>



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		<ul style="list-style-type: none"> • Watch science-themed programmes and documentaries together, for example, Brian Cox and David Attenborough front many interesting BBC documentaries. • Carry out the simple test of enzyme action in the mouth by chewing a piece of bread until it becomes 'sweet'. Ask your child to explain why this happens. • Read through food labels together to identify which food groups are found in different items. • Ask your child to use food labels to put different food items into the order of energy content and then sugar content. • Encourage your child to begin looking at the BBC Bitesize KS4 Biology website: https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f 	enzyme biological catalyst dependent variable independent variable benedicts test iodine qualitative quantitative denature concentration catalyst active transport osmosis
WACI Mrs Janaway	<ul style="list-style-type: none"> • Different types of relationships • Body image • Pornography • Sextortion and county lines • Independent careers advice from Innervate Careers • Post-16 options • Different methods of payment 	<ul style="list-style-type: none"> • Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • Visit the NSPCC website for advice on how to talk to your daughter about inappropriate content and online pornography - Online porn NSPCC • The NSPCC website also offers advice on County Lines - Protecting children from county lines NSPCC Learning 	monogamous open relationship polygamous platonic long-distance relationship filter subjective celebrity influencer expectations



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		<ul style="list-style-type: none"> • Start discussing local colleges or sixth forms and the courses they offer with your daughter. • You can find out more about Innervate Careers by looking at their website - Innervate Careers – Independent careers and personal guidance services for schools • Discuss the pros and cons of the different payment methods you use. 	self-esteem indecent image running a line going cunch cuckooing customs technical pathways stem entry requirements college sixth form apprenticeship internship debit card credit card Google/Apple Pay account number sort code direct debit standing order
ICT Mrs Daniels	<ul style="list-style-type: none"> • The internet • Email – Office 365 • Word Processing - Word • Spreadsheets - Excel 	<ul style="list-style-type: none"> • Encourage students to look at the Think U Know website to find out more about online safety - http://www.thinkuknow.co.uk/ • Encourage students to use a memory stick for saving homework to. Set up subject-specific folders on the stick. 	cc bcc contacts inbox phishing malware scams troubleshooting



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		<ul style="list-style-type: none"> Encourage students to use the computer programmes such as Word, PowerPoint and Publisher. 	attachment text layout tables images audience purpose data sum min max averages
Art Miss Grant	Portrait project Lessons will focus on technical skills and higher-level thinking so students are well-equipped for KS4. Students will use a range of materials and methods that develop their observational skills. Students will plan individual and original sketchbook pages using mixed media and printmaking techniques. <ul style="list-style-type: none"> Observational drawing Proportions of the face Sculptural drawing and painting in the style of Alberto Giacometti Analysing images by Teesha Moore, Gabriel Garcia Roman (Gay icons series), Tim Okamura (Urban portrait series), Wuon Gean ho (Lucid 	<ul style="list-style-type: none"> Encouraging drawing or colouring for pleasure. Keeping a doodle book/scrapbook of ideas and inspirations. 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 Looking at papercutting artists 	tone form blending detail observation perception representation layers imagination psychology description annotation attention accuracy contrast gestural



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	<p>masks), Delita Martin, Deborah Klein and Fiona Morley</p> <ul style="list-style-type: none"> Developing original ideas and researching images. Planning sketchbook pages and selecting subject matter that reflects personality Monoprinting Planning and executing a mixed-media self-portrait 	<ul style="list-style-type: none"> Taking the time to observe surroundings and the patterns made by shadows. There are excellent how-to-draw videos on YouTube with lots of step-by-step guides. Encourage your daughter to explore these. 	<p>fluidity spontaneous expressive impressionistic tertiary colour palette layers</p>
<p>Humanities Mrs Wells</p>	<p>Spring 1: Religious Studies- Buddhism Students will explore</p> <ul style="list-style-type: none"> The teachings of the Buddha The 3 marks of human existence The four noble truths The 8-fold path The life of historical Buddha, Siddhartha Gautama Differences in different branches of Buddhism- Theravada and Mahayana traditions sacred texts, rituals, and festivals to understand how Buddhists express their beliefs. We'll also think about how Buddhism is relevant today, influencing ethics, mindfulness, and global culture. 	<ul style="list-style-type: none"> BBC Bitesize has lots of good videos to support learning about Buddhism Look for evidence of mindfulness and meditation in western culture and discuss the benefits of this The Animated world faiths series has a great video depicting the life of Siddhartha Gautama 	<p>Buddha Nirvana Dharma Annica Ananta Dukkha Karma Sangha meditation enlightenment Theravada Mahayana Stupa Tipitaka</p> <p>alliance assassination propaganda</p>



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	<p>Spring 2: History WW1 Students will learn the following topics</p> <ul style="list-style-type: none"> • The alliances between the great powers • The causes of WW1 • The assassination of Archduke Franz Ferdinand • The use of Propaganda to encourage joining the army • Life in the trenches • The Battle of the Somme • The impact of the war on women • Poetry and art from WW1 • How the Treaty of Versailles led to the Second World War 	<ul style="list-style-type: none"> • Visit the Imperial War museum - taking in the first world war gallery • Discuss the meaning behind • Remembrance Sunday • Share family stories (if there are any) of the great war • There are also a variety of films that cover this topic. A remake of All Quiet on the Western Front is available on Netflix. (This film will not be suitable for all students so please watch it first if you intend to share it with your daughter.) 	<p>trench warfare armistice suffragette suffragist conscription conscientious objector treaty</p>
<p>Catering Mrs Niederberger</p>	<p>This term we will be continuing with the BTEC course:</p> <ul style="list-style-type: none"> • cooking main courses • evidencing skills and adding to portfolios • completing the BTEC written work • planning the final practical 	<ul style="list-style-type: none"> • Encourage your daughter to provide evidence of cooking at home. We need two examples of your daughter cooking and sharing her knowledge outside of school. The two ways are: 1) Photos emailed to me of your daughter cooking a meal at home. 2) Email a recipe to a family member/friend/teacher and say why they are sharing the recipe and share any cooking tips that go along with the recipe. Then forward the email to mrs.niederberger@limpsfield-grange.surrey.sch.uk so I can print it off and put it in her file/portfolio 	<p>al dente knead dice slice economise nutrition nutrients timesheet costings scenario plating time plan dovetailing sequencing</p>



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<p>PE Miss Kenyon</p>	<p>Spring 1 – Teams and tactics (Through varied sports and activities)</p> <ul style="list-style-type: none"> • Development of static skills <ul style="list-style-type: none"> ○ Passing ○ Receiving ○ Controlling the ball ○ Decision making ○ Outwitting an opponent • Movement and agility <ul style="list-style-type: none"> ○ Dribbling with the ball ○ Keeping possession of the ball under pressure ○ Passing and receiving on the move • Competition and performance <ul style="list-style-type: none"> ○ Small-sided conditioned games and drills • Communication and leadership <ul style="list-style-type: none"> ○ Through drills and gameplay • Practice games <ul style="list-style-type: none"> ○ Competition and refinement of skills • Competition/performance <ul style="list-style-type: none"> ○ 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 them to do some 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</p> <p>pose gesture dynamics aesthetics musicality body language expression</p> <p>warmup cooldown cardiovascular heart rate teamwork leadership choice challenge self-assessment refinement</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 <ul style="list-style-type: none"> ○ Poses and gestures • Movement and agility <ul style="list-style-type: none"> ○ Travelling • Competition and performance <ul style="list-style-type: none"> ○ Developing routines • Communication and leadership <ul style="list-style-type: none"> ○ Expressing emotion through body language • Practice games <ul style="list-style-type: none"> ○ Development of routines • Competition/ performance <ul style="list-style-type: none"> ○ Final routines 		personal best
<p>SOLD Mrs L Wells</p>	<p>Surrey Outdoor Learning and Development is part of the week where students work on areas linked to our WACI curriculum. It usually takes place at High Ashurst. Students work particularly on the Wellbeing, Communication and Independence strands.</p> <p>The students undertake activities which promote working as a team, problem-solving, and communicating with each other as well as building resilience and adaptability. Along with this, each student will be encouraged to challenge themselves personally. Students will learn the importance of planning, communication and compromise while working in a team and will work to develop leadership skills.</p> <p>Parents may support us by ensuring students have the right clothing, water and extra equipment necessary including a waterproof coat and a plastic bag for wet shoes in winter weather and a hat and sunscreen in hot weather.</p>		