



LIMPSFIELD GRANGE SCHOOL

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Year 9S 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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<p>Maths Mrs Daniels & Miss Hamilton</p>	<ul style="list-style-type: none"> • Money • Angles • Formula • Ratio and proportion • 2D shapes • Graphs • Decimals including money 	<ul style="list-style-type: none"> • Use Times Table Rockstars at home • Use MyMaths at home (games and lessons) • Use Manga High at home (games and quizzes) • Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy. • Do a little bit of maths every day, even if only for 10 minutes. The more your daughter practices, the better she will become. • Encourage your daughter can tell the time by reading both analogue and digital clocks. • Identify and draw attention to 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!) • Encourage your daughter to help you with cooking and 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. 	<p>quadrilateral polygon regular irregular congruent parallel perpendicular acute obtuse right angle degrees protractor estimate rotate clockwise anti-clockwise co-ordinates horizontal vertical operation inverse equation substitution pence pounds convert</p>
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		<ul style="list-style-type: none"> • Get your daughter involved in your household 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. • Play maths games at home – e.g. dominoes, chess, cards and memory games. 	
Science Mrs Daniels	Food and Nutrition <ul style="list-style-type: none"> • Labelling • Nutrients • Balanced Diet • Digestion • Malnutrition Muscles and Bones <ul style="list-style-type: none"> • Fitness • Muscles and breathing • Muscles and blood • The Skeleton • Muscles and moving 	<ul style="list-style-type: none"> • Talk about the nutritional value of food that your daughter likes/eats in relation to a balanced diet. • Look at food labelling and RDAs. • Look for articles in the news about instances of how food choices and lifestyle choices have an impact on health. • Talk about the links between food and mental health. 	nutrition carbohydrate protein minerals vitamins fat fibre digestion malnutrition obesity muscles respiration breathing



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	<ul style="list-style-type: none"> • Drugs • Drugs and sport • The effects of alcohol on the body <p>Looking at links to: Cardiovascular disease, Obesity, Type 2 Diabetes, Arthritis, Coronary Disease, Stroke (CVA), Dementia, Asthma and COPD, Mental Health and lifestyle choices.</p>		<p>drugs support alcohol cardiovascular disease obesity type 2 diabetes arthritis coronary disease stroke (CVA) dementia asthma and COPD mental health lifestyle choices</p>
WACI Mrs Janaway	<ul style="list-style-type: none"> • Different types of relationships • Sexuality • Relationship and Sex Education – sexual acts and consent • Vocational profiling • Independent careers advice from Innervate Careers • Post-16 choices • Budgeting and value for money 	<ul style="list-style-type: none"> • Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • Look at the Brook and Stonewall websites for information about sexuality: • Sexuality: What's Your Sexual Preferences? – Brook • Stonewall • Look at the Brook website. This website is used in the RSE lessons - Sexual Health & Wellbeing - Brook – Fighting for healthy lives • You can find out more about Innervate Careers by looking at their website - 	<p>monogamous open relationship polygamous platonic long-distance relationship coming out in the closet Pride hormones vagina (and associated slang words) discharge penis (and associated slang words) sex (and associated slang words) age of consent one-night stand</p>



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		<p>Innervate Careers – Independent careers and personal guidance services for schools</p> <ul style="list-style-type: none"> Discuss special offers when you are in the supermarket and discuss whether they are value for money. 	penetrative non-penetrative safer sex condoms pregnant sexually transmitted infection (STI) strengths skills college course apprenticeships supported internships entry requirements receipt reward card lend borrow special offer BOGOF
ICT Mrs Simpson	ICT Functional skills <ul style="list-style-type: none"> Pupils will be focusing on key functional skills this term: Using a computer safely: <ul style="list-style-type: none"> Using and removing a memory stick in the correct way Saving files and using a suitable file name How to safely sit at a computer 	<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. Encourage students to use the computer programmes such as Word, PowerPoint and Publisher. 	applications hardware software cell referencing Autosum gridlines layout bold italics underline



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	<ul style="list-style-type: none"> Using help buttons on applications. <p>Excel:</p> <ul style="list-style-type: none"> How to edit information using instructions Use cell referencing Use basic formulas and Autosum Understand how to print Gridlines and in different layouts. <p>Word:</p> <ul style="list-style-type: none"> To copy certain information from one document to another To use a range of formatting suited to purpose e.g. font sizes and styles, bold, italics, alignment. <p>Email:</p> <ul style="list-style-type: none"> To open and find the correct information in an email. To send a formal email using the correct address and subject. 	<ul style="list-style-type: none"> Encourage students to write emails using a subject which is relevant and using "dear" and the name of who they are writing to. Encourage students to look at posters/advertisements and chat about why they might have been formatted in this way – why they have chosen certain colours or sizes for example. 	<p>alignment formatting subject</p>
<p>Art Miss Grant</p>	<p>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</p>	<ul style="list-style-type: none"> Encouraging drawing or colouring for pleasure. Keeping a doodle book/scrapbook of ideas and inspirations. 	<p>tone form blending detail observation perception</p>



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	<p>sketchbook pages using mixed media and printmaking techniques.</p> <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 masks), Delita Martin, Deborah Klein and Fiona Morley • 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"> • 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 • 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>representation layers imagination psychology description annotation attention accuracy contrast gestural 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 	<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</p>



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	<ul style="list-style-type: none"> • 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 <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>enlightenment Theravada Mahayana Stupa Tipitaka alliance assassination propaganda trench warfare armistice suffragette suffragist conscription conscientious objector treaty</p>
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Catering Mrs Niederberger	<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 	<p>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>	<p>al dente knead dice slice economise nutrition nutrients timesheet costings scenario plating time Plan dovetailing sequencing</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 <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 	<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. 	<p>passing receiving accuracy pace power control possession outwitting teamwork pose gesture dynamics aesthetics musicality</p>



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	<ul style="list-style-type: none"> • 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 <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 	<ul style="list-style-type: none"> • Try to get outside once a day, either to walk, or exercise 	body language expression warmup cooldown cardiovascular heart rate teamwork leadership choice challenge self-assessment refinement personal best
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	<ul style="list-style-type: none"> • Practice games ○ Development of routines • Competition/ performance ○ Final routine 		
SOLD Mrs L Wells	<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>		