



Year 8J Curriculum Overview

Summer Term 2024

| Subject | Areas(s) of Study | Suggestions for parental support and involvement at home | Keywords |
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| English Mrs Simpson | <p>Term 1: Dystopian Fiction</p> <ul style="list-style-type: none"> To read a range of short extracts from different texts in lessons. Finding key information and quotations from texts. To learn about the form and style of a particular type of writing. To assess the styles of writing that are used and be able to use some of these skills in their own writing. Writing descriptions or settings and pictures. Analysing texts to show understanding of the effect of language and to show understanding of the genre. Create a short speech to practice speaking independently in front of the class. <p>Term 2: Shakespeare’s Tempest</p> <ul style="list-style-type: none"> To learn about context and the time that The Tempest was written and first performed. | <ul style="list-style-type: none"> Encourage your daughter to talk about the texts we have studied and their content. Encourage your daughter to read on a daily basis and ask questions about what they have read. Encourage your daughter to express a personal viewpoint on a wide range of topics Encourage your daughter to explain new vocabulary they have learnt on this topic. Encourage your daughter to read non-fiction texts as well as fiction, particularly newspaper reports. Practice using a dictionary at home to look up words that they don’t know. Watch film versions of The Tempest or Dystopian stories such as Wall-E, The Lorax, and The Hunger Games at home to support their learning of Dystopian Fiction. | imagery simile metaphor description setting 5 stage structure sibilance and plosives context monologue act/ scene aside/ stage directions foreshadowing rhyming couplet plot/ subplot |



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| | <ul style="list-style-type: none"> • To learn about the Globe Theatre and audiences at this time. • A focus on analysing character. • Reading the play as a class. • Understanding what a theme is. • Performing short sections of the play. • Understanding how to interpret old English and where some of our language came from. • To continue to develop creative writing skills, particularly description, punctuation and grammar needed to progress. | | |
| <p>Maths Miss Hamilton</p> | <ul style="list-style-type: none"> • Identifying the next terms and the rules in sequences and patterns. Calculating the nth term. • Ratio and proportion – recipes, scaling up and down, expressing word problems as ratios. Sharing in a given ratio. • Probability – working with probability scales, understanding the difference between theoretical and experimental probability. Using probability in venn diagrams. Identify mutually exclusive events. • Construction and 3D shapes – names and properties of 3d shapes, drawing 3d shapes and scale drawings, constructing triangles. Identifying nets. | <ul style="list-style-type: none"> • Try puzzle books/sudoku • Play games that involve mental maths – Monopoly, Scrabble, etc. • Link maths to your daughter’s interests, scores, points, results, league tables. • Wherever possible, involve your daughter in applying her mathematical skills to everyday problems and situations e.g: how long will it take us to get to the supermarket? How far do you think it is? • Practice using measures when preparing food and cooking – e.g. reading scales, measuring out quantities • Look at receipts/ price tags in shops to show decimals in real life scenarios | <p>theoretical experimental trial outcome event likelihood multiples factors sequences ratio proportion probability square numbers square roots prime numbers sequence</p> |



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| | | <ul style="list-style-type: none"> • Look for the use of maths in newspaper articles and magazines. • Use MangaHigh (games centre) • Use TTrackstars (encourage quick recall of times tables) • Use MyMaths (lessons and activities available) • Use Hit The Button and TimesTable Rockstars to practise times tables • Play online Maths games – e.g. Transum Mathematics (http://www.transum.org) | position ratio proportion double halve total construct measure |
| Science Mrs Daniels | Muscles and Bones <ul style="list-style-type: none"> • Fitness • Breathing • The Skeleton • Drugs Energy <ul style="list-style-type: none"> • Food • Transfers and stores • Other energy resources and change | <ul style="list-style-type: none"> • Visit museums that encourage hands-on participation, such as the Science Museum or Natural History Museum • Take a walk in your local area and collect as many different plants as you can or try and spot different wild animals. • Encourage your daughter to write down any scientific questions they think of at home (that you can't answer yourself), then bring it in to ask in class. • Watch science-themed programmes and documentaries together | muscle contract relax circulation blood skeleton drug stimulant depressant addictive hallucinogen biomass nuclear hydroelectric solar panels geothermal |



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| <p>WACI Mrs Janaway</p> | <ul style="list-style-type: none"> • Smoking and vapes • Bank accounts, debit cards and methods of payment • Grooming, nudes and sexploitation • Digital resilience • Employability skills • Prejudice and discrimination • Healthy lifestyle – sunshine and tanning • Healthy lifestyle – sleep routine • Railway and water safety | <ul style="list-style-type: none"> • Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • Discuss the different methods of payment you use. Encourage your daughter to pay for thing in shops using cash and debit card. Ask her to use the receipt to check the change when paying with cash. Help your daughter to read receipts and pick out the important information. • Use the following websites to discuss online safety with your daughter: • Sharing nudes and semi-nudes NSPCC • Online Child Sexual Exploitation - Safeguarding Hub • Use the following websites to discuss sun care with your daughter - How can I keep my child safe in the sun? - Support for Parents from Action For Children | <p>fossil fuel</p> <p>cigarette tobacco vape e-cigarette long/short-term effects current account savings account ATM cash machine credit card debit card Apple Pay Google Pay PIN number contactless reward card social media platform red flag blackmail CEOP privacy reputation strengths areas for development soft skills entry requirements</p> |
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| | | | <p>anti-Semitism Islamophobia racism sexism harassment victimisation stereotype Equality Act vitamin d UVA UVB skin cancer melanoma insomnia blue light open water cold water shock hyperventilate offshore winds current buoyancy aid third rail level crossing recovery position</p> |
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| <p>Art Miss Grant</p> | <p>Under the microscope</p> <ul style="list-style-type: none"> • Drawing inspired by cells, diatoms and coral • Presentation skills • Descriptive vocabulary • Betty Busby • Catrin Mostyn Jones • Rogan Brown • Creating a design sheet • Exploring texture through sample pieces • Painting skills using blended colour • Papier maché sculptures inspired by the work of different artists. • Students will create a range of Art work inspired by microscopic creatures, including mixed media sketchbook pages, paper cutting techniques, textured sample pieces using paper mache, and a 3D outcome. Students will look at the work of contemporary artists and create responses to their work. They will develop presentation and annotation skills to show the process of their ideas. | <ul style="list-style-type: none"> • Encouraging drawing and colouring for pleasure. • Looking at patterns in nature and noticing similarities and differences, e.g. how the branches of trees look similar to the vein pattern in leaves. • Looking at patters within the natural world, e.g. within stones, shells and crystals. • 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 the full tonal range to show form • Blended shading | <p>microcosm magnified close-up analysis pattern organic flowing changing cells diatoms transmission collaboration blended colour texture paper maché mixed-media relief work layers co-operation</p> |
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| <p>ICT Mrs Williamson</p> | <ul style="list-style-type: none"> • To review the use of Excel, including formulas • To understand privacy settings • To revise how to save documents on the school system • Online safety • To develop skills in Word, Powerpoint and Publisher • To make a podcast | <ul style="list-style-type: none"> • Encourage your daughter to look at the Think U Know website to find out more about online safety: http://www.thinkuknow.co.uk/ • You can access the school e-mail system from home by Googling – Office 365 and clicking on ‘Sign in to your account’ - https://login.microsoftonline.com. Full instructions are also on page 7 of your child’s diary. • Encourage the use of a memory stick for saving work to. • Set up subject-specific folders on the stick and at home • Encourage your daughter to use Word, PowerPoint, Excel and Publisher if available at home and practice using some of the new skills at home. | <p>application formatting alignment font netiquette streaming target audience purpose database presentation leaflet search engine browser software hardware filter</p> |
| <p>Humanities Mrs Wells</p> | <p>Term 1: The Industrial Revolution Students will be exploring how British society changed between the 18th and 20th Century. They will consider what life was like in Victorian England looking at how industry affected health and the work of key social reformers of this time. They will explore famous inventions such as the telephone and electricity, thinking about how different life would be today without the inventions. Finally, they will consider crime and</p> | <ul style="list-style-type: none"> • Talk about how things have changed in your lifetime. Share what things were different when you were growing up such as technology and gadgets. • Visit a local museum to discover objects from the 18th Century. • Watch Horrible Histories. • Explore BBC Bitesize | <p>revolution domestic system mechanised luddites British Empire entrepreneurs overcrowding public health cholera</p> |



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| | <p>punishment in Victorian England, discovering how policing in the UK began and use historical sources to investigate the infamous Jack the Ripper</p> <p>Term 2: The Role of Women Students will learn about how the role of women has changed over the course of history. They will look at how women have been viewed in different cultures around the world and think about how they were viewed in the UK. They will consider the idea of human rights and about the right to protest. They will consider how different religions see women and begin to ask ethical questions about how people are treated in society.</p> | <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/subjects/zk26n39 • Talk about how the role of women has changed in society. • Discuss the idea of voting in a democracy. • Visit a local library and find out information about a famous Suffragette. • Find out about powerful women activists today such as Malala and Greta Thunberg . | <p>sewers classes magistrates constables capital offence The Bow Street Runners The Metropolitan Police suffragette suffragist protest political Activism rights democracy empower pacifism culture religion belief</p> |
| <p>Catering Mrs Niederberger</p> | <p>Our theme for the summer term is all about healthy lunches and nutrition and the second half is about desserts. We will also look at costing a recipe and understanding what a time plan is. Foods we will cook over the summer term include:</p> <ul style="list-style-type: none"> • Roasted Veg and Couscous salad • Layered Salad • Tortilla Pizza • Stuffed Jacket Potatoes | <ul style="list-style-type: none"> • Encourage your daughter to cook at home, helping out with food preparation. Support her to practise her knife skills using the claw grip and bridge hold. Doing the washing up and packing away of dishes would also be useful. • Support your daughter to understand what you could serve with various meals. e.g. spaghetti with garlic bread. | <p>Eatwell Guide nutrients nutrition carbohydrates protein al dente whisk layer time plan</p> |



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| | <ul style="list-style-type: none"> • Sweet Mini Pancakes • Bread and Butter pudding • Malva Pudding • Key lime Pie • Self-Saucing Chocolate Pudding • Welsh Cakes | <ul style="list-style-type: none"> • Discuss with your daughter healthy meal options and snacks. | <ul style="list-style-type: none"> sequence dovetail alternatives mash pipe juice blend |
| <p>PE Miss Kenyon</p> | <p>Striking and Fielding - General overview</p> <ul style="list-style-type: none"> ○ Fielding skills ○ Throwing ○ Catching ○ Fielding ○ Long barrier ○ Bowling ○ Batting skills ○ Grip ○ Stance ○ Aim ○ Tactical decisions – when to run ○ Game play ○ Diamond cricket or conditioned games. | <ul style="list-style-type: none"> • Ensure your daughter has a full PE kit, hair band, water bottle, appropriate trainers and deodorant on her PE day. • On the evening of PE day (Thursday), encourage your daughter to do some different stretches to ease potential muscle soreness • Encourage your daughter to be active over the weekend/ evenings • 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. | <ul style="list-style-type: none"> warmup cooldown cardiovascular heart rate teamwork leadership choice challenge self-assessment personal best over arm under arm cushioning bowling long barrier linking back up play accuracy batting directing the ball space |



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| | <p>Movement skills (runs, jumps and throws)</p> <ul style="list-style-type: none"> ○ Throwing ○ Push throw – Shot ○ Pull – Javelin ○ Running ○ Sprints ○ Middle distance ○ Jumping ○ Standing long jump ○ Long jump ○ Triple jump | | <ul style="list-style-type: none"> teamwork tactics scoring 'out' teamwork rules direction push power rotation strength extend pull release safe collect measure pacing aerobic anaerobic reaction times speed endurance run-up take off height distance swing |
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| SOLD Mrs Salter | <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 hot weather.</p> | | |