



Curriculum Overviews Autumn 2024

Year 11H

Subject	English	Teacher: Mrs Forbes
Course specification	AQA GCSE English Language AQA GCSE English Literature Pearson Functional Skills English	
Termly units of study	<ul style="list-style-type: none"> • We will be revising and preparing for the Mock exams • We will be revising skills needed for both Language Papers – Creative Texts and Non-Fiction/Viewpoints • We will be reading and watching A Christmas Carol and Macbeth looking at the social and historical context of both texts, character, setting and narrative • We will be looking at how writers use language and spend time developing personal and convincing responses to the texts • We will also develop the ability to use evidence from the texts to support a personal point of view • Tasks will include using visual images to support learning and if appropriate students will also be introduced some examination practice using the texts • Students will be looking at model answers and mark schemes. 	
Suggestions for Parental Support at home	<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 • Ask her summarise what she has learned • Discuss word choices and how they often make a picture in your head and how different words make the reader feel • 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 • 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 	



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Keywords

theme
explore
explain
personal opinion
character
plot
language
structure

setting
clues
example
social and historical context
Victorian
Edwardian
authority
social class

status
poetry
prose
letter
diary
opinion
text



Subject	Maths	Teacher: Mr McMillan	
Course specification	OCR GCSE Mathematics		
Termly units of study	<ul style="list-style-type: none"> • Graphs • Working in 3D • Calculations • Pythagoras and Trigonometry 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Encourage your daughter to do some 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. • Involve your daughter in 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 leave?', 'How long will it take to get to a destination based on your speed?' etc. • Make sure your daughter can tell the time by reading both analogue and digital clocks. • Play Maths games- e.g. dominoes, chess, cards and memory games. 		
Keywords	co-ordinate gradient y-intercept distance-time speed acceleration face edge vertex cube cuboid prism pyramid	net surface area volume cylinder cone sphere index base power square root cube root terminating recurring	exact calculation standard form hypotenuse adjacent opposite SOHCAHTOA



Subject	Statistics	Teacher: Mr McMillan	
Course specification	Pearson GCSE Statistics		
Termly units of study	<ul style="list-style-type: none"> • Scatter diagrams and correlation • Time series • Further summary statistics • Probability distributions 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Look for news items that use statistics, or which show statistical charts or time series. These could be presented either by journalists or interviews with politicians. Help your daughter to read and understand what the news item is covering and is trying to report. What research could your daughter do to 'fact-check' the news story? 		
Keywords	scatter diagram correlation interpolation trend line index numbers RPI (retail price index) binomial and normal distribution	explanatory (independent) variable causation extrapolation seasonal variation base CPI (consumer price index) standardised scores	response (dependent) variable line of best fit correlation coefficient moving average GDP (gross domestic product) control charts



Subject	Biology	Teacher: Mrs Dixon
Course specification	Edexcel GCSE Biology	
Termly units of study	<p>SB2 Cells and Control</p> <ul style="list-style-type: none"> • Stem cells • The Central and Peripheral nervous system • Brain and spinal cord problems • The eye • Neurotransmission <p>SB5 Health, Disease and the Development of medicine</p> <ul style="list-style-type: none"> • Non-communicable diseases • Cardiovascular diseases • Pathogens • Virus life cycles • Plant diseases • The immune system • Antibiotics <p>SB6 Plant Structures and their functions</p> <ul style="list-style-type: none"> • Photosynthesis • Transpiration and translocation • Plant adaptations • Plant hormones 	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Encourage your daughter to answer practice exam questions and use the mark scheme to observe how to improve their score. • Practise a variety of revision techniques including using a flow diagram to describe a scientific process and then explaining each part using key terminology. Annotating diagrams is also a useful way to revise, such as the endocrine system. • Watch science documentaries on TV/ computer, particularly those by BBC. • Try home science experiments - here is a great website: https://www.sciencefun.org/kidszone/experiments/ • Read and discuss science topics in the news – use the internet to research background. • Make flash cards with your daughter to support her in learning the keywords from each topic. 	



	<ul style="list-style-type: none">• Watch and make notes on 'Crash Course' YouTube videos. Your daughter may want to watch these at a slightly slower speed as they get through the information very quickly.• Encourage your daughter to notice when she has experienced a 'fight, flight, freeze' situation and enable her to reflect scientifically on how her endocrine and nervous systems were responding.• GCSE: Encourage your daughter to use Quizlet or BBC 'Bitesize' to revise																																				
Keywords	<table><tr><td>stem cells</td><td>cardiovascular</td><td>xylem</td></tr><tr><td>cerebral cortex</td><td>virus</td><td>phloem</td></tr><tr><td>cerebellum</td><td>epidemic</td><td>adaptations</td></tr><tr><td>medulla oblongata</td><td>lesions</td><td>phototropism</td></tr><tr><td>hypothalamus</td><td>immunisation</td><td></td></tr><tr><td>spinal cord</td><td>antibiotics</td><td></td></tr><tr><td>neurone</td><td>resistance</td><td></td></tr><tr><td>neurotransmission</td><td>photosynthesis</td><td></td></tr><tr><td>pathogen</td><td>polymer</td><td></td></tr><tr><td>communicable and non-communicable</td><td>stomata</td><td></td></tr><tr><td>disease</td><td>gas exchange</td><td></td></tr><tr><td>immune system</td><td>permeable and semi-permeable membrane</td><td></td></tr></table>	stem cells	cardiovascular	xylem	cerebral cortex	virus	phloem	cerebellum	epidemic	adaptations	medulla oblongata	lesions	phototropism	hypothalamus	immunisation		spinal cord	antibiotics		neurone	resistance		neurotransmission	photosynthesis		pathogen	polymer		communicable and non-communicable	stomata		disease	gas exchange		immune system	permeable and semi-permeable membrane	
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Subject	Art	Teacher: Miss Grant
Course specification	AQA GCSE Fine Art	
Termly units of study	<p>GCSE Coursework</p> <p>Students will ensure that their coursework meets all the Assessment Objectives for the course and will make changes as required to improve their work.</p> <ul style="list-style-type: none"> • Developing Ideas for a personal response • Researching relevant images • Taking own photos • Exploring materials to show purposeful experimentation • Creating a personal response • Refining work and making improvements • Annotating work to show the process of ideas • Presentation skills through sketchbooks and mounted sheets 	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Students are aiming to complete their coursework by the end of this term. There will be some flexibility and opportunity to refine work in January but the majority of the coursework needs to be finished before then. <i>Encourage your daughter to seek support if she is finding the deadlines difficult to manage – we are here to help!</i> • Ensure that homework tasks are completed so students are managing their time effectively. • Own photos that are relevant to individual's projects will contribute to the coursework so provide opportunities for this at home if possible. Photos should be put on a Word or Powerpoint document and emailed to miss.grant@limpsfield-grange.co.uk. • Encourage drawing from images and objects to help build technical skills. • Discuss Art and artists' work and how ideas can be developed. 	



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Keywords

assessment objectives
recording
observing
relevant images
purposeful
experimentation
fluent
controlled

refining
exploring
personal
meaningful
visual language
composition
planning
mounting

selecting
evaluating
subject matter
content
mood
form
analysis



Subject	PE	Teacher: Miss Kenyon
Termly units of study	<p>Autumn 1 - Hand-eye co-ordination (Through varied sports and activities)</p> <ul style="list-style-type: none">• Warm-ups• Development of static skills<ul style="list-style-type: none">○ Throwing○ Catching○ Controlling the ball• Movement and agility<ul style="list-style-type: none">○ Catching on the move○ Passing on the move• Competition and performance<ul style="list-style-type: none">○ Small sided conditioned games• Communication and leadership<ul style="list-style-type: none">○ Through drills and game play• Practice games<ul style="list-style-type: none">○ Competition and refinement of skills• Competition/performance<ul style="list-style-type: none">○ Game play and tournaments <p>Autumn 2 -Balance and flexibility (Stability skills) (Through varied sports and activities)</p> <ul style="list-style-type: none">• Development of static skills<ul style="list-style-type: none">○ Balances• Movement and agility<ul style="list-style-type: none">○ Ways to travel• Competition and performance<ul style="list-style-type: none">○ Developing routines• Communication and leadership<ul style="list-style-type: none">○ Through pair and group work• Practice games	



	<ul style="list-style-type: none"> ○ Development of routines ● Competition/ performance ○ Final routines <p>Continuous focus throughout the year on;</p> <ul style="list-style-type: none"> ● warmups ● cooldowns ● types of fitness ● heart rate ● teamwork ● leadership ● choice ● challenge ● self-assessment ● refinement ● personal best 															
<p>Suggestions for Parental Support at home</p>	<ul style="list-style-type: none"> ● Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their 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 															
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Subject	RE	Teacher: Mrs Wells
Course specification	AQA Religious Studies A Christianity and Islam	
Termly units of study	<p>Crime and Punishment</p> <ul style="list-style-type: none"> • Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime • opposition to an unjust law. • Views about different types of crime, including hate crimes, theft and murder. • The aims of punishment, including: <ul style="list-style-type: none"> • retribution • deterrence • reformation. • The treatment of criminals, including: <ul style="list-style-type: none"> • prison • corporal punishment • community service. • Forgiveness. • The death penalty. • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life. <p>Muslim Practices</p> <ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam • Shahadah: declaration of faith and its place in Muslim practice. • Salah and its significance: how and why Muslims pray • key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. • Sawm: the role and significance of fasting during the month of Ramadan • Zakah: the role and significance of giving alms • Hajj: the role and significance of the pilgrimage to Makkah • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; 	



	<ul style="list-style-type: none"> • Festivals and commemorations and their importance for Muslims in Great Britain today 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Encourage your daughter to access revision materials on BBC Bitesize • Visit Seneca Learning and complete all relevant sections • Help your daughter to learn key Biblical and qur'anic quotes- they should have at least 5 for each unit • Reflect on news reports that relate to the curriculum • Listen to BBC thought for the day which often relates to topics covered in RE 		
Keywords	suffering crime poverty addiction retribution deterrence reformation	forgiveness death penalty sanctity of life Shahadah Salah Jummah Sawm	Zakah Khums Hajj Jihad Id-ul-Adha Ashura



Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Compromise and negotiation • Careers – looking for a job • Basic First Aid • Mental wellbeing • Relationship and Sex Education – reproduction 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • Encourage or show your daughter how to book a doctor or dentist appointment. • Encourage your daughter to use an online shopping website (with your supervision!). • Support your daughter with developing independent travel skills on public transport. • Discuss current financial news stories. • When watching TV programmes or films discuss the consequences of the characters behaviour. • Take an interest in what your daughter does online. Talk to her about the games and social media apps she uses. • Check the age limit for games and social media. WhatsApp has an age limit of 16. 		
Keywords	win-win CV covering letter/email application form personal statement referee interview questions	health and safety CPR defibrillator self-diagnosis breast examination self-diagnosis stress exam pressure revision strategies	pregnancy pregnancy test unprotected sex vaginal birth caesarean section abortion surrogacy foster adopt menopause