



Curriculum Overviews Autumn 2024

Year 8DN

Subject	English	Teacher: Mrs Simpson
Termly units of study	<p>Classic Text: Of Mice and Men</p> <ul style="list-style-type: none">• Learning about the context of 1930's America• Reading the full novella as a class• Developing reading skills – predict, clarify, question and summarise.• Descriptive writing practice based on the novella• Understanding theme, setting and character• Comprehension of a text• Analysis of language in a text (the effect of specific words)• Considering the author's intention• Persuasive writing techniques• Review writing• Speaking and listening – role play• Focusing on technical writing skills e.g. punctuation and sentence construction• Using a dictionary and learning key vocabulary <p>Gothic Genre: Gothic Literature extracts including the Frankenstein playscript</p> <ul style="list-style-type: none">• Understanding the conventions of Gothic Literature• Planning and writing own gothic stories• Using a dictionary and thesaurus• Skimming and scanning• Spelling rules• How to approach an unseen text and exam skills• Understanding the difference between play and prose• Performance skills• Continuing to develop analysis of language and the effect of words used• Developing comprehension.	



Suggestions for Parental Support at home	<ul style="list-style-type: none">• Encourage your child to talk about the texts. Explaining the plot, characters, setting etc. will help to consolidate learning• Encourage your child to research around the text and the play independently, either online or by asking family members• Encourage your child to read on a daily basis and do ask questions about what they have read.• Encourage your child to express a personal viewpoint on a wide range of topics• Encourage your child to explain new vocabulary they have learnt in this topic.• Encourage your child to read non-fiction as well as fiction, particularly reviews and advertising.• Practice using a dictionary at home to look up words that they don't know.	
Keywords	prediction character theme analysis symbol symbolism personal response form	live theatre conventions summary comparing terminology mood tone of voice improvisation



Subject	Maths	Teacher: Miss Hamilton and Mrs Dixon																								
Termly units of study	<ul style="list-style-type: none"> • Whole number and decimals • Expressions and formulae • Angles and 2D shapes 																									
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Use Times Table Rockstars at home • Use Sparx Maths at home • 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 to 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, weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units. • 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. 																									
Keywords	<table border="0"> <tr> <td>digit</td> <td>compare</td> <td>right angle</td> </tr> <tr> <td>place value</td> <td>total</td> <td>polygon</td> </tr> <tr> <td>decimal point</td> <td>altogether</td> <td>quadrilateral</td> </tr> <tr> <td>integer</td> <td>expression</td> <td>polygon</td> </tr> <tr> <td>negative number</td> <td>formula</td> <td>pentagon</td> </tr> <tr> <td>greater than</td> <td>obtuse</td> <td>hexagon</td> </tr> <tr> <td>less than</td> <td>acute</td> <td></td> </tr> <tr> <td>order</td> <td>reflex</td> <td></td> </tr> </table>		digit	compare	right angle	place value	total	polygon	decimal point	altogether	quadrilateral	integer	expression	polygon	negative number	formula	pentagon	greater than	obtuse	hexagon	less than	acute		order	reflex	
digit	compare	right angle																								
place value	total	polygon																								
decimal point	altogether	quadrilateral																								
integer	expression	polygon																								
negative number	formula	pentagon																								
greater than	obtuse	hexagon																								
less than	acute																									
order	reflex																									
Subject	Science	Teacher: Mrs Dixon																								



Termly units of study	<ul style="list-style-type: none">• Food and Nutrition• Microbes• Energy																					
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Look out food labels and best before dates on food packaging. Discuss what they mean and how to make healthy choices.• Encourage your daughter to identify the food groups she is eating at mealtimes.• Visit museums e.g. The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell).• Encourage your daughter to find out what fuels are used to heat her home and cook food.• Encourage your daughter to read or watch science related news articles, for example Newsround.• Use real-life opportunities to discuss microbes (bacteria and viruses) and encourage good personal hygiene.• Watch science themed programmes and documentaries together, for example Brian Cox and David Attenborough to enthuse your daughter about science.• Try fun 'kitchen chemistry' experiments together, for example 'making a volcano' with vinegar and sodium bicarbonate.• Practise spelling scientific keywords.																					
Keywords	<table><tr><td>diet</td><td>enzyme</td><td>unicellular</td></tr><tr><td>protein</td><td>thermal</td><td>multicellular</td></tr><tr><td>carbohydrate</td><td>gravitational</td><td>disease</td></tr><tr><td>nutrients</td><td>fossil fuel</td><td>bacteria</td></tr><tr><td>balance</td><td>renewable</td><td>fungus</td></tr><tr><td>malnutrition</td><td>microorganism</td><td></td></tr><tr><td>digest</td><td>microbe</td><td></td></tr></table>	diet	enzyme	unicellular	protein	thermal	multicellular	carbohydrate	gravitational	disease	nutrients	fossil fuel	bacteria	balance	renewable	fungus	malnutrition	microorganism		digest	microbe	
diet	enzyme	unicellular																				
protein	thermal	multicellular																				
carbohydrate	gravitational	disease																				
nutrients	fossil fuel	bacteria																				
balance	renewable	fungus																				
malnutrition	microorganism																					
digest	microbe																					



Subject	Art	Teacher: Miss Grant
Termly units of study	<p>Trees project Students will continue to develop their drawing skills using trees as subject matter. They will design and create a reduction using poly or lino.</p> <ul style="list-style-type: none">• To be able to use mark-making to create a sense of space.• To analyse how artists Vincent Van Gogh and Gustav Klimt represented trees• To develop drawing skills using mixed media• To be able to create a reduction print of a forest scene. <p>Exploratory sculpture Lessons will focus on how to record ideas and make links with artists' work. Students will continue to build on their drawing technique and will develop methodical independent working skills. Students will have opportunities to present their work and explain their ideas.</p> <ul style="list-style-type: none">• To develop shading skills to show form.• To develop pen and wash skills.• To be able to record ideas through sketching and thought showers.• To develop descriptive language• To analyse the work of Peter Randall Page and Andy Goldsworthy.• To develop presentation skills within a sketchbook• To be able to explore sculptural forms using plasticine• To be able to record a process of experimentation using photographs.	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Encouraging drawing or colouring for pleasure.• Keeping a doodle book/scrapbook of ideas and inspirations from nature.• 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 books on nature and the natural world• Taking the time to observe nature in the garden or out on a walk.	
Keywords	tonal range	surface
		experiment



LIMPSFIELD GRANGE SCHOOL

'together we make a difference'

form
detail
description
thought shower
links
abstract
simplify
stylise
sculpture

meaning
intention
artist research
annotation
presentation
order
organised
methodical
exploration

recording
explaining
resilience
analysis
evaluation
printmaking
mark-making
directional marks
layers
registration



Subject	Catering	Teacher: Mrs Niederberger
Termly units of study	<ul style="list-style-type: none">• Health and Safety• Hazards• The 8 Healthy Eating Guidelines• Starchy Foods – rice, pasta, bread, potatoes• Fats• Sugars• Fibre• Vitamins and Minerals• Choosing Recipes• Quick snack treats• Party treats <p>Dishes likely to include:</p> <ul style="list-style-type: none">• Granola Bars• Frittata• Soda bread & homemade butter• Breakfast Cereal Cookies• Drop Scones• Rocky Road Crunch bars• Scones	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Students to please practice cooking a range of different dishes and use different skills. Recipes will be sent home after each Catering lesson for students to practice.• Explore and use new and different ingredients, learn to substitute ingredients. Introduce students to a variety of ingredients they might not be familiar with, such as quinoa, tofu, or exotic fruits and vegetables. Learning to substitute ingredients is also crucial. For example, if a recipe calls for buttermilk and they don't have any, they can use a mixture of milk and lemon juice as a substitute. This skill is particularly useful for accommodating dietary restrictions or preferences.• Encourage students to try new foods and tastes.	



	<ul style="list-style-type: none">Look at recipes in magazines and watch cooking shows on TV. Encourage students to look for recipes that interest them and try them out at home. Shows like "MasterChef" or "The Great British Bake Off" can be both educational and entertaining. They can learn new techniques, discover new ingredients, and get ideas for presentation and plating.															
Keywords	<table><tr><td>balanced diet</td><td>digestion</td><td>vitamins</td></tr><tr><td>hazards</td><td>obesity</td><td>minerals</td></tr><tr><td>starchy foods</td><td>nutrients</td><td>fats</td></tr><tr><td>guidelines</td><td>protein</td><td>fibre</td></tr><tr><td>saturated and unsaturated fats</td><td>carbohydrates</td><td></td></tr></table>	balanced diet	digestion	vitamins	hazards	obesity	minerals	starchy foods	nutrients	fats	guidelines	protein	fibre	saturated and unsaturated fats	carbohydrates	
balanced diet	digestion	vitamins														
hazards	obesity	minerals														
starchy foods	nutrients	fats														
guidelines	protein	fibre														
saturated and unsaturated fats	carbohydrates															



Subject	Humanities		Teacher: Mrs Wells																											
Termly units of study	<p>Half term 1</p> <ul style="list-style-type: none"> We will be looking at the development of the British Empire and the impact that the Empire had on Britain- Including events such as the Great Exhibition. We will also look at the Empire from the point of view of the people who were colonised and consider whether or not it was a good thing. <p>Half Term 2</p> <ul style="list-style-type: none"> We will examine what it means to be a hero today. We will study the following 'Heroes' and think about how their beliefs affected their actions. We will assess the achievements of each hero and consider who students think are the greatest heroes today. <ul style="list-style-type: none"> Gandhi Maximilian Kolbe Dali Lama Malala Nicky Cruz 																													
Suggestions for Parental Support at home	<ul style="list-style-type: none"> Encourage discussion about how and what we believe may affect how we behave. Look for examples of people in the news who are doing good work and talk about how they are doing it. If possible, visit local museums Encourage discussions around the causes and impact of things to become used to using these terms Encourage reading around history, Horrible History books, and documentaries about the empire Talk to your daughter about role models, share the people you look up to and explain why 																													
Keywords	<table border="0"> <tr> <td>empire</td> <td>abolition</td> <td>courage</td> </tr> <tr> <td>colonialism</td> <td>nationalism</td> <td>compassion</td> </tr> <tr> <td>monarchy</td> <td>decolonization</td> <td>nonviolence</td> </tr> <tr> <td>commonwealth</td> <td>legacy</td> <td>activism</td> </tr> <tr> <td>indigenous</td> <td>hero</td> <td>equality</td> </tr> <tr> <td>trade</td> <td>sacrifice</td> <td>Civil Rights</td> </tr> <tr> <td>culture</td> <td>Auschwitz</td> <td>peace</td> </tr> <tr> <td>Triangular Trade:</td> <td>martyr</td> <td>Social Justice</td> </tr> <tr> <td>slavery</td> <td>Taliban</td> <td></td> </tr> </table>			empire	abolition	courage	colonialism	nationalism	compassion	monarchy	decolonization	nonviolence	commonwealth	legacy	activism	indigenous	hero	equality	trade	sacrifice	Civil Rights	culture	Auschwitz	peace	Triangular Trade:	martyr	Social Justice	slavery	Taliban	
empire	abolition	courage																												
colonialism	nationalism	compassion																												
monarchy	decolonization	nonviolence																												
commonwealth	legacy	activism																												
indigenous	hero	equality																												
trade	sacrifice	Civil Rights																												
culture	Auschwitz	peace																												
Triangular Trade:	martyr	Social Justice																												
slavery	Taliban																													



Subject	ICT	Teacher: Mrs Daniels	
Termly units of study	<ul style="list-style-type: none"> • Reminder of skills needed for the school day • Understand key words linked to concepts and key terms • Know the key features of digital devices • Compare usage of digital devices • identify pros and cons of each device and their overall popularity • Investigate other devices available on the market and give opinions of the future of technology as a whole • Using devices and handling information • Navigate online content to locate required information • E-Safety and communicating online - Understanding the need to stay safe and respect others when using the internet and communicating online 		
Suggestions for Parental Support at home	<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/ • Encourage your daughter to send homework, completed on the computer, to the teacher using e-mail. • 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 student planners. • 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 		
Keywords	casting AI digital device smart P.C. laptop apps desktop	console stream wearable handheld online navigate hyperlink URL	validity bystander block delete cyberbullying personal privacy



Subject	PE	Teacher: Miss Kenyon
Termly units of study	Autumn 1 - Hand-eye co-ordination (through varied sports and activities)	
	<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 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	
	Autumn 2 -Balance and flexibility (Stability skills) (Through varied sports and activities)	
	<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 																		
<p>Keywords</p>	<table border="0"> <tr> <td>over arm</td> <td>indicate</td> <td>aesthetically</td> </tr> <tr> <td>under arm</td> <td>movement</td> <td>fluid</td> </tr> <tr> <td>accuracy</td> <td>core strength</td> <td>balance</td> </tr> <tr> <td>control</td> <td>stability</td> <td></td> </tr> <tr> <td>cushioning</td> <td>extension</td> <td></td> </tr> <tr> <td>space</td> <td>tension</td> <td></td> </tr> </table>	over arm	indicate	aesthetically	under arm	movement	fluid	accuracy	core strength	balance	control	stability		cushioning	extension		space	tension	
over arm	indicate	aesthetically																	
under arm	movement	fluid																	
accuracy	core strength	balance																	
control	stability																		
cushioning	extension																		
space	tension																		



LIMPSFIELD GRANGE SCHOOL

'together we make a difference'

Subject	SOLD	Teacher:
Termly units of study	<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>	



Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Careers • Financial literacy • Online safety and digital resilience • Romantic relationships and sexuality • Fixed and growth mindset • Healthy lifestyle • Smoking and vapes 		
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. • Discuss jobs that you and other family members have done and what they entailed. • Talk about how you budget and pay for household items. • Take your daughter shopping and look at price comparison for value. 		
Keywords	workplace environment dress code health and safety value for money current account savings account balance interest phishing harmful content evaluate critical thinking grooming nudes	sexual exploitation CEOP harassment fancy age of consent consent age of consent masturbation gender transgender non-binary LGBT+ heterosexual homosexual	bisexual endorphins concentration active balanced diet hydrated motivation light, moderate and vigorous exercise inactive health risks addicted nicotine carcinogenic