



Curriculum Overviews Autumn 2024

Year 9D

Subject	English		Teacher: Mrs Simpson/Mrs Forbes
Termly units of study	<p>Animal farm Noughts and Crosses</p> <ul style="list-style-type: none"> • We will be reading a classic text, discussing plot, character, context and setting • We will be reading a modern play and making comparisons with Romeo and Juliet • We will also be exploring the writer's use of language and key themes as preparation for literature analysis at KS4 • Students will be encouraged to develop their own personal response and support this with detailed references to the texts using PETAZL • Students will explain, comment on and analyse how writers use language and structure and compare writers' ideas and perspectives • In their own writing they will be encouraged to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Where appropriate Core Skills will be revisited to prepare students for a Functional Skills pathway 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Talk to your daughter about her work, ask her to share the positive points from each week • Ask your daughter to tell you something about the characters in the texts and to summarize the story • Ask her about the key themes and how these are used • Discuss your own reading • Encourage your daughter to read and write for pleasure and ask her to summarise, predict, ask questions and to clarify words she may not know 		
Keywords	character form personal response context structure predict	allegory propaganda live theatre conventions setting plot	theme analysis symbol



Subject	Maths		Teacher: Mr McMillan
Termly units of study	<ul style="list-style-type: none"> • Whole numbers and decimals • Measures, perimeter and area • Expressions and formulae • Fractions, decimals and percentages 		
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	indices estimate prime metric units diameter change the subject substitute numerator mixed number recurring decimal	significant figures factor HCF (highest common factor) area radius expand denominator proportion terminating decimal	rounding multiple LCM (lowest common multiple) circumference speed factorise simplify a fraction percentage improper fraction



Subject	Science		Teacher: Mrs Dixon
Termly units of study	<ul style="list-style-type: none"> • Plant Growth • Genetics and Evolution 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Read popular science books and magazines with your daughter. • Discuss scientific issues that appear in the news, encourage her to think about issues that may affect her, such as climate change • Get your daughter to think about issues where there is no right or wrong answer, such as genetic modification and help her to explore all sides of an argument before forming her own opinion. • Encourage your daughter to use a stopwatch, read a thermometer and measure liquid into a jug. • Watch BBC documentaries featuring David Attenborough, such as 'Kingdom of Plants' and 'The Green Planet'. • Visit museums and exhibitions. • Take a walk in your area and observe the diversity of plant and animal life. • Encourage your daughter to grow a plant, a flower or her own vegetables/fruit. 		
Keywords	variation gene chromosome DNA evolution natural selection classification biodiversity	extinct reproduction hybrid asexual photosynthesis chloroplasts chlorophyll	aerobic respiration gas exchange adaptation transpiration translocation



Subject	Art		Teacher: Miss Grant
Termly units of study	<p>Composition</p> <ul style="list-style-type: none"> • Georgia O’Keeffe, Charles Rennie Mackintosh • To be able to create an artist research page with images, a thought shower and analysis • To know what information to provide about artists • To be able to develop exploratory compositions • To develop shading skills using blended colours • To be able to combine images to create new compositions • To know how to balance colour and tone within a composition. • To be able to present a range of design ideas • To be able to select the most successful work. • To create a silk painting 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Here are some useful resources: Who is Georgia O'Keeffe? – Who Are They? Tate Kids, The Georgia O'Keeffe Museum, Art nouveau – Art Term Tate, Charles Rennie Mackintosh - BBC Bitesize • Encouraging drawing or colouring for pleasure 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 a ruler for straight lines ○ Using the full tonal range to show form • Good quality colouring pencils will produce richer and brighter colours. I recommend Faber-Castell Polychromos or Prismacolour pencils (they are pricey but worth it!) 		
Keywords	modernism abstraction stylised elegant refined flowing annotation	balance structure natural form complementary colour composition layering thought shower	selection purposeful exploration design sheet personal response final idea



Subject	Catering	Teacher: Mrs Niederberger
Course specification	BTEC Level 2	
Termly units of study	<p>Introduction to the BTEC Home Cooking Skills Course</p> <ul style="list-style-type: none"> • Food safety and hygiene • How to eat healthily • Food shopping and planning • Working to a budget • Economising • Understanding labelling • meat safety • Breakfasts • Soups • Eggs • Sandwiches • Pastry • Lunches • Salads • Choosing recipes 	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Students need to provide evidence of how they have passed on information to others about cooking meals at home from scratch. <p>Evidence could include:</p> <ul style="list-style-type: none"> • Photographs of them cooking at home (Encourage students to cook at home – photograph any practical cooking and bring the photos to school to build up their portfolio for their files. If photos can't be printed out at home email them to me at mrs.niederberger@limpsfield-grange.surrey.sch.uk and I will print them.) • Copies of emails sending recipes on to family and friends • Witness statements from others that have tasted of their cooking and witness their skills. 	



	<ul style="list-style-type: none">• Students need to practice cooking a range of different dishes and skills; they need to practice cooking more than one dish at a time for eg, a main dish and a dessert.• Explore and use new and different ingredients from shops• Encourage students to try new foods and tastes• Look at recipes in magazines and cookery programmes on television												
Keywords	<table><tr><td>safety</td><td>economising</td><td>planning</td></tr><tr><td>hygiene</td><td>budget</td><td>expenses</td></tr><tr><td>cross-contamination</td><td>costing</td><td>sterilization</td></tr><tr><td>bacteria</td><td>timings</td><td></td></tr></table>	safety	economising	planning	hygiene	budget	expenses	cross-contamination	costing	sterilization	bacteria	timings	
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Subject	Humanities	Teacher: Mrs Wells
Termly units of study	<p>Half term 1 We will be studying population and its impact on the development of the world</p> <ul style="list-style-type: none"> • Where people live and why • How a country's population changes over time • Birth rates and death rates and the impact of these on local area development • Problems faced by different types of the population - for example, pressures caused by an aging population • Government policies on population control around the world • Reasons for migration including economic and social reasons • Refugees <p>Half term 2 We will be developing the key skills of geography by investigating both the human and physical geography of a country. This will be a research project where students will create "Country in a Box" Students will research the following information about their country</p> <ul style="list-style-type: none"> • Biomes and habitats • Population density • Physical, Choropleth, Political and Topographical maps • Statistical information focusing on growth and development • Natural disasters • Sustainable developments • Religion and culture 	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Encourage your daughter to read the news and discuss issues concerning immigration and refugees • Visit www.worldometers.info/wprld-population and discuss what is happening to the world population and how this may make some people feel • Discuss the reasons for poverty in LEDC and how governments can help • Find out about local charities in your area and what they do to support those living in poverty around the world • Discuss the different features of countries around the world, look for them on maps and atlases 	



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Keywords

population
demography
birth rate
death rate
population density
urbanization
rural
migration
immigration
emigration

population pyramid
fertility rate
life expectancy
dependency ratio
overpopulation
migration push factors
migration pull factors
urban sprawl
Biome
choropleth

topographical
sustainability



Subject	ICT	Teacher: Mrs Daniels	
Course specification	Digital Functional Skills EL3/L1		
Termly units of study	<ul style="list-style-type: none"> • Reminder of skills needed for the school day. • Understand keywords linked to concepts and key terms • Know the key features of digital devices. • Compare usage of digital devices • identify the pros and cons of each device and their overall popularity. • Investigate other devices available on the market and give opinions on the future of technology as a whole. • Using devices and handling information. • Navigate online content to locate required information. • Transacting • Using online services • Buying securely online • Set up and use security features (including authentication methods) to access devices and online services 3 		
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 on. • Set up subject-specific folders on the stick at home. • Encourage your daughter to use Word, PowerPoint, Excel and Publisher if available at home. 		
Keywords	casting AI digital device P.C. laptop apps desktop console	stream wearable handheld online URL validity hyperlink transact	security privacy authentication



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 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	
	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	



	<ul style="list-style-type: none"> • Practice games <ul style="list-style-type: none"> ○ Development of routines • Competition/ performance <ul style="list-style-type: none"> ○ 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" style="width: 100%;"> <tr> <td style="width: 33%;">over arm</td> <td style="width: 33%;">space</td> <td style="width: 33%;">extension</td> </tr> <tr> <td>under arm</td> <td>indicate</td> <td>tension</td> </tr> <tr> <td>accuracy</td> <td>movement</td> <td>aesthetically</td> </tr> <tr> <td>control</td> <td>core strength</td> <td>fluid</td> </tr> <tr> <td>cushioning</td> <td>stability</td> <td>balance</td> </tr> </table>	over arm	space	extension	under arm	indicate	tension	accuracy	movement	aesthetically	control	core strength	fluid	cushioning	stability	balance
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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"> • Relationships • Marriage • Prejudice and discrimination • Careers • Financial literacy • Online safety and digital resilience 		
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. • Take an interest in what your daughter does online. Talk to her about the games and social media apps she uses. • Discuss relationships in TV programmes or films, highlighting the healthy and unhealthy aspects. • Look at the National Careers Service website to investigate jobs that your daughter may be interested in. Look at the qualifications needed and look at local college website to see if they offer these courses - Careers advice - job profiles, information and resources National Careers Service 		
Keywords	monogamous platonic polygamous open relationship single abuse circle of support coercive control assault sexual assault blackmail stalking stereotype prejudice discrimination islamophobia	anti-Semitism harassment victimisation assumptions entry requirements minimum wage lifestyle bank services interest rate loan credit card overdraft charges mortgage balance bank transfer	standing order direct debit statement privacy harmful content subjective hate speech trolling Malicious Communications Act intimidation humiliation prosecute evaluate critical thinking digital footprint