



Curriculum Overviews Autumn 2025

Year 8J

Subject	English	Teacher: Mrs Forbes
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 authors intention.• Persuasive writing techniques.• Review writing.• Speaking and listening – role play. <p>Play: Gothic Literature (Frankenstein)</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.	



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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



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Subject	Maths		Teacher: Mr McMillan/Mrs Dixon
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"> • Practice using a calculator. • Look for 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!) • When cooking and baking, get your daughter involved in reading the instructions, following recipes, weighing and measuring out ingredients. This will help her to practice using quantities, fractions, temperatures and cooking units. • Involve your daughter in household food shopping to practice reading food labels, comparing brands and prices, and finding 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. • Make sure your daughter can tell the time by reading both analogue and digital clocks. • Play maths games at home – e.g. dominoes, chess, cards and memory games. 		
Keywords	Decimal, multiple, factor, product, factor tree. Highest common factor (HCF), lowest common multiple, square number, cube number, square root, cube root.	Length, mass, capacity, perimeter, area, rectangle, parallelogram, trapezium. Expression, substitute, index, like terms, simplify, expand, formula.	Decimal, terminating decimal, recurring decimal, fraction, equivalent fraction, percentages.



Subject	Science	Teacher: Mrs Dixon
Termly units of study	<p>Food and Nutrition</p> <ul style="list-style-type: none">• Food and Advertising• Nutrients• Balanced diet• Digestion• Absorption <p>Ecosystems</p> <ul style="list-style-type: none">• Exploring the world• Variation• Adaptations• Effects of the environment• Transfer in food chains• Plants and reproduction <p>Microbes</p> <ul style="list-style-type: none">• Unicellular organisms• Microscopic fungi• Bacteria• Protoctists• Decomposers and carbon	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Look out for 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 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.	



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	• Practise spelling scientific keywords.		
Keywords	diet protein carbohydrate nutrients balance malnutrition digest enzyme habitat	adaptation inherited environmental producer consumer herbivore carnivore omnivore microorganism	microbe unicellular multicellular disease bacteria fungus



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. 	



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Keywords

tonal range
form
detail
description

thought shower
links
abstract

simplify
stylise
sculpture



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 & Homemade butter	
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.	



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	<ul style="list-style-type: none">• Encourage students to try new foods and tastes.• 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	balanced diet hazards starchy foods guidelines saturated and unsaturated fats	digestion obesity nutrients protein carbohydrates	vitamins minerals fats fibre



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 and its colonies- 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	empire colonialism monarchy	commonwealth indigenous trade	culture Triangular Trade: slavery



Subject	ICT			Teacher: Mrs Daniels		
Termly units of study	<p>Being safe and responsible online</p> <ul style="list-style-type: none"> • Understand the need to stay safe and respect others when using the internet and communicating online. • Know simple methods to protect personal information and privacy online. • Set up and use security features (including authentication methods) to access devices and online services • Understand the benefits of using security software to protect against online risks. • Know of and know how to minimise the effects of physical stresses that may result from using devices. 					
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. • Encourage your daughter to try to troubleshoot problems encountered on any device in a logical way before asking for help. 					
Keywords	20-20-20 rule social isolation phone number format privacy form category cyberbullying oversharing	privacy interaction respect platforms posting harassment online-risk profile	community netiquette block posture ergonomics blue light eye strain			



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 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>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. 												
<p>Keywords</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">over arm</td> <td style="width: 33%;">cushioning</td> <td style="width: 33%;">core strength</td> </tr> <tr> <td>under arm</td> <td>space</td> <td>stability</td> </tr> <tr> <td>accuracy</td> <td>indicate</td> <td>extension</td> </tr> <tr> <td>control</td> <td>movement</td> <td>tension</td> </tr> </table>	over arm	cushioning	core strength	under arm	space	stability	accuracy	indicate	extension	control	movement	tension
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Subject	SOLD	Teacher: Mrs Taylor
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>	



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Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Growth mindset and resilience • Careers • Financial literacy • Online safety and digital resilience • Romantic relationships and sexuality • 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 the different methods of payment you use and what you use them for. • If your daughter does not already have a bank account, support her to open and use one. • Take an interest in the online games your daughter plays. Ask her to show you how to play. Look at these websites for advice: <ul style="list-style-type: none"> • Online gaming Childline • Online gaming for families and individuals - NCSC.GOV.UK • Gaming Childnet • What Parents Need to Know About Sexual Grooming NSPCC 		
Keywords	comfort zone resilience triggers overwhelmed problem solving solution workplace environment dress code employability skills personal qualities current account savings account balance	Google Pay gift card reward card phishing scam grooming nudes sexual exploitation blackmail CEOP addicted nicotine carcinogenic	transgender non-binary LGBT+ homosexual heterosexual consent sexual act masturbation gender bisexual PEGI ratings in-app purchases loot boxes personal information



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interest
PIN number
Apple Pay

single use vapes
fancy
age of consent

trust your instincts