



Curriculum Overviews Autumn 2025 Year 9W

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 setting plot theme analysis symbol	form personal response context structure summary	predict allegory propaganda live theatre conventions



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"> • 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	Indices, Rounding, Significant figures, Estimate, Factor, Multiple, Prime, HCF (Highest common factor), LCM (Lowest common multiple)	Metric units, Area, Circumference, Diameter, Radius, Speed Algebraic fractions, Rearrange, Expand, Factorise, Formula/formulae, Substitute	Numerator, Denominator, Simplify, Mixed number, Improper fraction, Recurring and terminating decimals



Subject	Science		Teacher: Mrs Dixon
Termly units of study	<p>Plant Growth</p> <ul style="list-style-type: none"> • Reactions in plants • Plant adaptations • Plant products • Growing crops • Farming problems <p>Genetics and Evolution</p> <ul style="list-style-type: none"> • Environmental variation • Inherited variation • DNA • Genes and extinction • Natural selection 		
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	biodiversity extinct reproduction hybrid asexual	chlorophyll aerobic respiration gas exchange adaptation transpiration translocation



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natural selection
classification

photosynthesis
chloroplasts



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 skill using blended colour. • 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 final outcome. 		
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 <p>Good quality colouring pencils will produce richer and brighter colours. I recommend Faber-Castell Polychromos or Prismacolour pencils (they are pricey but worth it!)</p>		
Keywords	modernism abstraction stylised elegant refined flowing final idea	balance structure natural form complementary colour colour groups composition annotation	layering selection purposeful exploration design sheet personal response thought shower



Subject	Catering	Teacher: Mrs Niederberger
Course specification	Pearson BTEC Home Cooking Skills BTEC Home Cooking Skills	
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 passes on information to others about cooking meals at home from scratch. Evidence could include: <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. • 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. 	



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	<ul style="list-style-type: none">• Encourage students to try new foods and tastes.• Look at recipes in magazines and cookery programmes on television.		
Keywords	safety hygiene cross-contamination bacteria	economising budget costing timings	planning expenses sterilization



Subject	Humanities	Teacher: Mrs Wells
Termly units of study	<p>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 population - for example, pressures caused by ageing population• Government policies on population control around the world• Reasons for migration including economic and social reasons• Refugees <p>History WW1</p> <p>Students will learn the following topics</p> <ul style="list-style-type: none">• The alliances between the great powers• The causes of WW1• The assassination of Archduke Franz Ferdinand• The use of Propaganda to encourage joining the army• Life in the trenches• The Battle of the Somme• The impact of the war on women• Poetry and art from WW1• How the Treaty of Versailles led to the Second World War	
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.• Visit the Imperial War museum - taking in the first world war gallery.	



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	<ul style="list-style-type: none">• Discuss the meaning behind Remembrance Sunday.• Share family stories (if there are any) of the great war.• There are also a variety of films that cover this topic- A remake of 'All Quiet on the Western Front' is available on Netflix. (This film will not be suitable for all students so please watch it first if you intend to share it with your daughter.)		
Keywords	migration immigration emigration	population pyramid fertility rate life expectancy	dependency ratio overpopulation



Subject	ICT	Teacher: Mrs Daniels
Course specification	Digital Functional Skills EL3/L1	
Termly units of study	<p>Revision of all EL3 Modules covered to include:</p> <ul style="list-style-type: none"> • Using devices and handling information • Creating and Editing • Communicating • Transacting • Being Safe and Responsible Online <p>L1, Module 1:</p> <ul style="list-style-type: none"> • Carry out searches on the internet • Take account of currency, reliability and copyright when selecting information from the internet • Understand that search results may include sponsored results or advertisements and be able to recognise these • Carry out searches for • Create and use a hierarchical folder structure to organise files and use an appropriate file naming convention • Save a file on cloud storage using one device and open it on another device • Know and be able to appropriately use terminology • Know and understand limitations on file sizes when using some online services • Use online resources to identify solutions to common technical problems 	
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. 	
	key words phrases	hierarchical folder structure gigabytes terabytes



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Keywords

search filters
sponsored
file names
file content

cloud storage
bytes
kilobytes
megabytes

file compression
storage capacity
data transfer
system and software settings



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	



	<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"> <tr> <td>over arm</td> <td>cushioning</td> <td>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: Miss Kenyon
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"> • Relationships and marriage • Sex and relationships • Alcohol and addiction • Mental wellbeing – coping with stress • Financial literacy – budgeting • Why and how relationships end • Gangs 		
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. • Discuss different offers when visiting the supermarket or doing online shopping. Discuss the type of offer and which is the best value for money. 		
Keywords	long distance relationship monogamous open relationship platonic polyamorous single civil partnership bigamy polygamy honour-based violence forced marriage consent turned on horny sexual act	losing your virginity incest erection virgin units of alcohol percentage of alcohol binge drinking buddying up overwhelmed triggers coping strategies value for money bank statement online banking app pending transaction bank transfer	direct debit standing order growing apart healthy/unhealthy break up abuse – physical, sexual, emotional, financial coercive control gaslighting divorce stalking blackmail revenge porn sexual exploitation online support