



Curriculum Overviews Spring 2026 Year 11M

Subject	English	Mrs Forbes
Course specification	AQA GCSE English Language AQA GCSE English Literature	
Termly units of study	<ul style="list-style-type: none"> We will complete the spoken component for the Language GCSE We will be looking at unseen poetry, revisiting poems from the Love and Relationships section in the AQA Poetry Anthology and rereading An Inspector Calls We will explore a variety of different strategies to use when unpicking unseen texts, for both Paper 1, Creative Texts and Paper 2 Viewpoints and Opinions We will spend time developing confidence in a personal and convincing response, using evidence from the text to support a personal point of view We will revisit A Christmas Carol and Macbeth, looking at themes, context, character, how Shakespeare uses language and developing essay skills using PETAZL We will work on exam questions, for both Language, Literature using model answers and tackling these under times conditions 	
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 Read some stories with her and discuss the setting, characters and how the plot unfolds Discuss word choices and how they often make a picture in your head, how different words make the reader feel and explore links between words 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 Discuss news stories, exploring language, form and audience 	
Keywords	theme explore explain personal opinion	poetry stanza gender poverty
		clues example social and historical context Elizabethan



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character
plot
language
structure
setting
clues
example
social and historical context
Elizabethan
text
play
novel

viewpoint
perspective
stream of consciousness
theme
explore
explain
personal opinion
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language
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Subject	Maths	Teacher: Mr McMillan														
Course specification	OCR GCSE Mathematics															
Termly units of study	<ul style="list-style-type: none"> Sequences Units & proportionality Revision/past papers 															
Suggestions for Parental Support at home	<ul style="list-style-type: none"> Practice using a calculator Journey planning – pose questions involving times and distances. If possible, pose questions using a compound measure such as speed. Encourage a bit of revision on a regular basis. Completing SPARX Maths homework every week is a good start. The best way to revise maths is to do maths – i.e. answer actual questions and mark answers 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	<table border="0"> <tr> <td>sequence</td> <td>direct proportion</td> </tr> <tr> <td>term</td> <td>inverse proportion</td> </tr> <tr> <td>position</td> <td>varies</td> </tr> <tr> <td>linear</td> <td>constant of proportionality</td> </tr> <tr> <td>quadratic</td> <td></td> </tr> <tr> <td>nth term</td> <td></td> </tr> <tr> <td>1st/2nd differences</td> <td></td> </tr> </table>		sequence	direct proportion	term	inverse proportion	position	varies	linear	constant of proportionality	quadratic		nth term		1 st /2 nd differences	
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Subject	Statistics	Teacher: Mr McMillan
Course specification	Pearson GCSE Statistics	
Termly units of study	<ul style="list-style-type: none">• Processing and representing data• Summarising data• Revision / past papers	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Look for examples of statistics used in news reports. Who is using a statistic to support an argument (politician, journalist, etc.) How was the quoted statistic worked out? What would need to have been considered when arriving at this statistic? How could they have minimised any bias?	
Keywords	histogram frequency polygon skewness averages frequency tables grouped data measures of dispersion	scatter diagram correlation line of best fit interpolation extrapolation line graphs time series



Subject	Biology	Teacher: Mrs Dixon / Mrs Smart
Course specification	Edexcel Biology GCSE	
Termly units of study	<p>Ecosystems and Material Cycles</p> <ul style="list-style-type: none">• Ecosystems• Energy transfer• Abiotic factors and communities• Quadrats and transects• Biotic factors and communities• Assessing population• Parasitism and mutualism• Biodiversity and humans• Preserving biodiversity• Food security• The water cycle• The carbon cycle• The nitrogen cycle• Rates of decomposition <p>SB1, SB2, SB3 and SB4 Revision.</p> <p>Exam Technique</p>	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Visit museums such as The Science Museum• Encourage them to read or watch science-related news articles, for example, BBC Newsround or New Scientist magazine.• Encourage your child to use past papers and practise exam-style questions to continue developing their exam technique.• Watch science-themed programmes and documentaries together, for example, Brian Cox and David Attenborough front many interesting BBC documentaries.• Practise a variety of revision techniques to describe and then explain scientific processes. This could include annotating a diagram or writing a flow chart.	



	<ul style="list-style-type: none"> • Help your child to revise by providing a space for them to work, away from distractions. 		
<p>Keywords</p>	<p>Community Population Habitat Ecosystem Interdependent Food web Quadrat Transect Biomass Trophic Biotic</p>	<p>Distribution Abiotic Adaptations Pollutants Biodiversity Eutrophication Parasitism Host Mutualism indigenous</p>	<p>Native Reforestation Conservation Yield Sustainability Vectors Biofuels Desalination Distillation Nitrogen fixing bacteria irradiation</p>
	<p>The following words are important to understand the requirements for different types of exam questions.</p> <ul style="list-style-type: none"> • Calculate – you should use the numbers given in the question to work out the answer. If the command word 'calculate' isn't there, then you don't need to do any calculations! • Compare – you need to describe the similarities and differences between two (or more) things, not just write about one. A great way to do this is by using words like 'whereas' or 'while'. For example, 'Plant cells have a cell wall <i>whereas</i> animal cells do not have a cell wall'. This is a direct comparison and exactly what examiners are looking for when they use the command word 'compare'. • Complete – you need to write your answer in the space provided – this might be in a table, on a diagram or in a space in a sentence. • Describe – this one comes up a lot. It means that you need to recall some facts or processes but show your understanding accurately and logically. If you are asked to describe a graph then be sure to include data from the graph too as part of your answer. • Evaluate – for this one, you should use the information given in the question and also what you know about the topic, to write about the pros and cons of the subject. This is normally something a little controversial like using embryos in genetic screening, for example. • Explain – you need to make your explanation clear, and using words like 'because', 'so' or 'as' can be a really helpful way to do this. For example, 'cacti are adapted to have sharp spines <i>so</i> that herbivores cannot eat them'. • Suggest – here you will be given a context that you probably won't have come across before, however you will know the biology it is based around. Take your time and apply your knowledge of the topic to this new and unfamiliar example. • Use – this one seems simple but it is crucial that you do actually <i>use</i>, and really <i>show you have used</i>, the information given in the question. That may be some data from a graph or diagram, or some figures from a table. If you don't <i>use</i> the information provided in the question you won't be awarded any marks. 		



Subject	Religious Studies		Teacher: Mrs Wells
Course specification	AQA Religious Studies A - Christianity and Islam GCSE Religious Studies		
Termly units of study	<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; <p>Festivals and commemorations and their importance for Muslims in Great Britain today</p> <p>Spring 2: Religion and social Justice</p> <ul style="list-style-type: none"> • Social Justice and Human rights • Prejudice and discrimination- Women's rights, disability and race • Religious freedom • Christian teachings about wealth • Poverty and its causes • Exploitation • Charity 		
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	Zakah Khums	Salah Jummah	



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Hajj
Jihad
Id-ul-Adha
Ashura
Shahadah

Sawm
Human rights
Social justice
Equality
Prejudice



Subject	Art	Teacher: Miss Grant
Course specification	AQA GCSE Art and Design (Fine Art) <u>GCSE Art and Design</u>	
Termly units of study	Coursework and Exam project <ul style="list-style-type: none">• Refining coursework• Completing personal responses• Developing Ideas for the exam project• Drawing skills• Annotation• Recording ideas• Researching suitable artists• Exploring materials• Evaluating work• Planning next steps• Deciding on a personal response to the exam• Students will prepare for their Art exam this term. This is 40% of their grade. Students will select a starting point from the Exam paper and then prepare a project. They complete their personal response to this project in the GCSE Exam.• Students will also complete their coursework.	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Discuss ideas for a new project with your daughter. There are many starting points on the exam paper and they can be interpreted in lots of different ways. It's important that your daughter chooses a subject matter that she is interested in and that shows her skills!• Encourage your daughter to attend any extra workshops/after-school sessions• Remind your daughter that working at a steady pace and getting images completed each week will help her achieve. Every piece of work counts towards the GCSE!• Support your daughter in finding time to relax and de-stress.• Encourage good drawing practice:<ul style="list-style-type: none">○ Using a sharp pencil○ Including as much detail as possible○ Using the full tonal range to show form○ Blended and directional shading• Mark-making to show texture.	



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Keywords

recording
observing
detail
form
subject matter
context
theme

annotation
jotting
explaining
meaning
clarifying
relevant
refining

purposeful
exploratory
selective
expressive
mood



Subject	PE	Teacher: Miss Kenyon
Termly units of study	Spring 1 – Teams and tactics (Through varied sports and activities)	
	<ul style="list-style-type: none">• Development of static skills<ul style="list-style-type: none">○ Passing○ Receiving○ Controlling the ball○ Decision making○ Outwitting an opponent• Movement and agility<ul style="list-style-type: none">○ Dribbling with the ball○ Keeping possession of ball under pressure○ Passing and receiving on the move• Competition and performance<ul style="list-style-type: none">○ Small sided conditioned games and drills.• 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	
	Spring 2 – Movement and expression (Stability skills) (Through varied sports and activities)	
	<ul style="list-style-type: none">• Development of static skills<ul style="list-style-type: none">○ On the spot routines• Movement and agility<ul style="list-style-type: none">○ Routines including travelling• Competition and performance<ul style="list-style-type: none">○ Developing routines• Communication and leadership<ul style="list-style-type: none">○ Teaching sequences to another pair.• 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 ● Cool downs ● Types of fitness ● Heart rate ● Teamwork ● Leadership ● Choice ● Challenge ● Self-assessment ● Refinement 																								
<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>passing</td> <td>teamwork</td> <td>musicality</td> </tr> <tr> <td>receiving</td> <td>tactics</td> <td>body language</td> </tr> <tr> <td>accuracy</td> <td>cardio</td> <td>expression</td> </tr> <tr> <td>pace</td> <td>enthusiasm</td> <td>instruction</td> </tr> <tr> <td>power</td> <td>strength</td> <td>motif</td> </tr> <tr> <td>control</td> <td>repetition</td> <td></td> </tr> <tr> <td>possession</td> <td>dynamics</td> <td></td> </tr> <tr> <td>outwitting</td> <td>aesthetics</td> <td></td> </tr> </table>	passing	teamwork	musicality	receiving	tactics	body language	accuracy	cardio	expression	pace	enthusiasm	instruction	power	strength	motif	control	repetition		possession	dynamics		outwitting	aesthetics	
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Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Drugs and addiction • Alcohol and spiking • Financial products and public money • Citizenship – courts and the legal system 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Look at the FRANK website for information about illegal drugs - Honest information about drugs FRANK • Discuss insurance policies that you hold and why they are necessary. • Discuss news stories that are reported from court. 		
Keywords	ecstasy/MDMA heroin magic mushrooms cocaine cannabis codeine ketamine GHB legal high units binge drinking buddy up date rape drugs ask for Angela	income tax National insurance VAT Council Tax State Pension Workplace Pension Job Seeker's Allowance insurance car insurance travel insurance	criminal law civil law Magistrates Court Crown Court Youth Court Small Claims Court jury sentencing Electoral Register Tribunal