



Curriculum Overviews Spring 2026 Year 7H

Subject	English		Teacher: Mrs Simpson
Termly units of study	<p>Term 1: Natural World Poetry</p> <ul style="list-style-type: none"> • Learning about figurative language e.g. Similes, metaphors and personification. • Writing analysis of poems considering language, reader's reaction and writer's intention. • Starting to consider the effect of structure and rhyme. • Writing own poetry using techniques we have learnt and seen used. • Speaking and Listening: reciting own poem to others. • Learning reading strategies to deal with unseen poems. <p>Term 2: Advertising</p> <ul style="list-style-type: none"> • Writing to persuade, inform and advise • Learning about the techniques used within advertising to understand why and how this is used in real life. • Understanding Purpose, Audience and Form. <ul style="list-style-type: none"> ○ Starting to analyse non-fiction texts. 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Encourage reading poetry at home. • Encourage your daughter to talk about the poems we have studied and their content. • Encourage your daughter to read daily and ask questions about what they have read. • Encourage your daughter to express a personal viewpoint on a wide range of topics • Encourage your daughter to explain the new vocabulary they have learnt on this topic. • Encourage your daughter to read non-fiction texts as well as fiction, particularly reviews and advertising. • Practice using a dictionary at home to look up words that they don't know. • Look at adverts together and encourage your daughter to consider what is being used to persuade them. 		
Keywords	tone structure stanza/verse emotive language layout purpose	rhetorical question media exaggeration/hyperbole caption/heading/headline font language choice	



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audience
non-fiction

formal/informal



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Subject	Maths		Teacher: Miss Hamilton / Mrs Dixon
Termly units of study	<ul style="list-style-type: none"> • Statistics • Transformations and symmetry • Equations 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Use Sparx Maths at home • Use Times Table Rockstars at home • 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	estimate rotate clockwise anti-clockwise co-ordinates horizontal vertical tessellation congruent reflection	vertex symmetry data survey questionnaire frequency tally pictogram group pie chart average	mode median range operation inverse equation expression solve



Subject	Science		Teacher: Mrs Dixon
Termly units of study	<p>Particles and Elements:</p> <ul style="list-style-type: none"> • Solids, liquids and gases – similarities and differences • Particle theory of matter • Why does diffusion happen? • What is air pressure? <p>Atoms, Elements and Molecules:</p> <ul style="list-style-type: none"> • What is in the air we breathe? • Uses and properties of elements. • Metals and non-metals • How do elements form compounds? • What is a chemical reaction, and how do we use them? <p>Reproduction:</p> <ul style="list-style-type: none"> • How do different animals reproduce sexually? • Understanding the human reproductive organs. • Fertilisation and growing foetus. • Gestation and birth. • Puberty and adolescence. 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Visit museums such as The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell). • Encourage your child to read or watch science-related news articles, for example, BBC Newsround. • Visit the Natural History Museum to see their vast display of metals, crystals and elements. • Watch science-themed programmes and documentaries together, for example Brian Cox and David Attenborough front many interesting BBC documentaries. • Help your child bake a cake or similar. Encourage them to use their knowledge of chemical reactions to describe how the baked goods are different from the starting ingredients. Compare this to a chemical reaction producing a new substance that is different to the reactants. • Visit a farm during lambing season. 		
Keywords	states of matter solid gas	atoms molecules element	reproduction fertilisation sperm



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liquid
particles
particle theory
diffusion
Brownian motion
air pressure

compound
periodic table
resource
recycle
properties
metal
non-metal
flexible
malleable
conductor
insulator
brittle
properties
classify
chemical reaction

egg
organ
adaptation
gametes
menstrual cycle



Subject	Art	Teacher: Miss Grant
Termly units of study	<p>Pop Art</p> <ul style="list-style-type: none">• Pop Art and the work of Andy Warhol. Roy Lichtenstein and Wayne Thiebaud• Observational drawing in a range of materials• Drawing 3D shapes• Composition using a viewfinder• Exaggerated colour <p>Islamic pattern</p> <ul style="list-style-type: none">• Islamic Art and culture• Maths in Art• Measuring skills and using lines with precision• Colour groups and tones of colour• Preparing a design idea.• Creating a print using rotational symmetry <p>Students will develop their printmaking and painting skills. They will apply their Maths knowledge in creative ways from a range of starting points.</p>	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• 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• The V&A website has some excellent images to look at: https://www.vam.ac.uk/collections/islamic-middle-east• Looking at maps and discussing ways of life in other cultures• Noticing reflective and rotational symmetry in patterns in everyday life, e.g. on tiles and fabrics as well as in nature• The Tate Gallery have excellent resources on Pop Art: Pop Art – What Is That? Tate Kids, Pop art – Art Term Tate	



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Keywords

popular culture
subject matter
advertising
packaging
fast food
methodical
cube
cylinder
parallel lines
observation
texture
exaggeration

star polygon
symmetry
reflection
rotation
tessellation
angles
axis
geometric
motif
floral
repeated
arabesque



Subject	Catering		Teacher: Mrs Andrews
Termly units of study	<p>Spring Term 1 – Soups and Accompaniments</p> <ul style="list-style-type: none"> • During the Spring 1 term, students will develop their practical food preparation skills through the theme of soups and accompaniments. This unit introduces students to safe and hygienic working practices in the food room while building confidence in basic cooking methods. • Students will explore the origins, types and purposes of soups, including blended and chunky soups. They will learn how soups can form part of a balanced diet, focusing on the nutritional value of vegetables, pulses and starchy foods. Key knowledge will include understanding seasonal ingredients, cost-effective meal choices and reducing food waste. • Practical lessons will focus on developing core knife skills, safe use of heat, and preparation methods such as chopping, peeling, sautéing and simmering. Students will produce a range of soups and suitable accompaniments, such as breads or croutons, applying accurate measuring, portion control and presentation skills. • Throughout the unit, students will be encouraged to evaluate their work, considering taste, texture, appearance and nutritional balance. They will also reflect on how recipes can be adapted for different dietary needs and cultural preferences. • By the end of the Spring 1 term, students will be able to work more independently in the food technology room, demonstrate improved practical competence, and show a growing understanding of how soups and accompaniments contribute to healthy, affordable meals. 		
Suggestions for Parental Support at home	<p>At home, students can be encouraged to:</p> <ul style="list-style-type: none"> • Help with food preparation, such as washing vegetables, peeling, weighing ingredients or safely practising basic chopping skills under supervision. • Discuss different types of soups, including homemade, fresh and tinned varieties, and talk about when and why they might be used. • Read and follow simple recipes, helping students to develop independence and confidence in the food technology room. • Talk about healthy choices, focusing on how soups can include vegetables, pulses and starchy foods as part of a balanced diet. <p>Families can also involve students by:</p> <ul style="list-style-type: none"> • Cooking a simple soup together at home and discussing flavour, texture and presentation. • Encouraging students to evaluate meals, considering what worked well and what could be improved next time. • Talking about food safety and hygiene, including handwashing, safe use of knives and cleaning work surfaces. <p>No specialist equipment is required, and students are encouraged to work at a level appropriate to their confidence and experience. These activities help reinforce skills taught in school and promote lifelong healthy cooking habits.</p>		
Keywords	soup clear soup blended soup	vegetables pulses carbohydrates	chopping peeling dicing



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chunky soup
vegetable soup
stock
broth

protein
fibre
vitamins
minerals
balanced diet
seasonal ingredients

sautéing
simmering
blending
measuring
portion control



Subject	Humanities		Teacher: Mrs Wells
Termly units of study	Spring 1: Religious Studies		
	<p>The Big Story</p> <ul style="list-style-type: none"> • Students will be developing their knowledge and understanding of the history of the 3 monotheistic religions- Christianity, Islam and Judaism. They will discover the stories that form the basis of these faiths and consider the importance of stories in helping to understand who we are. • Creation • The Fall • The Flood • The Blinding of Isaac • Students will examine the similarities and differences between how these stories are presented within each faith, and consider the importance of stories in general in explaining difficult concepts and ideas. <p>Spring 2: Geography Locational Knowledge</p> <ul style="list-style-type: none"> • Students will develop their locational knowledge through a focus on the development of map skills. • They will be able to identify the 7 continents and 5 oceans of the world and use key Geographical language to describe location. • They will learn how to use compass points and grid referencing to identify and describe key features of an area, and understand how height and other geographical landforms are shown on maps 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Talk about stories that are important in your family • Research different Fables and discuss their meanings • Find out about Creation Myths from a variety of cultures (http://www.bigmyth.com/) • Discuss news events and stories that relate to the 3 main monotheistic religions • Locate key countries on a map or by playing 'geogusser' • When hearing about a country on the news encourage your daughter to locate the country on a map and talk about where it is positioned in relation to other countries • Play Worldle https://worldle.teuteuf.fr/ • Explore Google Maps to find features of a local area 		
Keywords	creation	original sin	equator



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myth
fable
monotheism
genesis
Old Testament
Torah
Qur'an
covenant
The Fall

messiah
prophet
interfaith
revelation
continent
country
longitude
latitude
prime meridian

ordnance survey
physical geography
human geography
coordinates
proximity
cardinal directions
hemisphere



Subject	ICT	Teacher: Mrs Daniels
Termly units of study	<p>Creating and editing</p> <ul style="list-style-type: none"> • Use a suitable application to enter, edit and format text • Use a suitable application to enter, edit and format graphics • Combine different types of information for a given purpose • Capture digital media and view in a suitable application <p>Communicating</p> <ul style="list-style-type: none"> • Create and edit details in an email contact list • Compose and reply to online communications • Start and take part in a video call • Know what is meant by a digital footprint 	
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 on devices at home. • Encourage your daughter to use Word, PowerPoint, Excel (these are available via Office365) 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	create edit outlook new contact favourites add to list people tab add more compose	reply all forward digital footprint active (data) inactive (data) cookies privacy screen time online activity



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field
attachment
cc
hyperlink
subject line

permissions
digital wellbeing
browser history
submit
criteria



Subject	PE	Teacher: Miss Kenyon
Termly units of study	<p>Spring 1 – Teams and tactics (Through varied sports and activities)</p> <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 <p>Spring 2 – Movement and expression (Stability skills) (Through varied sports and activities)</p> <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 <ul style="list-style-type: none"> ○ 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>cardio</td> </tr> <tr> <td>receiving</td> <td>enthusiasm</td> </tr> <tr> <td>accuracy</td> <td>strength</td> </tr> <tr> <td>pace</td> <td>repetition</td> </tr> <tr> <td>power</td> <td>dynamics</td> </tr> <tr> <td>control</td> <td>aesthetics</td> </tr> <tr> <td>possession</td> <td>musicality</td> </tr> </table>	passing	cardio	receiving	enthusiasm	accuracy	strength	pace	repetition	power	dynamics	control	aesthetics	possession	musicality
passing	cardio														
receiving	enthusiasm														
accuracy	strength														
pace	repetition														
power	dynamics														
control	aesthetics														
possession	musicality														



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outwitting
teamwork
tactics

body language
expression
instruction
motif



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Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Physical health and fitness • Puberty • Mental wellbeing – understanding emotions • Periods • Online safety • Friendship difficulties and arguments • Financial literacy – methods of payment 		
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. • Encourage your daughter to take responsibility for her homework by emailing or talking to her WACI teacher when there is a problem or she needs help. • Support your daughter to open a bank account and encourage her to manage her own money. • Encourage your daughter to pay for items in a shop independently using either cash or her debit card. • Take an interest in what your daughter does online. Talk to her about the games and social media apps she uses. You can find a guide for parents on the Internet Matters and NSPCC website UKCIS Social media guide for parents and carers - Internet Matters Keeping children safe online NSPCC 		
Keywords	physical wellbeing mental wellbeing balanced diet exercise hydration sleep routine insomnia screentime positive thinking hormones physical changes emotional changes	negative emotions temper coping strategies womb/uterus ovaries fallopian tubes vagina discharge menstrual cycle period tracker app light, normal, heavy regular	harmful content cyberbullying bystander trolling trusted adult group chat personal space consent misunderstandings compromise solution apology



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pubic hair	sanitary products	'draw a line under it'
breasts	panty liners	grudge
vulva	pads	Apple Pay
penis	period pants	Google Pay
testicles	reusable pads	PIN number
erection	leaks	debit card
wet dreams	social media apps	bank account
mood	age limit	contactless payment
behaviour		gift card