



Curriculum Overviews Spring 2026 Year 8J

Subject	English		Teacher: Mrs Forbes
Termly units of study	<p>Love Poetry</p> <ul style="list-style-type: none"> • Exploring a wide range of love poetry, including pre 20thC, diverse cultures and modern texts. • Reinforcing reading strategies e.g. quadrant analysis. • Learning about figurative language e.g. Similes, metaphors and personification. • Writing analysis of poems considering language, reader's reaction and writer's intention. • Explore structure. • Writing own poetry. • Speaking and Listening: reciting own poem to others. <p>Non-Fiction and Autobiography</p> <ul style="list-style-type: none"> • To understand the form of Biography and Autobiography • To write about own life experiences in the correct form • To adapt language to suit purpose • Looking at sentence structure and form • Reading short extracts from a range of 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 on a daily basis 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. 		
Keywords	structure stanza/verse tone	non-fiction rhetorical question media	



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structure

stanza/verse

imagery

emotive language

layout

purpose

audience

non-fiction

rhetorical question

media

exaggeration/hyperbole

caption/heading/headline

font

language choice

formal/informal



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Subject	Maths		Teacher: Mr McMillan / Mrs Dixon
Termly units of study	<ul style="list-style-type: none"> • Graphs • Statistics • Transformations & Symmetry • Equations 		
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. • Involve your daughter in household food shopping to practice reading food labels, comparing brands and prices, and finding the best deals. • 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. • Point out examples of statistics used in news reports • 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	equation horizontal vertical straight-line graph real-life graph primary data secondary data discrete transformation	rotation reflection translation enlargement scale factor symmetry continuous bar chart frequency diagram	average range scatter diagram equation solution variable inverse expand substitution



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microbe
unicellular
multicellular
disease
bacteria
fungus
disease
immunity
vaccination
antibiotics

convection
radiation
insulation
power
efficiency
renewable
non-renewable

trachea
diaphragm
ventilation
inhalation
exhalation
oxygen
carbon dioxide
aerobic
anaerobic



Subject	Art		Teacher: Miss Grant												
Termly units of study	<ul style="list-style-type: none"> • Patrick Caulfield, Pablo Picasso, Juan Gris, Maria van Oosterwijck, Audrey Flack • To be able to create an artist reference page with images, a thought shower and analysis • To know what information to provide about artists • To develop dynamic composition skills • To be able to fragment an image • To develop drawing skills using a range of materials • To develop collage skills • To improve methodical working using mixed media. • To develop shading skills to show shine. • To develop an understanding of Vanitas' works 														
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • The Tate Gallery have excellent resources on artists: Who is Patrick Caulfield? – Who Are They? Tate Kids Cubism – What Is That? Tate Kids • Images of Audrey Flack's Vanitas work can be found here: Photorealism — Audrey Flack • 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 • Create your own still life and take photos or sketch. 														
Keywords	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">abstraction</td> <td style="width: 50%;">composition</td> </tr> <tr> <td>outline</td> <td>overlapping</td> </tr> <tr> <td>space</td> <td>layered</td> </tr> <tr> <td>perspective</td> <td>diagonal</td> </tr> <tr> <td>viewpoint</td> <td>dynamic</td> </tr> <tr> <td>surreal</td> <td>convention</td> </tr> </table>			abstraction	composition	outline	overlapping	space	layered	perspective	diagonal	viewpoint	dynamic	surreal	convention
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cubism
fragmented
distorted
picture plane
avant-garde

impressionism
rebellion
mark-making
fluidity



Subject	Catering	Teacher: Mrs Andrews
Termly units of study	<p>Spring Term 1 – Year 8. International Cooking.</p> <ul style="list-style-type: none">• During the Spring 1 term, students will explore the theme of International Cooking, developing their understanding of how food choices, ingredients and cooking methods vary across different cultures and countries.• Building on skills developed in Year 7, students will further develop their practical cooking competence, focusing on accurate preparation, safe use of equipment and increased independence in the food technology room. Students will prepare a range of internationally inspired dishes, applying a wider variety of techniques, flavours and ingredients.• Students will learn about the cultural origins of dishes, considering how climate, religion, geography and availability of ingredients influence traditional cuisines. They will explore the use of herbs, spices, seasoning and flavourings, developing confidence in balancing flavours and adapting recipes.• The unit also reinforces key principles of nutrition and healthy eating, with students evaluating how international dishes can contribute to a balanced diet. Students will consider food sustainability, including the use of seasonal produce and reducing food waste.• Throughout the unit, students will evaluate their practical outcomes, reflecting on flavour, texture, presentation and nutritional value. By the end of the Spring 1 term, students will demonstrate increased confidence, cultural awareness and creativity in food preparation, alongside a deeper appreciation of global food traditions.	
Suggestions for Parental Support at home	<p>At home, students can be encouraged to:</p> <ul style="list-style-type: none">• Help prepare meals, practising skills such as chopping, weighing, mixing and seasoning under supervision.• Explore international dishes, discussing where foods come from and how ingredients and flavours vary between cultures.• Read and follow recipes from different countries to build independence and confidence.• Taste new flavours, including herbs and spices, and describe flavours using appropriate vocabulary. <p>Families can also support learning by:</p> <ul style="list-style-type: none">• Cooking an internationally inspired meal together and talking about its cultural background.• Encouraging students to evaluate dishes, considering flavour, texture, appearance and how the recipe could be improved or adapted.• Discussing healthy eating, focusing on how international foods can be part of a balanced diet.• Talking about food sustainability, such as using seasonal ingredients and reducing food waste.	



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	No specialist equipment or ingredients are required. Simple adaptations using everyday foods are encouraged, helping students to develop cultural awareness, practical skills and confidence in the food technology room.		
Keywords	international culture cuisine recipe ingredients flavour texture seasoning	evaluate hygiene traditional adapt chopping peeling dicing sautéing simmering	blending measuring portion control herbs spices mild spicy sweet savoury



Subject	Humanities	Teacher: Mrs Wells
Termly units of study	<p>Spring 1: Geography- Weather and Climate</p> <p>Students will explore:</p> <ul style="list-style-type: none">• The everyday weather we experience and the long-term climate changes that are shaping our world.• What is happening in our environment and how human activity is impacting global weather patterns.• How the Earth and the sun team up to create different weather patterns. Around the globe and in the UK.• Different ways humans have attempted to harness the power of the weather to benefit our lives. Looking at how we use the wind in the UK to create clean energy with giant wind turbines.• Rain and the water cycle and how human activities, like chopping down trees and industry, can change the weather. <p>Spring 2: Religious Studies- Buddhism</p> <p>Students will explore:</p> <ul style="list-style-type: none">• The teachings of the Buddha.• The 3 marks of human existence.• The four noble truths.• The 8-fold path.• The life of historical Buddha, Siddhartha Gautama.• Differences in different branches of Buddhism- Theravada and Mahayana traditions sacred texts, rituals, and festivals to understand how Buddhists express their beliefs.• We'll also think about how Buddhism is relevant today, influencing ethics, mindfulness, and global culture.	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Discuss the weather and the impact that it has on our lives• Watch different weather forecasts and encourage your daughter to look at the weather on a variety of apps thinking about why it may be difficult to predict• Discuss the issue of climate change• Watch David Attenborough's Planet Earth 3 series. At the end of each episode he discusses how human activity is affecting animal habitats globally.• Investigate different renewable energy sources such as solar and wind power	



	<ul style="list-style-type: none">• Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize• BBC Bitesize has lots of good videos to support learning about Buddhism• Look for evidence of mindfulness and meditation in western culture and discuss the benefits of this• The Animated world faiths series has a great video depicting the life of Siddhartha Gautama• BBC Bitesize has lots of good videos to support learning about Buddhism• Look for evidence of mindfulness and meditation in western culture and discuss the benefits of this• The Animated world faiths series has a great video depicting the life of Siddhartha Gautama		
Keywords	weather climate meteorology atmosphere climate zones microclimate wind turbine satellite	the beast from the east rainfall climate change greenhouse effect renewable energy deforestation Buddha Nirvana Dharma Annica	weather climate meteorology atmosphere climate zones microclimate wind turbine satellite



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Subject	ICT			Teacher: Mrs Daniels		
Termly units of study	<ul style="list-style-type: none"> • Using Devices and Handling Information • 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 • 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. 					
Keywords	key words phrases search filters sponsored file names file content	hierarchical folder structure cloud storage bytes kilobytes megabytes		gigabytes terabytes file compression storage capacity data transfer system and software settings		



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.	



	<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 • 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	SOLD	Teacher: Mrs Taylor
Termly units of study	<ul style="list-style-type: none">• 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.• 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.• 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.	



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Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Gambling and debt • Relationship and sex education • Online safety • Prejudice and discrimination • Anti-social behaviour • Financial literacy – bank accounts 		
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. • Discuss different methods of gambling such as scratch cards and the lottery. • Take an interest in what your daughter does online. You can find out more about online safety by clicking on these links - Social media guides - UK Safer Internet Centre, Grooming: recognising the signs NSPCC Learning, Safeguarding, sexting and sharing nudes NSPCC Learning • Remind your daughter that confidence comes from doing. 		
Keywords	scratch cards lottery arcade fruit machines casino betting online betting apps loot boxes risk romantic attraction fancying someone age of consent consent masturbation gender	FOMO privacy reputation responsibility account settings AI social media reporting systems threats humiliation harassment illegal physical wellbeing mental wellbeing anti-semitism	diversity bystander Equalities Act 2010 protected characteristics reasonable adjustments multicultural society culture ethnicity religion responsible citizen laws commonwealth current account savings account interest



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biological sex
genitals
sexual exploitation
'trust your instincts'
CEOP
nudes

islamophobia
racism
sexism
victimisation
assault
respect

debit card
online banking
balance