



Curriculum Overviews Spring 2026

Year 9DA

| Subject | English | Teacher: Mrs Forbes |
|--|--|----------------------------|
| Termly units of study | <p>War Poetry</p> <ul style="list-style-type: none">• Propaganda and recruitment• Using personal comments to respond to texts• Historical context• Using PETAZL to analyse• The home front, understanding viewpoints and perspectives• Charge of the Light Brigade• Dolce et Decorum Est• Exploring unseen poems• Comparing Poems <p>Non-Fiction</p> <ul style="list-style-type: none">• Exploring language• Reading a range of contemporary and pre-20C extracts• Writing range of non-fiction• Using Language features for impact• GCSE style questions• Tone of voice, viewpoint and opinion• Strategies for reading unseen texts | |
| Suggestions for Parental Support at home | <ul style="list-style-type: none">• Talk to your daughter about her work, and ask her to share the positive points from each week• Ask your daughter to tell you something about the poems she is reading• Ask her about the keywords and give you examples of how these are used• Discuss your own reading• Talk to your daughter about conflict in the world today and how this may be reflected in literature• Check knowledge of fiction and non-fiction• Encourage your daughter to read and write for pleasure | |



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Keywords

stanza

personification

simile/metaphor

alliteration

onomatopoeia

emotive language

repetition

form

structure

rhyme

rhythm

context

fiction/non-fiction

critical analysis

sentence functions

statement

command

question

exclamation



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| Subject | Maths | | Teacher: Mr McMillan / Mrs Daniels |
| 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 | equations table of values gradient y-intercept discrete continuous correlation mean | median mode range object image reflection rotation translation | enlargement scale factor equation solution variable inverse expand substitution |



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| Subject | Science | | Teacher: Mrs Dixon |
| Termly units of study | <p>Revision and Year 9 topics:</p> <ul style="list-style-type: none"> • Cells, systems and movement, • The digestive and gas exchange systems – how do they work? • Reproduce in mammals and flowering plants. • Interdependence and organisms within an ecosystem. • Why do some species become extinct whilst others evolve? <p>Project work:</p> <ul style="list-style-type: none"> • Project 1 – Animal snuggling/trafficking research. • Project 2 – Investigation enzymes. • Project 3 – The importance of looking after your teeth. | | |
| 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. • Watch science-themed programmes together – particularly those linked to extinct and adaptation to the environment, David Attenborough fronts many interesting BBC documentaries. • Carry out the simple test of enzyme action in the mouth by chewing a piece of bread until it becomes 'sweet'. Ask your child to explain why this happens. • Discuss family trees and what traits have been passed down in your family. • Encourage your child to begin looking at the BBC Bitesize KS4 Biology website: https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f | | |
| Keywords | cells tissues organs organ system biomechanics carbohydrates proteins lipid digestion malnutrition | gas exchange ventilation sexual reproduction asexual reproduction gametes zygotes chlorophyll photosynthesis aerobic respiration anaerobic respiration | food chain interdependence producer predator continuous variation discontinuous variation adaptations extinction |



| Subject | Art | Teacher: Miss Grant |
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| Termly units of study | <p>Silk painting Students will work on a personal response based on flower compositions.</p> <ul style="list-style-type: none"> • Applying gutta • Planning colours • Applying silk paints • Using an iron to set gutta/dyes • Rinsing and drying outcomes <p>Portrait project Lessons will focus on technical skills and higher-level thinking so students are well-equipped for KS4. Students will use a range of materials and methods that develop their observational skills. Students will plan individual and original sketchbook pages using mixed media and printmaking techniques.</p> <ul style="list-style-type: none"> • Observational drawing • Proportions of the face • Sculptural drawing and painting in the style of Alberto Giacometti • Analysing images by Teesha Moore, Gabriel Garcia Roman (Gay icons series), Tim Okamura (Urban portrait series), Wuon Gean ho (Lucid masks), Delita Martin, Deborah Klein and Fiona Morley • Developing original ideas and researching images. • Planning sketchbook pages and selecting subject matter that reflects personality • Monoprinting • Planning and executing a mixed-media self-portrait | |
| 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. • 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 papercutting artists | |



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| | <ul style="list-style-type: none">• Taking the time to observe surroundings and the patterns made by shadows.• There are excellent how-to-draw videos on YouTube with lots of step-by-step guides. Encourage your daughter to explore these. | |
| Keywords | tone form blending detail observation perception representation layers imagination psychology description annotation | attention accuracy contrast gestural fluidity spontaneous expressive impressionistic tertiary colour palette layers |



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| Subject | Catering | Teacher: Mrs Andrews |
| Course specification | Pearson BTEC Home Cooking Skills BTEC Home Cooking Skills | |
| Termly units of study | <p>Year 9 – Spring Term: BTEC Home Cooking Curriculum</p> <p>Curriculum Aim: This term focuses on developing essential home cooking skills, understanding nutrition, and learning to prepare balanced meals safely. Students will gain confidence in practical cooking while exploring the science and principles behind everyday food preparation.</p> <p>Learning Objectives By the end of the term, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply a range of basic cooking techniques safely and effectively. 2. Demonstrate knowledge of nutritional principles and plan balanced meals. 3. Understand and apply food hygiene and safety rules in a food technology room setting. 4. Evaluate their own and others' dishes, suggesting improvements. 5. Plan, prepare, and present dishes for everyday meals. 6. Discuss budgeting and how to make financially sensible ingredient/meal choices, how to cook on a set budget. <p>Skills Developed:</p> <ul style="list-style-type: none"> • Practical cooking: knife skills, boiling, frying • Nutrition & meal planning: understanding balanced meals • Hygiene & safety: safe storage, preparation, and handling • Evaluation: self-assessment, peer review • Organisation & time management: planning multi-step meals <p>Focus: Spring 1 – Stir Fry – meat and vegetable options Spring 2 – Pasta and carbohydrates</p> | |
| Suggestions for Parental Support at home | <p>At home, it would assist students' in their BTEC if they were encouraged to:</p> <ol style="list-style-type: none"> 1. Practical Cooking Practice <ul style="list-style-type: none"> • Encourage regular cooking sessions: Even simple tasks like making a sandwich, soup, or pasta help build knife skills, timing, and confidence. | |



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| | <ul style="list-style-type: none"> • Work on plating & presentation: Encourage students to plate food neatly and think about colour, shape, and portion size. <p>2. Nutrition & Meal Planning</p> <ul style="list-style-type: none"> • Discuss balanced meals: Talk about macronutrients (carbs, protein, fats) and micronutrients (vitamins, minerals) in everyday foods. • Practice meal planning: Ask them to plan a simple breakfast, lunch, or dinner menu for the week. • Encourage reading food labels: Help students understand calories, sugar, salt, and fat content. <p>3. Food Hygiene & Safety</p> <ul style="list-style-type: none"> • Reinforce hygiene practices: Washing hands, cleaning surfaces, and proper food storage. • Practice safe handling of knives and equipment: Show safe cutting techniques and correct use of appliances. • Teach food technology room safety: Supervise the use of ovens, stovetops, and electrical equipment. <p>4. Time Management & Organisation</p> <ul style="list-style-type: none"> • Set timed cooking challenges: For example, prepare a meal in 30–40 minutes to practice working efficiently. • Organisation: Prepare ingredients and equipment before cooking, mirroring classroom practice. <p>5. Reflection & Evaluation</p> <ul style="list-style-type: none"> • Taste testing: Encourage them to evaluate dishes critically—flavour, texture, appearance, and presentation. • Journaling: Ask them to write down what worked, what didn't, and what could be improved next time. • Photo logging: Take photos of dishes for their portfolio or assessment evidence. Please bring the photos to school to build up student's portfolio. If photos can't be printed out at home, please email them to me at mrs.andrews@limpsfield-grange.surrey.sch.uk and I will print. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Keywords</p> | <table border="0"> <tr> <td>knife skills</td> <td>presentation / plating</td> <td>menu planning</td> </tr> <tr> <td>boiling</td> <td>balanced diet</td> <td>evaluation / reflection</td> </tr> <tr> <td>steaming</td> <td>portion control</td> <td>time management</td> </tr> <tr> <td>roasting</td> <td>dietary requirements (vegetarian, vegan, allergies)</td> <td>organisation</td> </tr> <tr> <td>saut eing / frying</td> <td>food groups</td> <td></td> </tr> <tr> <td>baking</td> <td>nutritional analysis</td> <td></td> </tr> <tr> <td>grilling</td> <td>calories</td> <td></td> </tr> <tr> <td>poaching</td> <td>recipe adaptation</td> <td></td> </tr> <tr> <td>simmering</td> <td></td> <td></td> </tr> </table> | knife skills | presentation / plating | menu planning | boiling | balanced diet | evaluation / reflection | steaming | portion control | time management | roasting | dietary requirements (vegetarian, vegan, allergies) | organisation | saut eing / frying | food groups | | baking | nutritional analysis | | grilling | calories | | poaching | recipe adaptation | | simmering | | |
| knife skills | presentation / plating | menu planning | | | | | | | | | | | | | | | | | | | | | | | | | | |
| boiling | balanced diet | evaluation / reflection | | | | | | | | | | | | | | | | | | | | | | | | | | |
| steaming | portion control | time management | | | | | | | | | | | | | | | | | | | | | | | | | | |
| roasting | dietary requirements (vegetarian, vegan, allergies) | organisation | | | | | | | | | | | | | | | | | | | | | | | | | | |
| saut eing / frying | food groups | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| baking | nutritional analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| grilling | calories | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| poaching | recipe adaptation | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| simmering | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| Subject | Humanities | Teacher: Mrs Wells |
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| Termly units of study | <p>Spring 1: An Introduction to Philosophy Students will learn the following topics:</p> <ul style="list-style-type: none">• The life and ideas of early Greek philosophers, including Socrates, Plato and Aristotle• Key philosophical questions, such as:<ul style="list-style-type: none">○ Does God exist?○ Where does knowledge come from?○ What does it mean to be human?• An introduction to Ethical thinking• What makes actions right and wrong• Different ideas about morality and religion <p>Spring 2: History WW1 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">• Talk with your child about big questions such as “What is right and wrong?” or * “How we know something is true” and encourage them to explain their ideas.• Encourage your daughter to give reasons for their opinions, even if you disagree, to help develop thinking and discussion skills.• Watch short clips or read simple stories together about famous philosophers (e.g. Socrates or Plato) and discuss what questions they were asking about life. For example: https://www.youtube.com/watch?v=enr-AvvU398&t=38s• Visit the Imperial War museum - taking in the first world war gallery• Discuss the meaning behind Remembrance Sunday | |



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| | <ul style="list-style-type: none">• 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. <i>(This film will not be suitable for all students so please watch it first if you intend to share it with your daughter)</i> | | |
| Keywords | philosophy ethics morality existence reality perception knowledge reasoning rationality empirical | cosmology duty rules happiness pleasure imperative analogy alliance assassination propaganda | trench warfare armistice suffragette suffragist conscription conscientious objector treaty |



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| Subject | ICT | | Teacher: Mrs Daniels |
| Course specification | Pearson Digital Functional Skills EL3/L1 | | |
| 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 appropriate layout conventions for information (including formal and informal communication, presentation, advertisement) and audiences (including familiar, unfamiliar audience) • Edit (including caption, crop, resize, change contrast, change colour balance) an image using an appropriate tool • Process numeric data using simple formula (including sum, subtraction, multiplication, division, maximum, minimum, average) using relative cell references • https://www.tes.com/teaching-resource/resource-13366974 | | |
| 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 | create content document template layout insert text box table edit format font font size | bold italic underline alignment line spacing bulleted list numbered list image resize crop wrap text shape | spell check grammar check preview accuracy save save as file file name file format folder version |



| Subject | PE | Teacher: Miss Kenyon |
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| 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 | |



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| | <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>outwitting</td> <td>dynamics</td> </tr> <tr> <td>receiving</td> <td>teamwork</td> <td>aesthetics</td> </tr> <tr> <td>accuracy</td> <td>tactics</td> <td>musicality</td> </tr> <tr> <td>pace</td> <td>cardio</td> <td>body language</td> </tr> <tr> <td>power</td> <td>enthusiasm</td> <td>expression</td> </tr> <tr> <td>control</td> <td>strength</td> <td>instruction</td> </tr> <tr> <td>possession</td> <td>repetition</td> <td>motif</td> </tr> </table> | passing | outwitting | dynamics | receiving | teamwork | aesthetics | accuracy | tactics | musicality | pace | cardio | body language | power | enthusiasm | expression | control | strength | instruction | possession | repetition | motif |
| passing | outwitting | dynamics | | | | | | | | | | | | | | | | | | | | |
| receiving | teamwork | aesthetics | | | | | | | | | | | | | | | | | | | | |
| accuracy | tactics | musicality | | | | | | | | | | | | | | | | | | | | |
| pace | cardio | body language | | | | | | | | | | | | | | | | | | | | |
| power | enthusiasm | expression | | | | | | | | | | | | | | | | | | | | |
| control | strength | instruction | | | | | | | | | | | | | | | | | | | | |
| possession | repetition | motif | | | | | | | | | | | | | | | | | | | | |



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| Subject | SOLD | Teacher: Miss Kenyon |
| 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"> • Financial literacy – borrowing • Health and Prevention • Basic first aid • Online dating • Relationship and sex education • Why relationships end • Mental wellbeing | | |
| 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 relationships in TV programmes or films, highlighting the healthy and unhealthy aspects. • Look at the Brook website - https://www.brook.org.uk/ | | |
| Keywords | debit card credit card bank loan interest rate overdraft bank charges payday loans loan shark mortgage antibiotics bacterial infections virus cystitis self-diagnosis 111 999 What 3 Words choking asthma over the counter medication | prescription medication dosage information leaflet allergies mutual trust fake profiles stalking the apps ghosting sexual acts penetration consent capacity understanding choice erogenous zones aroused orgasm ejaculation pregnant | STI safer sex growing apart break up physical abuse emotional abuse sexual abuse financial abuse digital abuse coercive control stalking blackmail sextortion revenge porn triggers coping strategies self-care overwhelmed stress trusted adult |