



## Curriculum Overviews Summer 2026 Year 7G

Subject	English	Teacher: Mrs Simpson	
Termly units of study	<p><b>Term 1: Greek Myths</b></p> <ul style="list-style-type: none"> <li>• Learning about the purpose and form of a particular type of story (adventure, fable, myth).</li> <li>• Focusing on creative writing within this form.</li> <li>• Focusing on using a range of descriptive and story-telling techniques.</li> <li>• Revising key grammar and punctuation.</li> <li>• Reading a range of cultural texts and understanding some key ideas which may come up in future literature.</li> </ul> <p><b>Term 2: A Midsummer Night's Dream</b></p> <ul style="list-style-type: none"> <li>• Learning about the Globe Theatre (context).</li> <li>• Learning about the history of language and some of the words Shakespeare gave to us.</li> <li>• Reading Shakespeare as a class.</li> <li>• Performing some sections of the play.</li> <li>• Developing analysis of language in more challenging texts.</li> <li>• Understanding context and how this might affect a story and our understanding.</li> <li>• Writing differing descriptions of night and day and starting to think about how writing may change.</li> </ul>		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>• Encourage your daughter to talk about the texts we have studied and their content.</li> <li>• Encourage your daughter to read on a daily basis and do ask questions about what they have read.</li> <li>• Encourage your daughter to express a personal viewpoint on a wide range of topics</li> <li>• Encourage your daughter to explain new vocabulary they have learnt in this topic.</li> <li>• Encourage your daughter to read non-fiction texts as well as fiction, particularly reviews and advertising.</li> <li>• Practice using a dictionary at home to look up words your daughter does not know.</li> <li>• Watching film or cartoon versions of texts they have and our studying will support them.</li> </ul>		
Keywords	imagery simile	5 stage structure sibilance and plosives	aside/stage directions foreshadowing rhyming couplet



# LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

metaphor  
description  
setting

context  
monologue

plot/sub plot  
act/scene



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Subject	Maths		Teacher: <b>Miss Hamilton / Mrs Dixon</b>
Termly units of study	<ul style="list-style-type: none"> <li>• Sequences</li> <li>• Construction</li> <li>• Ratio and proportion</li> <li>• Probability</li> </ul>		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>• Use Sparx Maths at home</li> <li>• Use Times Table Rockstars at home</li> <li>• Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy.</li> <li>• Do a little bit of maths every day, even if only for 10 minutes. The more your daughter practices, the better she will become.</li> <li>• Encourage your daughter to tell the time by reading both analogue and digital clocks.</li> <li>• 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!)</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Play maths games at home – e.g. dominoes, chess, cards and memory games.</li> </ul>		
Keywords	pattern term rule sequence increase decrease position next term formula compass	angle bisector perpendicular parallel ratio proportion share simplify equal parts	fraction equivalent chance likely unlikely certain impossible outcome event random experiment



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*'together we make a difference'*

ruler  
measure

scale  
divide

probability scale

**Subject**

**Science**

**Teacher: Mrs Dixon**



Termly  
units of  
study

## Reproduction:

- Gestation and birth.
- Puberty and adolescence.

## Mixtures and Separation

- Mixtures
- Solutions
- Evaporation
- Chromatography
- Distillation
- Safe Drinking water

## Ecosystems

- Exploring the world
- Variation
- Adaptations
- Effects of the environment
- Transfer in food chains
- Plants and reproduction

## Muscles and Bones

- Fitness
- Muscles and breathing
- Muscles and blood
- The Skeleton
- Muscles and moving
- Drugs
- Drugs and sport



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<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"><li>• Visit museums such as The Science Museum (Kensington).</li><li>• Visit a public garden such as Wisley or Kew Gardens</li><li>• Encourage your child to read or watch science-related news articles, for example, BBC Newsround.</li><li>• Watch science-themed programmes and documentaries together, for example Brian Cox and David Attenborough front many interesting BBC documentaries.</li><li>• Visit a farm during lambing season.</li><li>• SparxScience</li></ul>		
<b>Keywords</b>	reproduction fertilisation sperm egg organ adaptation dissolve filtrate mixture suspension filter sieve solute	solute insoluble soluble evaporate species variation habitat adaptation inherited environmental producer consumer herbivore	carnivore omnivore muscle contract relax circulation blood skeleton drug stimulant depressant



Subject	Art	Teacher: <b>Miss Grant</b>
<b>Termly units of study</b>	<p><b>Africa Sketchbook project</b></p> <p>Students will create a concertina sketchbook inspired by the Art of a Continent. Lessons will focus on drawing skills, pattern, composition, making and methodical working.</p> <p>Topics will include:</p> <ul style="list-style-type: none"> <li>• Berber pattern and symbols. Watercolour and penwork.</li> <li>• Asante culture and Adinkra symbols; Kente cloth. Paints and collage.</li> <li>• Adire cloth. Printing and wax resist.</li> </ul> <p>Students will have the opportunity to research and respond to their own reference materials based on different elements African cultures. Students will refine and evaluate their work as it progresses; solving problems as they arise and developing imaginative use of materials. They will make and design their own sketchbook covers using mixed media.</p>	
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"> <li>• Looking at maps of Africa and identifying the different countries within the continent.</li> <li>• Researching the culture of different countries.</li> <li>• Encouraging drawing or colouring for pleasure.</li> <li>• Keeping a doodle book/scrap book of ideas and inspirations from Africa project.</li> <li>• Developing drawing skills</li> <li>• Copying drawings from artists is very good for developing observational skills regardless of the subject matter.</li> <li>• Encouraging good drawing practice:               <ul style="list-style-type: none"> <li>○ Using a sharp pencil</li> <li>○ Including as much detail as possible</li> <li>○ Using shading</li> <li>○ Using contrast</li> </ul> </li> </ul>	
<b>Keywords</b>	line tone contrast	pattern henna detail
		composition layout balance



Subject	Catering	Teacher: <b>Mrs Andrews</b>
<b>Termly units of study</b>	<p><b>Summer Term – Seasonality and Baking</b></p> <ul style="list-style-type: none"><li>• Develop understanding of seasonality, food choices and baking techniques. This unit builds on prior knowledge and practical skills, enabling students to progress from basic preparation methods to more complex baking processes while exploring the factors that influence food choices.</li><li>• Explore the concept of seasonal food, including its definition, benefits such as freshness, sustainability and lower cost, and limitations such as availability and reliance on imports. They will also investigate factors that affect food choices, including lifestyle, religion, culture, cost and personal preference.</li><li>• Practical lessons will focus on developing and refining baking techniques such as creaming, rubbing-in and the muffin method. Students will also continue to build core skills including chopping, peeling, weighing, measuring and safe use of heat. They will prepare a variety of dishes including pasta, baked goods and savoury items, developing consistency, accuracy and presentation skills.</li><li>• During the second half of the term, students will focus on more advanced baking techniques, combining flavours and textures while improving portion control, presentation and independence in practical work.</li><li>• Throughout the unit, students will be encouraged to evaluate their work, considering taste, texture, appearance and overall quality. They will reflect on how dishes can be adapted based on seasonal ingredients and personal or cultural preferences, as well as considering sustainability and reducing food waste.</li><li>• By the end of the Summer term, students will demonstrate increased independence in the food technology room, improved practical competence and a stronger understanding of how seasonality and food choices impact healthy, sustainable eating.</li></ul>	
<b>Suggestions for Parental Support at home</b>	<p>At home, students can be encouraged to:</p> <ul style="list-style-type: none"><li>• Help with food preparation such as weighing ingredients, mixing, peeling and safely practising chopping skills under supervision.</li><li>• Read and follow baking recipes to develop independence and confidence.</li><li>• Discuss seasonal foods and identify which ingredients are in season and why this is important.</li><li>• Talk about factors influencing food choices, such as cost, culture and personal preference.</li></ul>	



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	<p>Families can also involve students by:</p> <ul style="list-style-type: none"><li>• Baking simple recipes together, such as cookies, cakes or scones, and discussing texture, flavour and presentation.</li><li>• Encouraging students to evaluate their dishes, considering what worked well and what could be improved.</li><li>• Talking about food hygiene and safety, including safe oven use, handwashing and cleaning surfaces.</li><li>• Exploring ways to reduce food waste, such as using overripe ingredients in baking.</li></ul>		
<b>Keywords</b>	seasonal food seasonality sustainability food choice factors lifestyle culture religion cost personal preference	baking creaming method rubbing-in method muffin method mixing kneading portioning	carbohydrates protein fibre vitamins, minerals



<b>Subject</b>	<b>Humanities</b>		Teacher: <b>Mrs Wells</b>
<b>Termly units of study</b>	<p><b>Term 1: Rivers</b></p> <p>Students will learn about how rivers are formed through a focus on the hydrological cycle. They will explore the importance of rivers for human settlement and consider how they have shaped and changed the physical landscape. Students will learn about the changes that a river goes through on its journey and be able to explain the changes that occur when a river meets the sea.</p> <p><b>Term 2: Local History</b></p> <ul style="list-style-type: none"> <li>Students will explore how Limpsfield as a village has developed over time- they will have a chance to develop their own research skills and begin to use source materials to make inferences about people and places of the past. Students will investigate the use and purpose of Limpsfield Grange throughout time and consider the people who have lived and worked at the Grange through history as well as consider what it might be like for the people of the future. Students will critically engage with primary and secondary sources and begin to understand the skills needed by historians today.</li> </ul>		
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"> <li>Visit a local river and look at the way it has shaped the land</li> <li>Identify rivers of the UK on a map- locating the source and the mouth of the river</li> <li>Explore google earth together <a href="https://earth.google.com/web/">https://earth.google.com/web/</a></li> <li>Watch Planet Earth Episode 3 - Fresh water</li> <li><a href="https://www.bbc.co.uk/programmes/b0074sgj">https://www.bbc.co.uk/programmes/b0074sgj</a></li> <li>Visit a library local to you and investigate the history of your area- perhaps you could find out some facts about the people who have lived in your house or your road.</li> </ul>		
<b>Keywords</b>	infiltration deposit transport percolation evaporation condensation precipitation surface runoff	source mouth erosion meander sources primary secondary research	archive historical chronology time architecture change purpose



Subject	ICT	Teacher: <b>Mrs Daniels</b>																														
Termly units of study	<p><b>Transacting:</b></p> <ul style="list-style-type: none"> <li>• Complete and submit an online form (including personal details) and comply with data validation</li> <li>• Comply with verification checks to complete an online transaction</li> </ul> <p><b>Being safe and responsible online:</b></p> <ul style="list-style-type: none"> <li>• Understand the need to stay safe and respect others when using the internet and communicating online.</li> <li>• Know simple methods to protect personal information and privacy online.</li> <li>• Set up and use security features (including authentication methods) to access devices and online services.</li> <li>• Understand the benefits of using security software to protect against online risks.</li> <li>• Know of and know how to minimise the effects of physical stresses that may result from using devices.</li> </ul>																															
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>• Encourage your daughter to consider the effects of using devices for long periods of time with regard to eyesight and posture in particular.</li> <li>• Encourage your daughter to look at the Think U Know website to find out more about online safety - <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a></li> <li>• Encourage your daughter to send homework, completed on the computer, to the teacher using e-mail.</li> <li>• You can access the school e-mail system from home by Googling – Office 365 and clicking on ‘Sign in to your account’ at <a href="https://login.microsoftonline.com">https://login.microsoftonline.com</a> Full instructions are also on page 7 of student planners.</li> <li>• Encourage the use of a memory stick for saving work to.</li> <li>• Set up subject-specific folders on the stick and on devices at home.</li> <li>• Encourage your daughter to use Word, PowerPoint, Excel (these are available via Office365) and Publisher if available at home.</li> </ul>																															
Keywords	<table border="0"> <tr> <td>submit</td> <td>interaction</td> <td>posture</td> </tr> <tr> <td>criteria</td> <td>respect</td> <td>ergonomics</td> </tr> <tr> <td>data validation</td> <td>platforms</td> <td>blue light</td> </tr> <tr> <td>personal</td> <td>posting</td> <td>eye strain</td> </tr> <tr> <td>information</td> <td>harassment</td> <td>RSI</td> </tr> <tr> <td>fields</td> <td>online-risk</td> <td>overstimulation</td> </tr> <tr> <td>mandatory</td> <td>profile</td> <td>fatigue</td> </tr> <tr> <td>cyberbullying</td> <td>community</td> <td></td> </tr> <tr> <td>oversharing</td> <td>netiquette</td> <td></td> </tr> <tr> <td>privacy</td> <td></td> <td></td> </tr> </table>		submit	interaction	posture	criteria	respect	ergonomics	data validation	platforms	blue light	personal	posting	eye strain	information	harassment	RSI	fields	online-risk	overstimulation	mandatory	profile	fatigue	cyberbullying	community		oversharing	netiquette		privacy		
submit	interaction	posture																														
criteria	respect	ergonomics																														
data validation	platforms	blue light																														
personal	posting	eye strain																														
information	harassment	RSI																														
fields	online-risk	overstimulation																														
mandatory	profile	fatigue																														
cyberbullying	community																															
oversharing	netiquette																															
privacy																																



Subject	PE	Teacher: <b>Miss Kenyon</b>
Termly units of study	<p><b>Summer 1 - Striking and fielding</b></p> <ul style="list-style-type: none"><li>• <b>Fielding skills</b><ul style="list-style-type: none"><li>○ Throwing</li><li>○ Catching</li><li>○ Fielding</li><li>○ Long barrier</li><li>○ Bowling</li></ul></li><li>• <b>Batting skills</b><ul style="list-style-type: none"><li>○ Grip</li><li>○ Stance</li><li>○ Aim</li><li>○ Tactical decisions – when to run</li></ul></li><li>• <b>Game play</b><ul style="list-style-type: none"><li>○ Diamond cricket, rounders or conditioned games.</li></ul></li></ul> <p><b>Summer 2 - Movement skills (Runs, jumps and throws)</b></p> <ul style="list-style-type: none"><li>• <b>Throwing</b><ul style="list-style-type: none"><li>○ Push throw – Shot</li><li>○ Pull - Javelin</li></ul></li><li>• <b>Running</b><ul style="list-style-type: none"><li>○ Sprints</li><li>○ Middle distance</li></ul></li><li>• <b>Jumping</b><ul style="list-style-type: none"><li>○ Standing long jump</li><li>○ Long jump</li></ul></li></ul>	



	<ul style="list-style-type: none"> <li>○ Triple jump</li> </ul> <p><b>Continuous focus throughout the year on;</b></p> <ul style="list-style-type: none"> <li>● Warmups</li> <li>● Cool downs</li> <li>● Types of fitness</li> <li>● Heart rate</li> <li>● Teamwork</li> <li>● Leadership</li> <li>● Choice</li> <li>● Challenge</li> <li>● Self-assessment</li> <li>● Refinement</li> </ul>		
<p><b>Suggestions for Parental Support at home</b></p>	<ul style="list-style-type: none"> <li>● Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their PE day.</li> <li>● On the evening of PE day (Thursday), encourage them to do some different stretches to ease potential muscle soreness.</li> <li>● Encourage students to be active over the weekend/ evenings.</li> <li>● Encourage a healthy lifestyle.</li> <li>● Encourage them to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport.</li> <li>● Try to get outside once a day, either to walk, or exercise.</li> </ul>		
<p><b>Keywords</b></p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Summer 1 - striking and fielding</b></p> <ul style="list-style-type: none"> <li>over arm</li> <li>under arm</li> <li>cushioning</li> <li>bowling</li> <li>long barrier</li> <li>linking</li> <li>backup play</li> <li>accuracy</li> <li>batting</li> <li>directing the ball</li> <li>space</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Summer 2 - movement skills (runs, jumps and throws)</b></p> <ul style="list-style-type: none"> <li>push</li> <li>power</li> <li>rotation</li> <li>strength</li> <li>extend</li> <li>pull</li> <li>release</li> <li>safe</li> <li>collect</li> <li>measure</li> <li>pacing</li> </ul> </td> </tr> </table>	<p><b>Summer 1 - striking and fielding</b></p> <ul style="list-style-type: none"> <li>over arm</li> <li>under arm</li> <li>cushioning</li> <li>bowling</li> <li>long barrier</li> <li>linking</li> <li>backup play</li> <li>accuracy</li> <li>batting</li> <li>directing the ball</li> <li>space</li> </ul>	<p><b>Summer 2 - movement skills (runs, jumps and throws)</b></p> <ul style="list-style-type: none"> <li>push</li> <li>power</li> <li>rotation</li> <li>strength</li> <li>extend</li> <li>pull</li> <li>release</li> <li>safe</li> <li>collect</li> <li>measure</li> <li>pacing</li> </ul>
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# LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

teamwork  
tactics  
scoring  
'out'  
team work  
rules  
direction

aerobic reaction times  
speed  
endurance  
run up  
take off  
height  
distance  
swing  
extend



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<b>Subject</b>	<b>WACI</b>		Teacher: <b>Mrs Janaway</b>
<b>Termly units of study</b>	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• The role of the King and government</li> <li>• Being a responsible citizen</li> <li>• Relationships and consent</li> <li>• Online safety</li> <li>• Water and Railway safety</li> <li>• Sun Safety</li> <li>• Basic First Aid</li> </ul>		
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"> <li>• Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop.</li> <li>• 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.</li> <li>• Take an interest in what your daughter does online. Talk to her about the games and social media apps she uses.</li> <li>• Look through your first aid kit and encourage your daughter to talk about what each item might be used for. You could also discuss what items are missing and may need to be added.</li> <li>• Use the following website to discuss sun care with your daughter - <a href="#">How can I keep my child safe in the sun? - Support for Parents from Action For Children</a></li> </ul>		
<b>Keywords</b>	National Anthem Prime Minister 10 Downing Street Monarch House of Lords House of Commons laws overrule compromise apology abuse physical abuse verbal abuse	banter cyberbullying trolling 'draw a line under it' misunderstanding grudge group chat FOMO account settings privacy open water cold water shock hyperventilate	recovery position weather forecast skin cancer minor injury cuts grazes burns sunburn bites stings blisters nose bleed dressing



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*'together we make a difference'*

emotional abuse  
sexual abuse  
neglect  
Childline  
NSPCC

offshore winds  
current  
buoyancy aid  
third rail  
level crossing

infection  
SPF