



Curriculum Overviews Summer 2026

Year 8J

Subject	English	Teacher: Mrs Forbes
Termly units of study	<p>Term 1: Dystopian Fiction</p> <ul style="list-style-type: none">• To read a range of short extracts from different texts in lessons.• To explore conventions and themes.• Finding key information and quotations from texts.• To learn about the form and style of a particular type of writing.• To assess the styles of writing that are used and be able to use some of these skills in own writing.• Writing descriptions of character, settings and pictures.• Analysing texts to show understanding of the effect of language and to show understanding of the genre.• Create a short speech to practice speaking independently in front of the class. <p>Term 2: Shakespeare's Tempest</p> <ul style="list-style-type: none">• To explore the social, cultural and historical context and the time that The Tempest was written and first performed.• To learn about the Globe Theatre and audiences at this time.• A focus on analysing characters and plot.• Reading extracts from play as a class.• Understanding what a theme is.• Exploring increasingly complex ideas.• Performing short sections of the play.• To continue to develop creative writing skills, particularly description using punctuation and grammar to create different effects.	



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Suggestions for Parental Support at home	<ul style="list-style-type: none">• Ask your daughter to express her ideas and opinions across a range of topics, encourage her to back this with a personal example as well as facts and figures.• Talk to your daughter about her work, ask her to share the positive points from each week.• Discuss her current reading book and share your thoughts about your own reading.• Check knowledge of fiction and non-fiction.• Encourage your daughter to read and write for pleasure.• Ask your daughter to tell you about individual characters from Romeo and Juliet.• Ask your daughter to summarise the plot.		
Keywords	imagery simile metaphor description setting punctuation	audience structure context sibilance and plosives context monologue	genre act/scene aside/stage directions foreshadowing rhyming couplet plot/sub plot literary conventions



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Subject	Maths		Teacher: Mr McMillan / Mrs Dixon
Termly units of study	<ul style="list-style-type: none"> • Constructions • Sequences • Ratio & proportion • Probability 		
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	construct perpendicular bisect locus scale drawing ratio proportion	unitary method direct proportion sequence position term-to-term rule position-to-term rule n th term	trial outcome event tree diagram sample space diagram biased



Subject	Science	Teacher: Mrs Dixon
Termly units of study	<p>Breathing and Respiration:</p> <ul style="list-style-type: none">• What is aerobic respiration?• Gas exchange in the lungs and how oxygen is transported around our bodies.• Gas exchange in different organisms.• Anaerobic respiration. <p>Light:</p> <ul style="list-style-type: none">• How does light travel?• Reflection and refraction of light.• The workings of a camera and the eye.• How can we get coloured light? <p>Combustion</p> <ul style="list-style-type: none">• Engines• Burning fuels• Oxidation• Fire safety• Air pollution• Global warming• Reducing pollution <p>Plants and reproduction</p> <ul style="list-style-type: none">• Useful plants• Classification and biodiversity• Types of reproduction• Pollination• Fertilisation and dispersal• Germination and growth• Animals using plants	



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Suggestions for Parental Support at home	<ul style="list-style-type: none">• Visit museums e.g. The Science Museum (Kensington)• Visit a public garden such as Wisley or Kew Gardens• Encourage your daughter to write down any scientific questions they think of at home (that you can't answer yourself), then bring it in to ask in class• Watch science-themed programmes and documentaries together• Discuss fire safety procedures you have in the home• Encourage your daughter to help in the garden, growing flowers or vegetables• SparxScience																																																
Keywords	<table><tr><td>lungs</td><td>light</td><td>biodiversity</td></tr><tr><td>trachea</td><td>shadow</td><td>extinction</td></tr><tr><td>diaphragm</td><td>opaque</td><td>species</td></tr><tr><td>ventilation</td><td>translucent</td><td>genus</td></tr><tr><td>inhalation</td><td>transparent</td><td>inherited variation</td></tr><tr><td>exhalation</td><td>ray diagram</td><td>zygote</td></tr><tr><td>oxygen</td><td>retina</td><td>asexual reproduction</td></tr><tr><td>carbon dioxide</td><td>cornea</td><td>sexual reproduction</td></tr><tr><td>aerobic</td><td>iris</td><td>self-pollination</td></tr><tr><td>anaerobic</td><td>lens</td><td>cross pollination</td></tr><tr><td>reactants</td><td>optic nerve</td><td>cell division</td></tr><tr><td>products</td><td>primary colour</td><td>embryo</td></tr><tr><td>hydrocarbons</td><td>spectrum</td><td>seed dispersal</td></tr><tr><td>oxidation</td><td>white light</td><td>photosynthesis</td></tr><tr><td>fire triangle</td><td>filter</td><td>interdependence</td></tr><tr><td>pollutants</td><td></td><td></td></tr></table>	lungs	light	biodiversity	trachea	shadow	extinction	diaphragm	opaque	species	ventilation	translucent	genus	inhalation	transparent	inherited variation	exhalation	ray diagram	zygote	oxygen	retina	asexual reproduction	carbon dioxide	cornea	sexual reproduction	aerobic	iris	self-pollination	anaerobic	lens	cross pollination	reactants	optic nerve	cell division	products	primary colour	embryo	hydrocarbons	spectrum	seed dispersal	oxidation	white light	photosynthesis	fire triangle	filter	interdependence	pollutants		
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Subject	Art		Teacher: Miss Grant
Termly units of study	<p>Under the microscope</p> <ul style="list-style-type: none"> • Drawing inspired by cells, diatoms and coral • Presentation skills • Descriptive vocabulary • Betty Busby • Catrin Mostyn Jones • Rogan Brown • Creating a design sheet • Exploring texture through sample pieces • Painting skills using blended colour • Papier maché sculptures inspired by the work of different artists. <p>Students will create a range of Artwork inspired by microscopic creatures, including mixed media sketchbook pages, paper-cutting techniques, textured sample pieces using paper mache, and a 3D outcome. Students will look at the work of contemporary artists and create responses to their work. They will develop presentation and annotation skills to show the process of their ideas.</p>		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Encouraging drawing and colouring for pleasure. • Looking at patterns in nature and noticing similarities and differences, e.g. how the branches of trees look similar to the vein pattern in leaves. • Looking at patterns within the natural world, e.g. within stones, shells and crystals. • 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 the full tonal range to show form • Blended shading 		
Keywords	microcosm magnified	microcosm magnified	microcosm magnified



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close-up
analysis
pattern
organic
flowing

close-up
analysis
pattern
organic
flowing

close-up
analysis
pattern
organic
flowing



Subject	Catering	Teacher: Mrs Andrews
Termly units of study	<p>Termly units of study: Healthy lunches, Sustainability and Dessert Making</p> <ul style="list-style-type: none">• During the Summer term, students will develop their understanding of what makes a healthy, balanced lunch, alongside exploring food waste, sustainability and food provenance, with a focus on ingredients such as milk, cheese and yoghurt. Building on skills developed in Year 7, students will work with increasing accuracy and confidence, applying a wider range of cooking techniques and ingredients.• In the first part of the term, students will explore the components of a healthy lunch using the Eatwell Guide to understand nutritional balance. They will learn how to plan meals, select appropriate ingredients and evaluate food choices, considering health, cost and sustainability. Practical work will include preparing a variety of balanced lunch dishes such as quiches, stuffed jacket potatoes, salads and wraps, developing skills in vegetable preparation, seasoning, flavour balancing and presentation.• Students will also examine ways to reduce food waste, including the use of leftover ingredients in traditional recipes. They will consider how food choices impact the environment, including food miles and sustainable practices.• In the second part of the term, students will focus on developing and refining their dessert-making techniques. They will explore cultural and seasonal cooking, learning about a range of dishes and the significance behind them. Practical lessons will focus on baking and heat control, mixing methods and combining ingredients, while encouraging students to plan and organise cooking tasks more independently and accurately cost their recipes.• Throughout the term, students will build on a range of practical skills including knife skills (chopping, slicing and dicing), mixing and combining ingredients, baking, grilling, boiling and assembling dishes. They will also develop presentation and finishing techniques to improve the overall quality of their dishes.• Students will be encouraged to evaluate their work, considering taste, texture, appearance, nutritional value and cost. They will also adapt recipes to suit dietary needs, cultural preferences and available ingredients.• By the end of the Summer term, students will demonstrate greater independence and confidence in the food technology room, with the ability to plan, prepare and evaluate both savoury and sweet dishes while considering health, sustainability and budget.	



<p>Suggestions for Parental Support at home</p>	<p>At home, students can be encouraged to:</p> <ul style="list-style-type: none"> • Help prepare balanced meals, focusing on including a variety of food groups. • Practise safe knife skills such as chopping and slicing under supervision. • Read and follow recipes, supporting independence and organisation. • Discuss food choices, including health, cost, culture and sustainability. <p>Families can also involve students by:</p> <ul style="list-style-type: none"> • Planning and preparing a healthy lunch together, considering nutrition and presentation. • Cooking simple desserts and discussing flavour, texture and cooking methods. • Encouraging students to use leftover ingredients to reduce food waste. • Talking about food provenance, including where ingredients come from and how they are produced. • Supporting students in evaluating meals and suggesting improvements. 		
<p>Keywords</p>	<p>healthy eating balanced diet Eatwell Guide nutrition food groups meal planning sustainability food waste food miles provenance chopping</p>	<p>peeling dicing sautéing simmering mixing baking grilling measuring weighing portion control costing</p>	<p>ratios recipe ingredients flavour texture seasoning evaluate adapt</p>



Subject	Humanities		Teacher: Mrs Wells
Termly units of study	<p>Term 1: The Industrial Revolution</p> <p>Students will be exploring how British society changed between the 18th and 20th Century. They will consider what life was like in Victorian England looking at how industry affected health and the work of key social reformers of this time. They will explore famous inventions such as the telephone and electricity, thinking about how different life would be today without the inventions. Finally, they will consider crime and punishment in Victorian England, discovering how policing in the UK began and use historical sources to investigate the infamous Jack the Ripper</p> <p>Term 2: Spirited Arts</p> <p>Students will learn how art and religion come together. They will consider how different religions use art to express their beliefs and then develop their own ideas through creative artwork. This combination of art and religion aims to help students understand life, spirituality, and how different people find meaning.</p> <p>At the end of the term, students will have the chance to enter the NATRE Spirited Arts Competition. This is a national contest that aims to encourage young people to think about religious and spiritual ideas and show them through their art. (poetry, painting, collage, printing, story writing or photography)</p> <p>By studying religious themes, such as the environment, philosophy and equality students will learn about different beliefs and practices, and use this knowledge to inspire their artwork.</p>		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Talk about how things have changed in your lifetime. Share what things were different when you were growing up such as technology and gadgets. • Visit a local museum to discover objects from the 18th Century. • Watch Horrible Histories. • Explore BBC Bitesize • https://www.bbc.co.uk/bitesize/subjects/zk26n39 • Talk about how the role of women has changed in society. • Look through the Spirited Arts gallery to discover competition winners from the past discussing what makes good art Enter Spirited Arts NATRE Competition • Visit an art gallery to see the way in which people's ideas about religion and belief have been shown in art • Look around a local church to find inspiring stained-glass windows and discuss the meaning behind them 		
Keywords	revolution domestic system	classes magistrates	mandala calligraphy



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mechanised
luddites
British Empire
entrepreneurs
overcrowding
public health
cholera
sewers

constables
capital offence
The Bow Street Runners
The Metropolitan Police
spirituality
religion
influence
inspire

sacred
art
architecture
respect
justice
social harmony



Subject	ICT		Teacher: Mrs Daniels
Termly units of study	<p>Creating and Editing:</p> <ul style="list-style-type: none"> • Use suitable applications (including word-processing, document or web presentation software), to enter, edit, format, layout and save information (including text, tables, graphics, charts) for a range of purposes and audiences. • 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 formulae (including sum, subtraction, multiplication, division, maximum, minimum, average) using relative cell references • Process (including sort, filter) numeric data by values in a column. • Format numeric data (including font sizes, font styles, alignment, cell formatting, merging cells, splitting cells, row height, column width). • Chart a single series of numeric data using an appropriate type of chart and apply suitable titles and labels (including chart title, axis titles, data legends and data labels). 		
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’ • 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	cell row column worksheet workbook bold font font size data	text number formula function sum AVERAGE edit format align	merge cells insert delete autofill sort filter save



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



	<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>	<p>Summer 1 - striking and fielding</p> <p>over arm under arm cushioning bowling long barrier linking backup play accuracy batting directing the ball space teamwork tactics</p>	<p>Summer 2 - movement skills (runs, jumps and throws)</p> <p>push power rotation strength extend pull release safe collect measure pacing aerobic reaction times speed</p>



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scoring
'out'
team work
rules
direction

endurance
run up
take off
height
distance
swing
extend



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Subject	SOLD	Teacher: Mrs Taylor
Termly units of study	<p>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.</p> <p>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.</p> <p>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.</p>	



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Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Addiction • Physical health and fitness • Body image and self-esteem • The Commonwealth and celebrating cultural diversity • Online safety • Relationship and Sex Education • Reading a bank statement • Water and Railway Safety • First aid 		
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. • You can find out more about online child sexual exploitation by clicking on the following link - Child Sexual Exploitation & How to Keep Your Child Safe NSPCC • 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. 		
Keywords	legal/illegal substances substance abuse phases of addiction experimental social regular use tolerance light exercise moderate exercise vigorous exercise endorphins editing filters influencers pornography	culture multicultural society respect community values beliefs harmful content share privacy AI online abuse harassment penis testicles foreskin	vagina bush sexploitation coercive control blackmail CEOP balance pending transaction transfer online banking banking app credit debit overdraft



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unhealthy comparisons

erection
discharge