

Hoe Valley School



Year 8 Curriculum Overview A Guide for Parents 2024 - 2025



Inspiring a Love of Learning



HOE VALLEY SCHOOL

Address: Egley Road, Woking, GU22 0NH
Office Tel: 01483 662627
Email: info@hoevalleyschool.org
Web: www.hoevalleyschool.org
Head Teacher: Mrs J Davies

Dear Parent / Carer,

This booklet will provide you an overview of Hoe Valley's Programmes of Study for Year 8 2024-25, and will outline the ways in which you can support your son/daughter in achieving their full potential in each of their subjects over the course of the year.

Year 8 is a key year in our students' academic lives as this is the year they'll be choosing their GCSE preferences. Our focus continues to be on ensuring students are studying a broad range of subjects and are applying their skills to the wider world. We will be working closely with you and with students to ensure that the GCSE preferences process goes smoothly and to ensure our students are making wise and informed decisions. We will be holding our remote options evening on Wednesday 29th January 2025, followed by a GCSE Taster Day in school for students on Thursday 9th January 2025. These opportunities will hopefully provide a greater insight into each subject and guide our students to make appropriate choices for their future.

Furthermore, in Year 8, an express class is created in each curriculum band for German, Science and Maths to support the academic development of our more able pupils.

More information on the principles which underpin the Key Stage 3 curriculum is available on our website or in the School's curriculum policy. There is also further information on our pathways for our higher attainers, students with a specific learning need or those who speak English as an additional language.

We hope your child will enjoy working their way through this challenging, relevant, exciting and personalised curriculum with the ultimate aim of being ready to start their GCSE preferences in September 2025.

Yours sincerely,

Mr Lennon
Head of Year 8

Core Subjects

- English
- Maths
- Science

English

“Today a reader, tomorrow a leader”

Subject Lead: Ms Taylor-Wareham

Useful Websites:

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

Below are a selection of games and resources for all aspects of literacy:

<http://www.vocabulary.co.il/>

<http://www.softschools.com/>

<http://www.mrthornedoesphonics.com/>

<http://www.curriculumbits.com/resources/english/>

www.channel4learning.com/sites/fairground/index.shtml

www.freerice.com



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	War poetry & Private Peaceful	The influence of the Media & The Woman in Black	Descriptive and Narrative writing & Lord of the Flies
Skills Focus	Language & structural features, text analysis	Form, purpose, language features, comparison skills	Technical accuracy – SPAG; functional writing
Assessment	Comparison analysis question	Non-fiction analysis	Writing assessment
2nd Half: Topic	Shakespeare (Romeo & Juliet): What makes a tragic hero?	Gothic literature	19th Century Literature
Skills Focus	Quotations & references, inferences, text analysis	Context, language analysis, approaching an unseen text	Quotations & references; deduction & inferences; analysis of language and structure.
Assessment	Reading assessment	Fiction analysis	End of Year examination

What three things should I be doing to support my child at home?

1. Encourage them to read their current reading book for at least two hours a week and talk to them about their opinion on the writing.
2. Encourage them to read non-fiction articles/publications that interest them.
3. Read and discuss the viewpoint of the person writing. What is their message or viewpoint? Is it one-sided or balanced?

Maths

“Every problem has a solution!”

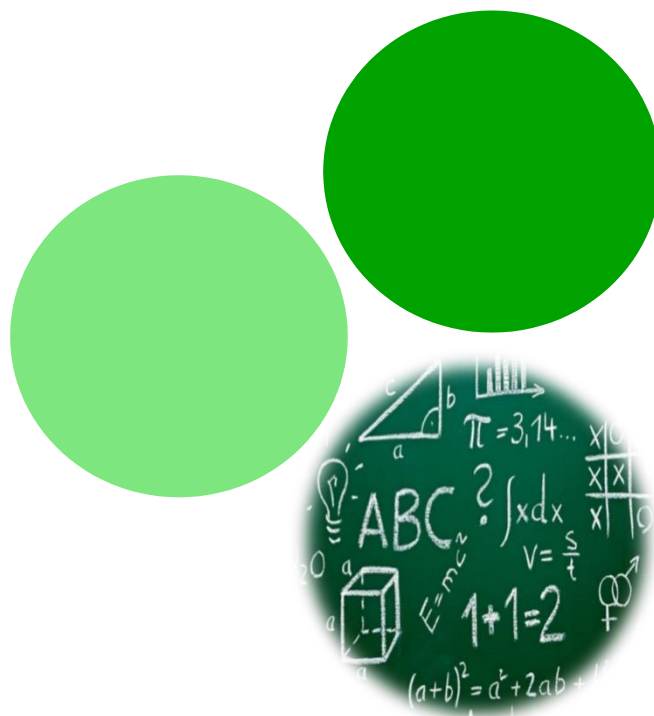
Subject Lead: Mrs Stapleton

Useful Websites:

www.corbettmaths.com

www.mathsgenie.co.uk

www.drfrust.org



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Number Area & Volume	Decimals & Ratio Lines & Angles	Transformers
Skills Focus	Add, Subtract, Multiply, Divide Rounding, Significant figures Numbers & Estimation Powers, Roots and Index Notation Factors, Multiples & Primes Negative Numbers Areas of Triangles Areas of Quadrilaterals Volumes of Cuboids Nets Surface Area Converting Units	Using Conversion Graphs Distance-Time Graphs Line Graphs Interpreting Real-Life Graphs Curved Graphs Ordering & Rounding decimals Calculating with decimals Ratio and proportion with decimals Quadrilaterals Angles in parallel lines Interior & Exterior Angles in Polygons	Transformation of shapes using reflection rotation, symmetry, enlargement and translation
Assessment	No assessment this half term	Algebra, Ratio, decimals & angles assessment	Unit Assessments End of Year Exams
2nd Half: Topic	Statistics, Graphs & Charts revisited Expressions & Equations	Transformations Straight Line Graphs	Calculating with Fractions Percentages, Decimals & Fractions
Skills Focus	Averages & Range Pie Charts, Two-way Tables, Frequency Tables Grouped and ungrouped data Stem & Leaf Diagrams Comparing Data Scatter Graphs Simplifying & factorising expressions Forming & Solving Equations	Ordering fractions Multiplying Fractions Fractions, Decimals & Reciprocals Dividing Fractions Mixed Numbers & Improper Fractions Equivalent Fractions Straight Line Graphs including: $y = mx + c$ Gradient Equation of the Line	Compare Fractions, Decimals & Percentages One number as a percentage of another Percentage of an amount End of Year Revision
Assessment	Number, area, volume & statistics assesment	Combined Unit Assessments	End of Year Exams

What three things should I be doing to support my child at home?

1. Encourage them to use Dr Frost videos & their books to help support homework.
2. To practise core skills such as times tables both by multiplying and dividing.
3. Question them: ‘How do you think you could solve the problem?’, ‘What happens if you try that?’, ‘So what could you try next?’, ‘Explain that to me’. (It’s okay for them to make mistakes).

Science

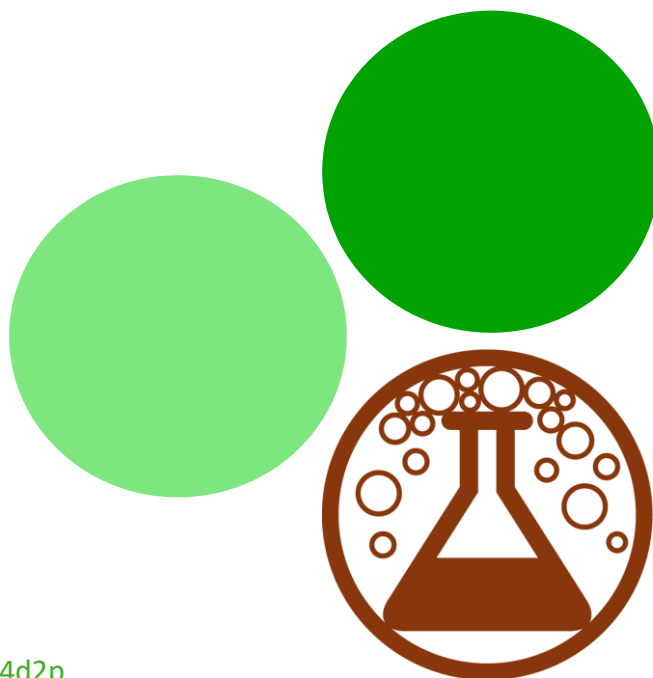
“Discover the unknown, create the future”

Subject Lead: Miss English

Useful Websites:

BBC Bitesize - KS3 Science:

<http://www.bbc.co.uk/education/subjects/zng4d2p>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Mixtures and The Atom	Waves	Space
Skills Focus	To be able to apply and understanding of atoms, molecules, compounds and elements, to chemical processes and the structure of the periodic table	To be able to describe the properties and behaviour of sound and light, and how humans use and manipulate them as waves.	To be able to describe and explain day and night, the seasons, eclipses and orbits. To describe the solar system.
Assessment	End of topic test, extended response questions & weekly prep tasks self-assessment through the use of booklets	End of topic test, extended response questions & weekly prep tasks	End of topic test, extended response questions & weekly prep tasks
2nd Half: Topic	Respiration	Reactions	Photosynthesis
Skills Focus	Be able to apply the different word equations for respiration to biological processes and the characteristics of living things.	To be able to form and balance symbol equations and describe and explain chemical changes.	To be able to explain the importance of the photosynthesis equation to all life on Earth.
Assessment	End of topic test, extended response questions & weekly prep tasks	End of topic test, extended response questions & weekly prep tasks	End of topic test, extended response questions & weekly prep tasks

What three things should I be doing to support my child at home?

1. Sharing with them anything you read in the papers related to Science.
2. Encourage your child to watch documentaries in Science e.g. Horizon.
3. Ensure they are engaged in active revision for assessments i.e. creating revision materials to help them learn and not just reading.

Other Subjects

- Computer Science
- Creative Arts
- Drama
- French
- Geography
- German
- History
- Music
- PE
- PSHE & Citizenship
- RE
- Spanish
- Work Ready
- Community

Computer Science

"Challenge yourself, challenge the boundaries, challenge the future"

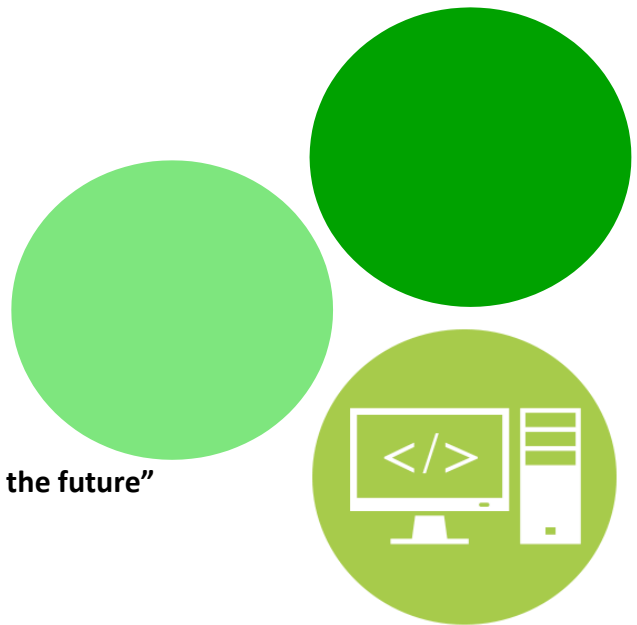
Subject Lead: Mr Cummins

Useful Websites:

www.w3schools.com

www.python.org

www.bbc.co.uk/education (both KS3 and GCSE pages)

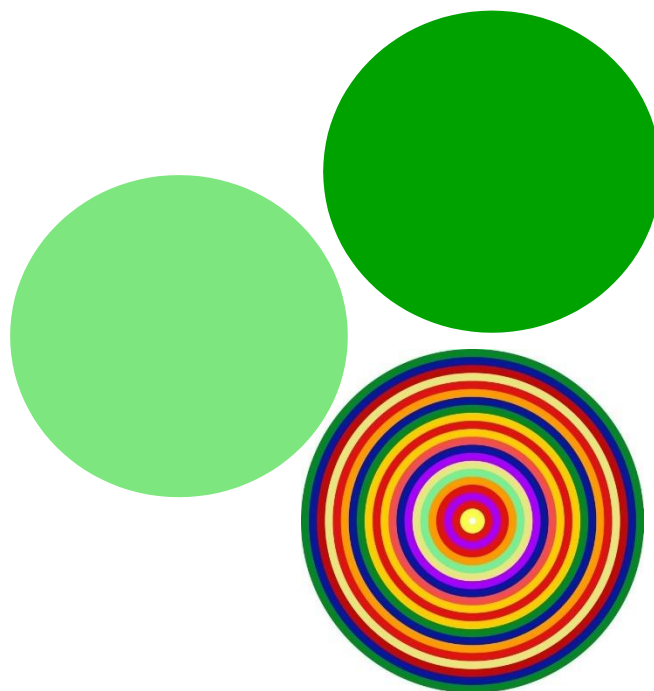


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Game Development in Microsoft MakeCode	Use of Design Software	Python & Boolean Logic
Skills Focus	Students will understand basic programming concepts such as sequences, loops, variables, and conditionals by creating mini games in Microsoft MakeCode Arcade	Nowadays there are many software tools online that help people all over the world be creative in their online designs. This topic gives students exposure to different types of online software and their potential uses	Understand variables, declaring the appropriate data types for variables created. Understanding the need for selection statements to make a decision. Creating iteration loops of code within programs
2nd Half: Topic	Layers of Computing Systems	Climate Change Software Tools	Databases
Skills Focus	This unit's aim is to provide a concise overview of how computing systems operate, conveying the essentials and abstracting away the technical details that might confuse or put off learners	Students will learn how to use various online climate change tools to assess the various environmental impacts of climate change	The purpose of databases. The main components of a database, data types. Creating queries with search criteria and creating forms and records.
Interleaving encourages students to make connections between topics, it can help strengthen their memory associations. As a result, students can consolidate and retain the information for a longer period of time. In Computer Science the topics will be interleaved for each term. This term (up to Xmas) the topics will be Game Development and Layers of Computing Systems.			
Assessment	Knowledge based assessment	Knowledge based assessment	Assessed project

What three things should I be doing to support my child at home?

1. Encourage your child to visit the websites above and complete any tasks and activities that are available.
2. Ask your child what they have been learning during their Computer Science lessons and to explain any Computer Science terms to you even if you already know them! An example of a question could be 'what does CPU stand for and what does it do?'
3. Explore google classrooms together and encourage students to respond to the questions.

Creative Arts



“Skills for Life”

Subject Lead: Mrs August

Useful Websites:

- www.technologystudent.com
- www.designandtech.com
- www.sketchup.com
- <http://www.tate.org.uk/>
- <https://www.thoughtco.com/art-art-history-4132955>
- <https://www.thelightbox.org.uk/>
- <https://www.proko.com>

	Art	Textiles	Design Technology	Food
1st Half: Topic	Clay dragon eye	Animal Hats	Electronic night light	Healthy Eating
Skills Focus	Designing and making a clay dragon eye	Pattern adaption, sewing machine skills	Use a range of workshop tools, and machines to make pine night light with vacuum formed shade	Use of the hob, use of the oven, safe and accurate knife skills
Assessment	Clay outcome	Final Make	Written Assessment	Practical and written assessment
2nd Half: Topic	Curious Creatures Digital Illustration	Textile Theory	Electronics	Nutritional Needs
Skills Focus	Working with a range of mediums to create art based on literature	Sustainability, origins of materials, techniques to manipulate materials, health and safety	Introduction to soldering and basic electronic components	Recipe adaption, work with pastry, developing consistency in presentation
Assessment	Digital Illustration	Written Assessment & Design Challenge	Written Assessment & Design Challenge	Knowledge assessment

What three things should I be doing to support my child at home?

1. Having some scrap fabric, a needle & thread will help your child to practise their hand embroidery work at home. There are a variety of Youtube videos showing further stitches.
2. The ability to use TinkerCAD and Sketchup - both can be accessed for free online.
3. Encourage them to practise observational drawing in a sketchpad.

Drama

“Dream, achieve, succeed”

Subject Lead: Mrs Young

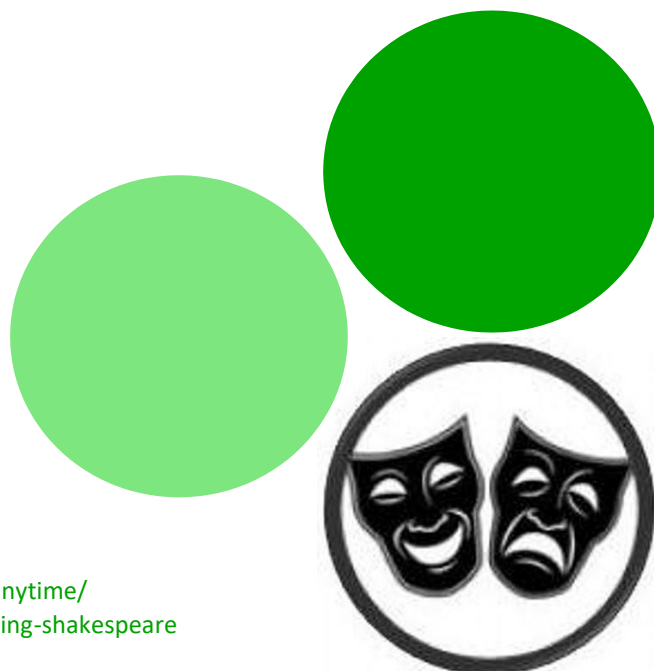
Useful Websites:

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>

<http://www.yvonne-arnaud.co.uk/whats-on>

<http://www.getsurrey.co.uk/whats-on/surrey/theatre/anytime/>

<http://www.shakespearesglobe.com/playground/exploring-shakespeare>

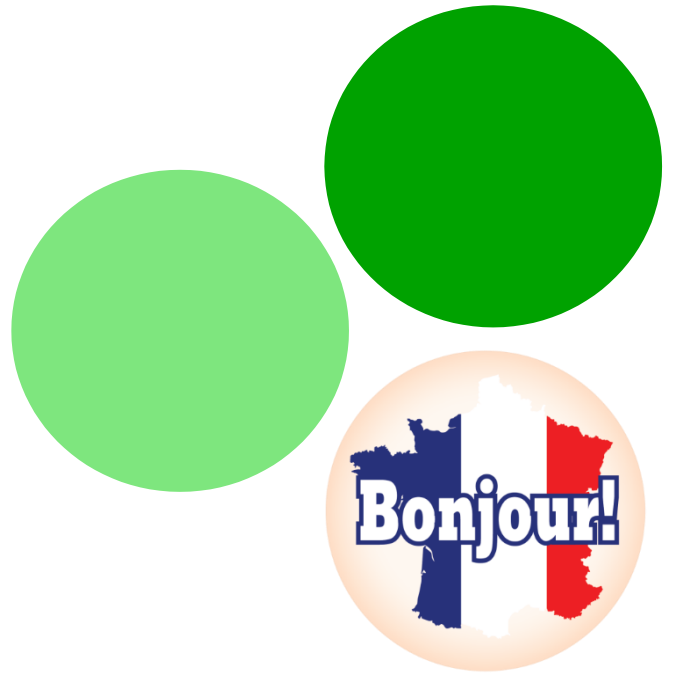


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Horror Explores horror genre performances through murder mystery including practitioners such as theatre of cruelty	Script Work Students will explore the script of DNA, focusing on key extracts	Devising Work Students look at multimedia platforms and verbatim and how it can influence a performance.
Skills Focus	Tension Physicality Character	Character Script Lines	Verbatim Devising Group work
Assessment	Final Performance	Final Performance	Final Performance
2nd Half: Topic	Design Unit Explore set, sound, costume, lighting and props and how they influence performances	Comedy Students learn techniques to create comedy in performances	Advanced Physical Theatre Students look at specifics such as stage combat and how it can impact a performance
Skills Focus	Set, Sound, Lighting, Costume	Comedy Physicality Group Work	Stage combat Physicality Character
Assessment	Final performance	Final performance	Final performance

What three things should I be doing to support my child at home?

1. Participate in school production - performer, musician, designer, backstage crew or attend Drama club from Spring Term.
2. Watch as much Live Theatre as possible.
3. Consolidate Drama language/terminology when watching TV/film.

French



“Confident, effective, global communicators” Subject

Lead: Mrs Boniface

Useful Websites:

- www.atantot.com
- www.languagesresources.co.uk
- www.wordreference.com

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	All about me! Recap KS2 French knowledge Introductions about myself, family and friends.	School Talk about school subjects, likes and preferences. Research the differences between the English & French school systems Collaborate internationally	Role Models People who inspire me and why. The role of Medecins Sans Frontières
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Regular vocabulary quizzing. In class testing of listening and reading.	Regular vocabulary quizzing. Reading and translation into English.	Regular vocabulary quizzing. Listening, Reading, Writing. Informal speaking with FLA.
2nd Half: Topic	My Hobbies Talk about hobbies and interests that you have taken part in and describe a past or future weekend	Town & Local Area Talking about my house, room and town. How I would improve my local area. Global issues - clean water for all	Recap and Revision ahead of End of Year Exams. Film Project - we will study a French film linked in with the topics we have covered this year
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Regular vocabulary quizzing. In class testing of listening and reading.	Regular vocabulary quizzing. Reading and translation into French.	Regular vocabulary quizzing

What three things should I be doing to support my child at home?

1. Test vocab regularly via www.quizlet.com—every student has been assigned a class.
2. Watch French TV or French films with subtitles in English and listen to the French radio; www.radiofrance.fr.
3. Encourage your child to us www.linguascope.com to practise new vocabulary.

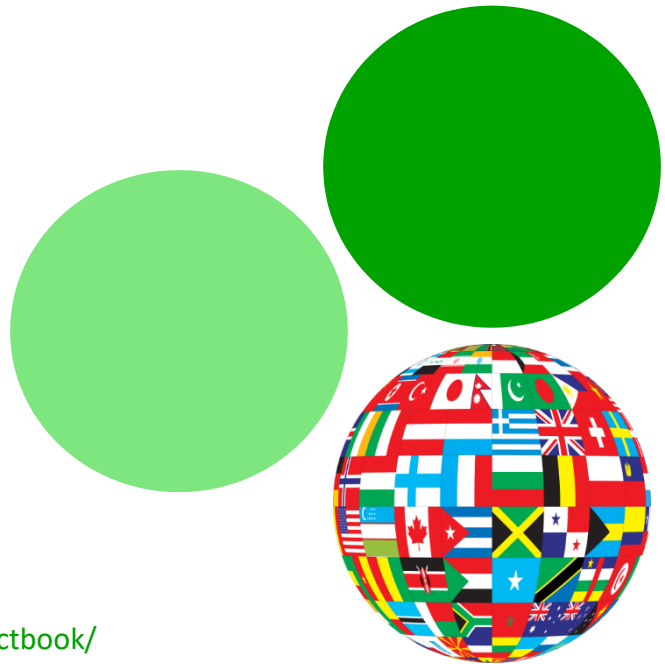
Geography

“Geography is the subject which holds the key to our future” - Michael Palin

Subject Lead: Mrs Sparke

Useful Websites:

- www.bbc.co.uk/education/levels/z4kw2hv
- www.cia.gov/library/publications/the-world-factbook/
- www.gapminder.org



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	How is our climate changing?	Urbanisation	Population
Skills Focus	Climate change causes and how we affect and adapt to it	Research into why urban areas grow and the sustainability - the resources available and to whom	How is this changing and why?
Assessment	End of topic assessment	End of topic assessment	End of topic assessment
2nd Half: Topic	Plate tectonics	Super Powers	Cross Curricular Local Study
Skills Focus	How is the Earth changing on a global scale and why	Investigating the rise of super powers after World War II and how this has shaped the geo political and economic climates around the world	A project incorporating History, Geography and Religion in the local area
Assessment	End of topic assessment	End of topic assessment	

What three things should I be doing to support my child at home?

1. Encourage them to keep up to date with, and on top of their prep, which is set once a week. Encourage them to seek help in person if they are stuck, or directly to their teacher on Google Classroom.
2. Encourage your child to check their work (including key spellings, punctuation etc.) and respond to the feedback in their Geography book (answering questions and correcting mistakes). This is the best way for them to develop their skills and progress in the subject.
3. Watch the news with your child. Keeping up to date with developments in a variety of countries around the world will help them improve at Geography. You could also watch some of the many interesting documentaries and have an engaging discussion about the content.

German

“Confident, effective, global communicators” S...

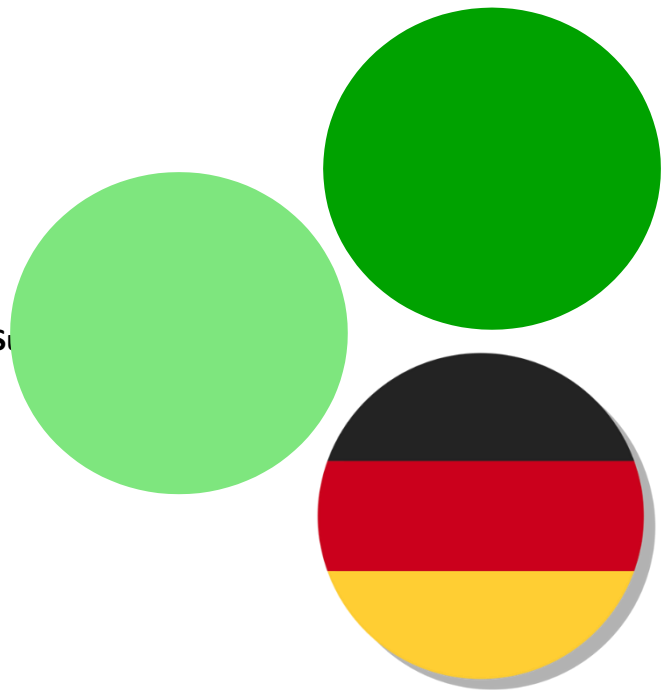
Lead: Mrs Boniface

Useful Websites:

<https://quizlet.com>

<http://www.languagesonline.org.uk/>

www.linguascope.com



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Holidays Talk about your holidays	Clothes Clothes, descriptions, preferences. Design Outfit Sustainable Clothing	My House/ My Town The Diary of Anne Frank My town Describe your home and local area. Think about how you would improve your town
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Low stakes vocabulary testing and grammar quizzing in class / via Google Form.	Low stakes vocabulary testing and grammar quizzing in class / via Google Form.	Listening and Reading assessment. Writing assessment. Translation of key phrases.
2nd Half: Topic	Berlin Berlin! Learn about the beautiful city of Berlin, as well as its history as a backdrop to teaching the past tense. Discover German architecture, German role models and opportunities in the German speaking world.	My Virtual World Phones, Social Media New technologies Using technology to communicate internationally	Film project End of Year Exams Recap & Revison ahead of End of Year Exams Consolidation of learning
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Writing assessment Speaking assessment.	Listening and reading via Google Form. Respond to 4 bullet points in writing.	Speaking assessment

What three things should I be doing to support my child at home?

1. Test vocab regularly via www.quizlet.com - every student has been assigned a class.
2. Watch German films with subtitles in English.
3. Encourage your child to use www.linguascope.com.

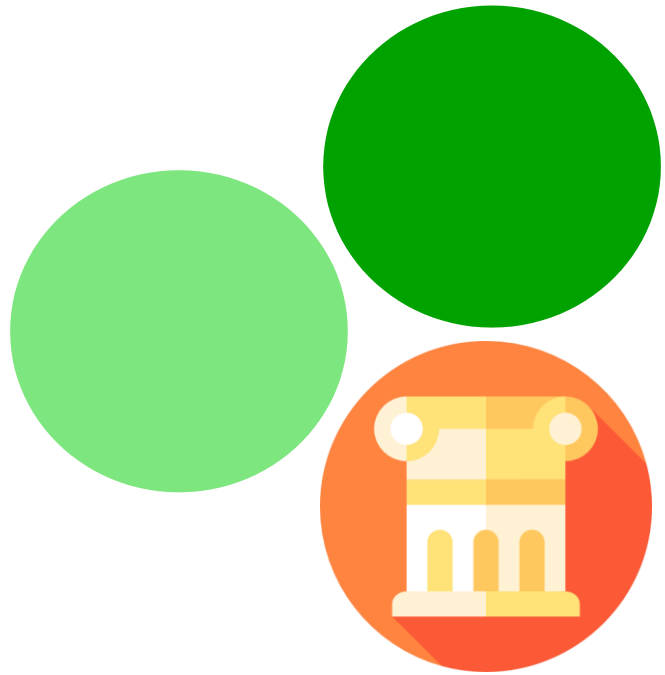
History

“The more you know about the past, the better prepared you are for the future.” - Theodore Roosevelt

Subject Lead: Mrs Urban-Marks

Useful Websites:

- www.bbc.co.uk/education/levels/z4kw2hv
- www.bbc.co.uk/history
- www.bbc.co.uk/horriblehistories
- www.schoolhistory.co.uk
- www.spartacus.schoolnet.co.uk/

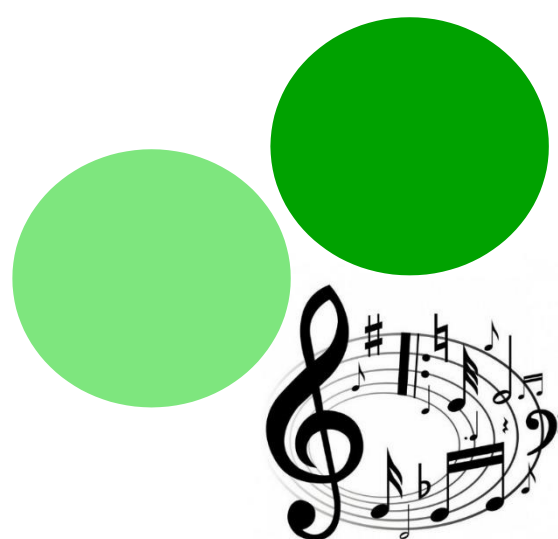


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Why did the World go to War? WW1 WW1: Causes, key events and consequences	What happened during the Russian Revolution? Falling of the Tsars, 1917 Revolution and the Rise of Stalin	To what extent is America the “Land of the Free”? Slavery in the Americas and Civil Rights Movement
Skills Focus	Causation - looking at sources and understanding why events happened.	Significance - understanding the impact of key events on the world around us.	Interpretation - looking at different sources and coming to a conclusion.
Assessment	Explain Why Knowledge and skills assessment.	Narrative account Knowledge and skills assessment.	Source Inference Explain why
2nd Half: Topic	Why did the World go to War? WW2 WW2: Causes, key events and consequences Holocaust	Herstory - How has the role of Women Changed?	KS3 Cross Curriculum—History in Woking
Skills Focus	Significance - understanding the impact of key events on the world around us.	Change and Continuity - seeing how things can change over time	Change and Continuity - seeing how things can change over time.
Assessment	Analytical Narrative Knowledge and skills assessment.	Inference Consequences Knowledge and skills assessment.	Project based work Describe two features

What three things should I be doing to support my child at home?

1. Encourage them to keep up to date with, and on top of their prep, which is set once a week. Encourage them to seek help in person if they are stuck.
2. Encourage your child to check their work (including key spellings, punctuation etc.) and respond to the feedback in their History book (answering questions and correcting mistakes). This is the best way for them to develop their skills and progress in the subject.
3. Read with your child. Developing their literacy is one of the quickest ways to improve their work in History.

Music



“To play a wrong note is insignificant; to play without passion is inexcusable.”

Subject Lead: Mrs Bryant

Useful Websites:

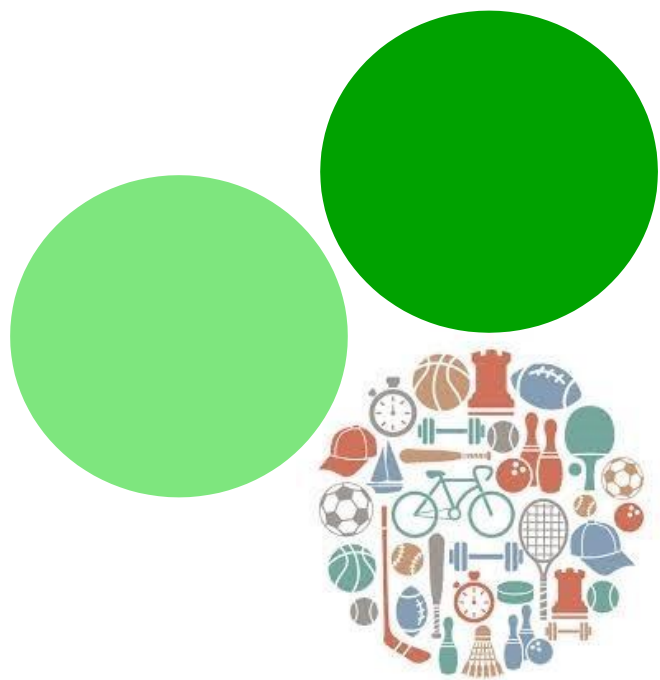
www.bandlab.com www.musicaa.com www.bbc.co.uk/teach/ten-pieces

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Weeks 1 - 3 Ukulele Skills Weeks 4 - 6 Blues & Jazz:	Film Music & the Leitmotif	Variations - from Baroque to Rap
Skills Focus	Ukulele basic skills (this year group did not get this opportunity in year 7) 12 bar blues; Walking bass; Swung rhythms; singing; group Performing In the Mood All that Jazz	Leitmotifs & John Williams; Composing a leitmotif; Horror Music & Minimalism; James Bond performing & composing using a DAW	Ground Bass; Pachelbel class performance, Nyman & Coolio; Theme & Variations; Mozart; Composing techniques
Assessment	Baseline assessment throughout; ensemble performance	Listening assessment; informal assessment of performing skills	Listening assessment; informal assessment of performing skills
Work ready skills	Adaptability; Teamwork	Creativity; Teamwork	Digital skills; Creativity
2nd Half: Topic	Blues & Jazz cont.	Blues & Jazz cont.	Video Game Music
Skills Focus	Blues Improvisation; Ensemble Skills; solo performing: The Entertainer	James Bond performing & composing using a DAW	Playing famous themes including Mario, Zelda & Fortnite Composing video game music; Using a DAW
Assessment	Informal assessment throughout; improvisation performance & assessment of keyboard skills; listening test	Final performance and composition	Final performance and composition
Work ready skills	Adaptability Creativity;	Digital skills; Creativity	Digital skills; Creativity

What three things should I be doing to support my child at home?

- 1) Encourage students to attend extra-curricular activities.
- 2) Go to see a live music performance.
- 3) Describe your response to music that you hear; try to pick out what creates the feeling.

Physical Education



“It’s all about the journey, not the outcome”

Subject Lead: Mr Finch

Useful Websites:

www.activesurrey.com

<https://www.bbc.com/bitesize/examspecs/ztrcg82>

<http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	PE: Physical health and improving technique	PE: Mental health and improving technique	PE: Social health and improving technique
Activity	Football Netball Gymnastics Dance Handball Rugby Badminton Basketball Athletics Cricket Rounders Softball	Football Netball Gymnastics Dance Handball Rugby Badminton Basketball Athletics Cricket Rounders Softball	Football Netball Gymnastics Dance Handball Rugby Badminton Basketball Athletics Cricket Rounders Softball

Assessment

The 3 A’s = Actions, Attitude and Awareness

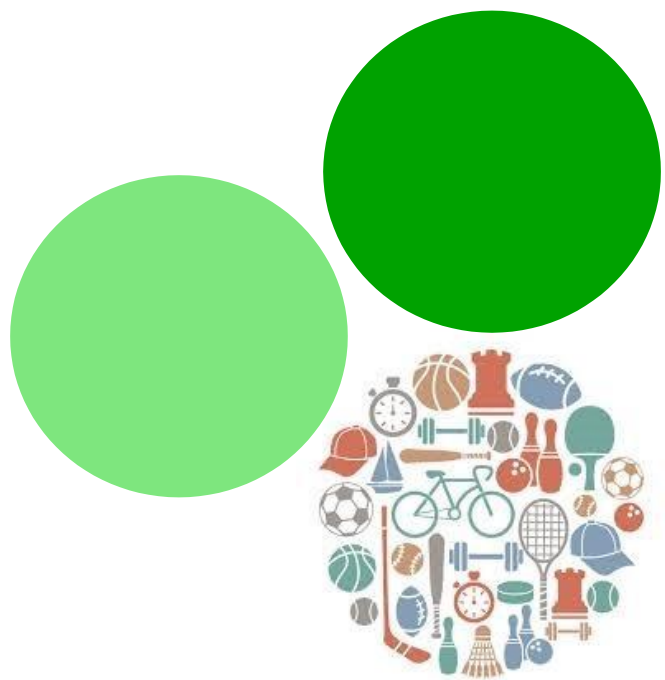
Actions: Focus on their practical ability in each physical activity.

Awareness: The theory knowledge of physical activity but also the thought process behind making the right decision and thinking tactically and analytically.

Attitude: The effort, respect, attitude and behaviour shown over the course of every lesson. This is linked to the HVS circle values.

Students are assessed at the end of each activity. The grade they receive is based on their best three activities across the year.

Physical Education



“It’s all about the journey, not the outcome”

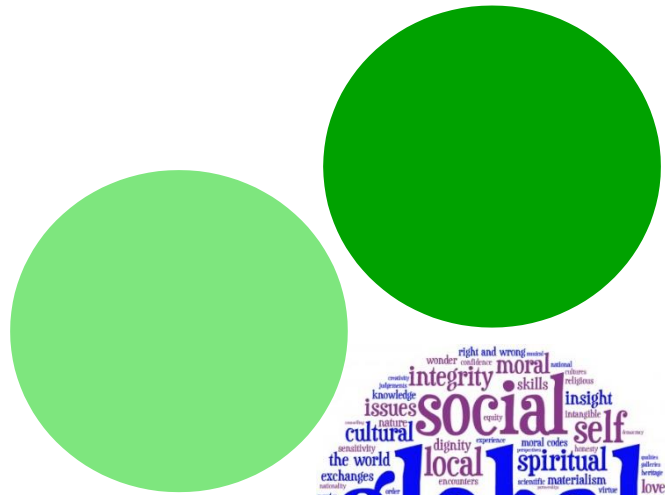
Subject Lead: Mr Finch

	Autumn Term	Spring Term	Summer Term
2nd Half: Topic	PE: Mental health and improving technique	PE: Personal Skills and improving technique	PE: Revision of Key topics and improving techniques
Skills Focus	Football Netball Gymnastics Dance Handball Rugby Badminton Basketball Athletics Cricket Rounders Softball	Football Netball Gymnastics Dance Handball Rugby Badminton Basketball Athletics Cricket Rounders Softball	Football Netball Gymnastics Dance Handball Rugby Badminton Basketball Athletics Cricket Rounders Softball
Assessment	The 3 A’s	The 3 A’s	The 3 A’s

What three things should I be doing to support my child at home?

1. Ensure the correct kit is brought to every lesson and jewellery is removed before participation. Kit includes: PE: Polo shirt, White trainers, white socks, black shorts and jumper/hoodie/ Games: Games polo, Trainers and studs, mouthguard, black games socks, black shorts and jumper/hoodie. All students will be required to wear kit if they are in attendance at every PE and games lessons. Unless of course, where a student is excluded from PE and Games lessons and they are unable to get changed for medical reasons.
2. Encourage your child to attend enrichment clubs and an activity outside of school, use Active Surrey to help.
3. Encourage healthy eating and an active lifestyle.

PSHE & Citizenship



“Learning about ourselves and others”

Subject Lead: Mr Jagger

Useful Websites:

- www.citizenshipfoundation.co.uk
- www.bbc.co.uk/schools/citizenx
- www.pshe-association.org.uk
- <https://www.proko.com/>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Relationships and sex education	Health and Wellbeing	Living in the Wider world
Subject Links	Managing unhealthy and toxic relationships Repairing relationships Peer pressure survival guide Together against bullying Online relationships The many forms of relationships	First aid beyond emergencies Oral hygiene Health and hygiene The mind-body connection Drug awareness Alcohol and social inhibitions	Knife crime Drug laws UK Exploring the democratic process How laws are made Religious freedom in the UK The role of the courts & tribunals
Assessment	Audit of lesson objectives using student PSHE Booklets.	Audit of lesson objectives using student PSHE Booklets.	Audit of lesson objectives using student PSHE booklets.

PSHE & Citizenship

“Learning about ourselves and others”

Subject Lead: Mr Jagger

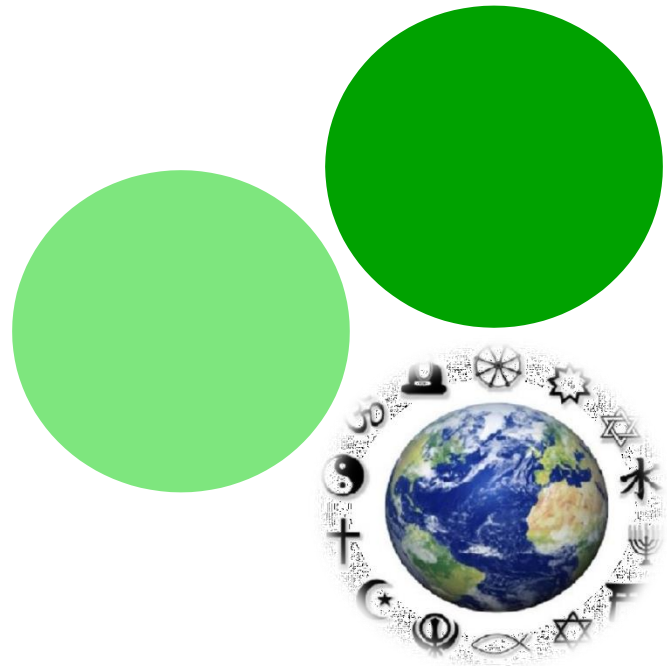


	Autumn Term	Spring Term	Summer Term
2nd Half: Topic	Living in the Wider world	Relationships and sex education	Health and Wellbeing
Subject Links	<p>Sharing information online</p> <p>The limitless internet</p> <p>Viewing harmful content</p> <p>Gender- based discrimination</p> <p>Racism and discrimination</p> <p>Homophobia</p>	<p>Understanding content</p> <p>Power dynamics & consent</p> <p>Contraceptive essentials</p> <p>Discussing pornography</p> <p>Assessing the trustworthiness of others</p> <p>Introduction to FGM</p>	<p>Overcoming limiting beliefs</p> <p>Resilience toolkit</p> <p>Optimizing character strengths</p> <p>Strength-based thinking</p> <p>Taking control with worry time</p> <p>Changing emotions</p>
Assessment	Audit of lesson objectives using student PSHE booklets	Audit of lesson objectives using student PSHE booklets	Audit of lesson objectives using student PSHE booklets

What three things should I be doing to support my child at home?

1. Discuss the topics studied with your child and ask them to explore the legal, social and Economic context around each one.
2. Discuss mental and physical wellbeing with an equal balance.
3. Ask them to reflect on their behaviours and emotions with you and identify triggers for behaviours.

Religious Studies



"Promoting tolerance and inclusion, through knowledge and understanding."

Subject Lead: Mr Lyons

Useful Websites:

<http://www.bbc.co.uk/education/subjects/zh3rkqt>

<http://www.bbc.co.uk/religion/religions/>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Islam	Introduction to Philosophy	Pilgrimage
Skills Focus	An introduction to the key beliefs, values, practices and traditions of Islam, with an emphasis on the Five Pillars, life of Muhammed and the importance of the Qur'an. For each topic, students will focus on what they can learn about it, and what they can learn from it. Philosophical and ethical questions will be introduced	An introduction to basic philosophical arguments, including utilitarianism, situation ethics and how these relate to religious ethics. These will be taught on the foundation of hypothetical case studies	An exploration religious pilgrimages, across Christianity, Islam, Hinduism and Buddhism, considering the reasons pilgrims make these journeys, and what they gain from their journeys, spiritually and physically
Assessment	Short quiz and an extended writing task	Short quiz and an extended writing task	Short quiz and an extended writing task
2nd Half: Topic	Islam	Festivals	Local Project
Skills Focus	Continuation work from 1st Half Term topic	An overview of several religious festivals, exploring the meaning behind the traditions, and how different religious believers practise these throughout the world. There will be a student-led research project	
Assessment	Short quiz and an extended writing task	Short quiz and an extended writing task	

What three things should I be doing to support my child at home?

1. Encourage them to discuss their responses and ideas about current affairs and what they hear in the news.
2. Discuss different belief systems with your child; it is important to emphasise that it is possible to understand another point of view without having to agree with it fully.
3. Engage with your child when they ask you 'big questions' about life, death and belief systems.

Spanish

“Confident, effective, global communicators”

Subject Lead: Mrs Boniface

Useful Websites:

<https://quizlet.com>
www.español-extra.co.uk/
www.linguascope.com



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Mi familia y yo To introduce myself, to talk about my family and pets, describe people (physical and personality description) Meeting the Foreign Language Assistant for Spanish	Pasatiempo Your hobbies; what do you enjoy doing? Talking about games, free time activities and instruments	Mi ropa What clothes do you wear at home/school; talk about your uniform, go shopping for clothes, discuss designer clothes
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Regular vocabulary quizzing. In class testing of listening and reading.	Regular vocabulary quizzing. Reading and translation into English.	Regular vocabulary quizzing. Listening, Reading, Writing. Informal speaking with FLA.
2nd Half: Topic	¿Dónde vives? Where I live and where you are from, describe your house/flat. numbers to 100, talking about weather Learning about Christmas and other traditions in Spain and Spanish speaking countries	La comida Talking about food; ordering food in a restaurant/café/tapas bar. Talk about healthy eating. Numbers up to 1000. Finding out about typical dishes in the Spanish speaking world	Las vacaciones Where I go on holiday, holiday activities, booking a room in a hotel room. Talking about and planning a dream holiday. Recap & Revision ahead of Year 8 End of Year Exams
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Writing assessment Speaking assessment with FLA	Listening and reading via Google Form. Respond to 4 bullet points in writing	Regular vocab quizzing.

What three things should I be doing to support my child at home?

1. Test vocab regularly via www.quizlet.com - every student has been assigned a class
2. Watch Spanish films or Spanish TV with subtitles in English.
3. Encourage your child to use www.linguascope.com to practise new vocabulary.

Community

"A community that learns together,
grows together"

Subject Lead: Mrs Sweryt

The Community Agenda is one of Hoe Valley School's founding principles, placing the school firmly in the heart of the local community and developing the school's reputation.

From the moment of Primary school transition, our students are encouraged to foster and grow a sense of community within the school and are exposed to vibrant and exciting learning opportunities via links with the local area.

They will be encouraged to have a deeper understanding of their local area, such as in regards to local businesses, Woking Borough Council, charities, biodiversity; focusing on the variety of opportunities on their doorstep.

Lessons across all departments will promote the Community vision wherever possible and will deliver meaningful community development. Businesses will be invited to work with staff and students for the benefit of all those involved. This will be extended via the organisation of relevant trips, visits from relevant speakers and visitors, and enrichment programmes.

Links with Primary schools will continue to promote ongoing collaborative learning. This will support engagement in secondary school subjects and will be highly visible in the activities, events and enrichment activities that the students will take part in..

Year groups will be working with three charities per year to raise funds and awareness, promoting the charity within the Community and developing their local knowledge.

What three things should I be doing to support my child at home?

- 1) Encourage your son or daughter to participate in community events and take an active interest in how the local area works.
- 2) Help your son or daughter to explore outside interests and how that could be incorporated within their school work.
- 3) Identify local businesses that they have come into contact with and consider how they can support and promote them.

Useful Websites:

<https://www.visitsurrey.com/explore/boroughs-and-districts/woking-borough-council>

<https://www.woking.gov.uk/news-list>

