

# Hoe Valley School



## Year 9 Curriculum Overview A Guide for Parents 2024 - 2025



*Inspiring a Love of Learning*



## HOE VALLEY SCHOOL

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**Web:** [www.hoevalleyschool.org](http://www.hoevalleyschool.org)  
**Head Teacher:** Mrs J Davies

Dear Parent / Carer,

This guide is to give you an overview of the Programmes of Study for Year 9 at Hoe Valley School, and will provide some information about how you might support your child during this important year.

The students have now started to study their chosen subjects as well as their core subjects. This gives them an additional year to gain a deeper understanding of their GCSE studies rather than a two year programme, which I am confident will enable all students to reach their full potential. With hard work and dedication I am certain that the cohort will be extremely successful and the opportunities this will open up for them as they progress through the school and into their post-sixteen education will be outstanding.

We continue to focus heavily on instilling our Hoe Valley School CIRCLE values as the students develop in age and maturity. We are regularly referring to these throughout the school day with the aim of developing all students to achieve their full potential both in and out of the classroom. The CIRCLE values are heavily embedded into the curriculum and are rewarded in multiple ways throughout the school year. This will continue throughout their entire school journey.

The KS4 curriculum is a step up from the KS3 curriculum, and students will notice the increase in detail required to gain a deep understanding of their subjects. The lessons however, remain relevant, personalised and challenging in order to suit the specific learning needs of all students in each class. There is an expectation that students will need to complete some additional studies at home, in order to promote individual study and ensure that knowledge is retained, but they will still be provided with one prep session a week in which they can use to complete some tasks.

We hope that your child has transitioned well into Year 9 and is excited to progress to the next step in their secondary school education.

Yours sincerely,

Mrs Urban-Marks  
Head of Year 9

# Core Subjects

- English
- Maths
- Science

# English

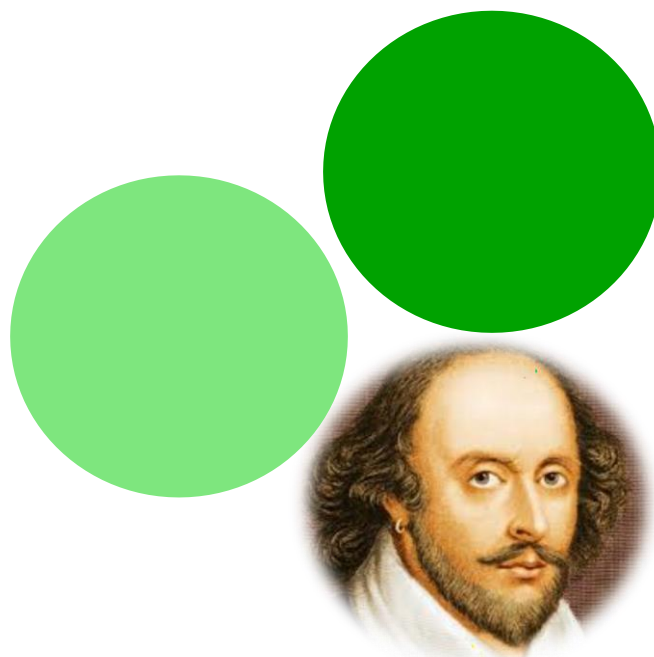
“ Today a reader, tomorrow a leader”

Subject Lead: Ms Taylor-Wareham

## Useful Websites:

<https://www.bbc.com/bitesize/examspecs/zcbchv4>

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



	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>Literature in Context: Can I understand the history of literature?</b>	<b>Shakespeare (Macbeth): How do relationships influence us?</b>	<b>Persuasive writing: How are audiences manipulated?</b>
Skills Focus	Analysis of a range of fiction extracts. Introduction to the context for each literature text.	Development of analysis skills. Exploration of themes and characters.	Technical accuracy – SPAG; functional writing Spoken language skills.
Exam Focus	English Literature - all sections	English Literature Paper 1, Section A	English Language Paper 2, Section B Spoken Language Certification
Assessment	Reading analysis essay	Reading analysis essay	Spoken Language assessment
<b>2nd Half: Topic</b>	<b>An Inspector Calls: How does literature shape society?</b>	<b>Shakespeare (Macbeth): How do relationships influence us?</b>	<b>Unseen poetry: Can I see the unseen?</b>
Skills Focus	Analysis of language and structure. Development of comparison skills.	Development of analysis skills. Exploration of themes and characters.	Analysis of language and structure. Development of comparison skills.
Exam Focus	English Literature Paper 2, Section A	English Literature Paper 1, Section A	English Literature Paper 2, Section C
Assessment	Reading analysis essay	Reading analysis essay	Unseen poem analysis

## Exam Board: AQA

Students at HVS are working towards completing their GCSEs in English Language and English Literature using the AQA exam specifications.

## 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

Higher Tier

“Every problem has a solution”

Subject Lead: Mrs Stapleton

Useful Websites:

[www.gcsepod.com](http://www.gcsepod.com) <https://corbettmaths.com/contents/> <http://www.drfrost.org>

Exam Board: Edexcel (Pearson)

Condensed Specification [http://staugs.co.uk/wp-content/uploads/2018/03/GCSE\\_9-1\\_Mathematics\\_Parent-Student\\_Guide.pdf](http://staugs.co.uk/wp-content/uploads/2018/03/GCSE_9-1_Mathematics_Parent-Student_Guide.pdf)



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<b>Number</b>	<b>Interpreting and Representing Data</b>	<b>Angles and Trigonometry Probability</b>
Skills Focus	Decimals Standard Form Prime Decomposition HCF LCM from Venn Diagrams Index Laws Estimation Significant Figures Surds	Mean, Mode, Median Range Stem & Leaf Diagrams Frequency Tables Pie Charts Bar Charts Frequency Polygons Histograms Two Way Tables Line Graphs Time-Series Graphs Scatter Graphs	Angle in Polygons Exterior Angles of Polygons Angles on Parallel Lines Pythagoras Trigonometry Exact Trig Values Probability of events Tree diagrams And or rules Expected outcomes Venn diagrams Sample space Two way tables
Assessment	Assessment on the unit 1	Assessment on Units 1, 2 & 3	Assessment on the unit
2nd Half: Topic	<b>Algebra</b>	<b>Fractions, Ratios &amp; Percentages</b>	<b>Revision</b>
Skills Focus	Algebraic Indices Collecting Like Terms Substitution Algebraic Fractions Expanding Quadratics Factorising Quadratics Forming Equations Solving Equations Substitution into Kinematics Rearranging Equations Iteration nth term Non-Linear Sequences Geometric Progression	Simplifying Fractions Mixed Numbers Four Operations with Fractions Recurring Decimals Fractions of Amounts Convert between FDP Percentage of Amounts Multipliers Reverse Percentage Change Share in a ratio 1:n Fractions and Ratio Direct Proportion Recipes Currency Scale Models Missing Values	Revision on the year's topics
Assessment	No formal assessment	No formal assessment	End of Year Assessments on the whole year—2 x 1 hr papers

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

1. Encourage them to practise exam questions
2. Practise interleaving skills e.g. a geometry question with algebra and ratio
3. Learn and practise using key formulas.

# Maths

Foundation  
Tier

“Every Problem has a solution”

Subject Lead: Mrs Stapleton

Useful Websites:

[www.gcsepod.com](http://www.gcsepod.com)

<https://corbettmaths.com/contents/>

<http://www.dr frost.org>

Exam Board: Edexcel (Pearson)

Condensed Specification [http://staugs.co.uk/wp-content/uploads/2018/03/GCSE\\_9-1\\_Mathematics\\_Parent-Student\\_Guide.pdf](http://staugs.co.uk/wp-content/uploads/2018/03/GCSE_9-1_Mathematics_Parent-Student_Guide.pdf)



	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>Number</b>	<b>Graphs, Tables &amp; Charts Fractions &amp; Percentages</b>	<b>Angles</b>
Skills Focus	Negative Numbers / BIDMAS / Rounding to decimal places / Rounding to Significant Figures / Four operations with decimals / Squares, Cubes and Roots / Index Laws / Factors and Multiples / Prime Numbers / HCF and LCM / Prime Decomposition / HCF LCM from Venn Diagrams / Core Skills: Time & Money	Time Series Graphs / Stem and Leaf Diagrams / Pie Charts / Scatter Graphs / Interpreting Graphs / Simplifying Fractions / Mixed Numbers / Fractions - Four Operations / Recurring Decimals / Fractions and Percentages of Amounts / Convert and Order FDP / Percentage Increase/Decrease / Multipliers / Simple Interest / One Number as a Percentage of Another	Properties of Shapes Angles in parallel lines Angles in triangles Angles in polygons Exterior angles of polygons Bearings
Assessment	No formal assessment	No formal assessment	
<b>2nd Half: Topic</b>	<b>Algebra Begin Graphs Unit</b>	<b>Equations, Inequalities and Sequences</b>	<b>Revision</b>
Skills Focus	Writing in Algebra / Collecting Like Terms / Forming Expressions and Equations / Expanding Single Brackets / Factorising Single Brackets / Substitution / Function Machines / Solving Equations /	Function Machines Solving Equations Rearranging Formula Substitution into Formula Inequalities Sequences and nth Term	Revision for End of Year exams
Assessment	Assessment on Number & Algebra	Assessment on graphs, fractions & equations	2 x 1 Hr Assessments on year

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

1. Encourage them to practise exam questions.
2. Work on core skills such as multiplication and collecting like terms.
3. Learn and practise using key formulas.

# Science

“Discover the unknown, create the future”

Subject Lead: Miss English

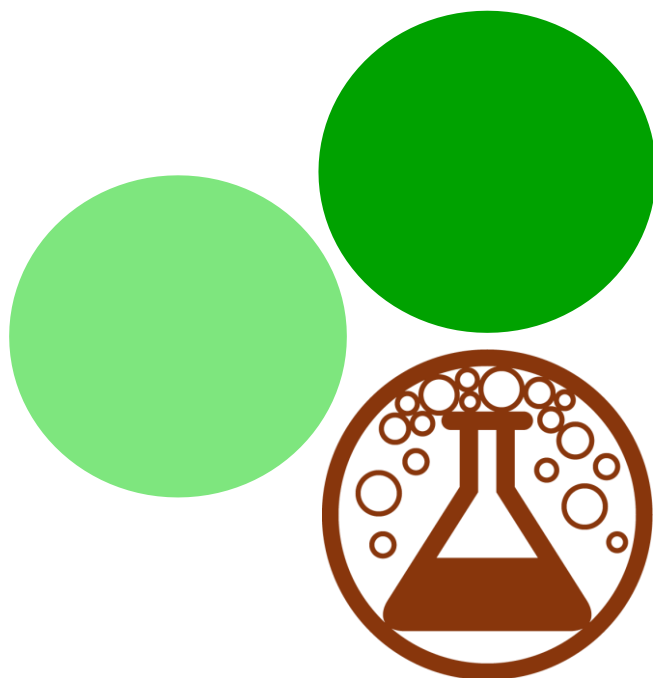
## Useful Websites:

<http://www.bbc.co.uk/education/subjects/zng4d2p>  
<https://www.bbc.com/bitesize/subjects/zrkw2hv>  
<https://www.youtube.com/watch?v=vw6Ww-N1ZFg>

## Exam Board: AQA

Separate Science Specifications

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>



	Autumn Term	Spring Term	Summer Term
<b>Biology</b>	<b>AQA GCSE Biology B1 - Cell Biology</b>	<b>AQA GCSE Biology B2 - Organisation</b>	<b>AQA GCSE Biology B3 - Infection &amp; Response</b>
Skills Focus	To be able to describe the structures of eukaryotic and prokaryotic cells. To be able to explain how organisms grow by cell division	To be able to explain the organisation of multicellular plants and animals, with specific focus on transport systems and the human digestive system	To be able to describe and explain how different microorganisms make us ill and the way the body defends itself
Assessment	End of topic test, extended response questions and weekly prep tasks	End of topic test, extended response questions and weekly prep tasks	End of topic test, extended response questions and weekly prep tasks
<b>Chemistry</b>	<b>AQA GCSE Chemistry C1 - Atomic Structure and the Periodic Table</b>	<b>AQA GCSE Chemistry C2 - Structure Bonding &amp; Properties</b>	<b>AQA GCSE Chemistry C3 - Quantitative Chemistry</b>
Skills Focus	To be able to describe the structure and discovery of the current atomic model in detail. To be able to explain the structure of the periodic table.	To be able to describe and explain the molecular structure of all classes of matter and use these to explain and evaluate their properties	To be able to calculate relative atomic and formula mass. To balance equations and use this to determine masses in reactions.
Assessment	End of topic test, extended response questions and weekly prep tasks	End of topic test, extended response questions and weekly prep tasks	End of topic test, extended response questions and weekly prep tasks
<b>Physics</b>	<b>AQA GCSE Physics P1 - Energy</b>	<b>AQA GCSE Physics P2 - Electricity</b>	<b>AQA GCSE Physics P3 - Particles</b>
Skills Focus	To be able to explain and apply the Law of Energy Conservation. To be able to explain and evaluate how fossil fuels and renewable fuels generate electricity	To be able create and explain the functioning of complex circuits. To be able to recall and apply multiple formulae that describe the Physics of electricity	To describe and explain states of matter and changes of state. To be able to use specific latent heat in calculations
Assessment	End of topic test, extended response questions and weekly prep tasks	End of topic test, extended response questions and weekly prep tasks	End of topic test, extended response questions and 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. eg. 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

- Art
- Business Studies
- Computer Science
- Design Technology
- Drama
- Food Preparation & Nutrition
- French
- Geography
- German
- History
- Hospitality & Catering
- Latin
- Media Studies
- Music
- PE
- Photography
- PSHE & Citizenship
- RE
- Spanish
- Textiles
- Travel & Tourism
- Work Ready
- Community



# Art



“Make your mark”

**Subject Lead: Mrs Kelly**

**Useful Websites:**

- <http://www.tate.org.uk/> (art & artists page is excellent)
- <http://www.britishmuseum.org/> (for things to draw)
- <http://www.studentartguide.com/articles/art-careers-list> (what future career can an artist have?)

**Exam Board: AQA**

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>

	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>Food</b>	<b>Pop Art Portrait</b>	<b>Portfolio Workshops</b>
Skills Focus	Students will explore a variety of techniques such as monoprinting, sculpture, and ink drawing, which can be used to create realistic Observations based on the work of artists such as Sarah Graham and Andy Warhol	Students explore the work of a range of artists and create portraits in their style, including photography and digital outcomes	Students create a series of workshops using a range of media based on the theme sea-life. Including working on Photoshop to create digital compositions
Assessment	Critical Analysis Page - Sarah Graham	Pencil Portrait Drawing	Portfolio Board 1
<b>2nd Half: Topic</b>	<b>Sweets Paintings</b>	<b>Pop Art Portrait</b>	<b>Portfolio Board 2</b>
Skills Focus	Students will learn how to paint from their own photos of sweets	Students learn how to use Photopea/Photoshop to produce digital pop art portraits and produce large scale monochromatic pieces.	This term, students will learn the process for Lino printing, creating work for their art NEA
Assessment	Sweets acrylic painting	Portrait Painting	Portfolio Board 2

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

1. The ability to do observational drawing is essential for all artists, and your child will benefit from the opportunity to draw from life and their imagination. Your child will be keeping a sketchbook at school but using one at home would be an excellent way to build their skills. Try asking them to setup and draw a still life, or to work from a photograph.
2. Visiting galleries is a great way to broaden their understanding of art concepts and genres.
3. Allowing your child to watch YouTube art tutorials is a quick and easy way to immediately access a range of techniques and knowledge.

# Business Studies

“Work today, succeed tomorrow.”

Subject Lead: Mrs Sweryt

## Useful Websites:

<https://www.bbc.co.uk/news/business>

<https://www.tutor2u.net/business>

## Exam Board: AQA

Students at HVS are working towards completing their GCSE in Business using the AQA exam specifications. There are 6 units. 3 units will be completed each year in line with the specification.

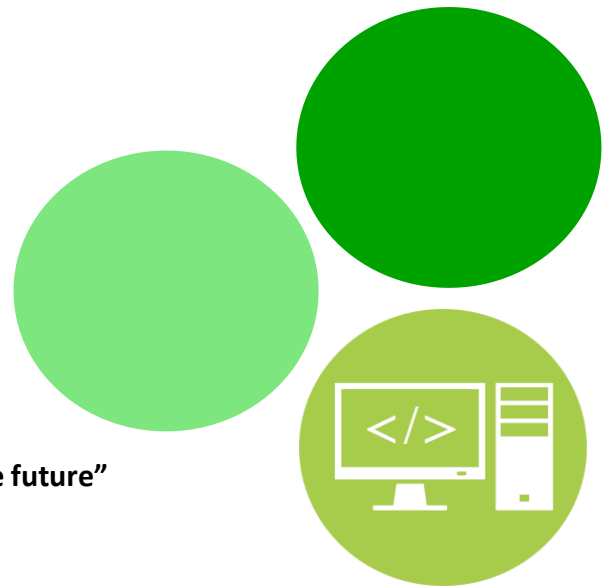


	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>Business in the real world.</b>	<b>Human Resources</b>	<b>Business Operations</b>
Skills Focus	The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students need to be aware of the impact business in the real world has on the four functional areas of business: business operations—human resources / marketing / finance	Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. The purpose of human resources, its role within business and how it influences business activity	Students should understand the interdependent nature of business operations, human resources, marketing and finance. What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout
Assessment	Multiple choice and longer answer questions on a weekly basis	Multiple choice and longer answer questions on a weekly basis	Multiple choice and longer answer questions on a weekly basis
<b>2nd Half: Topic</b>	<b>Business in the real world continued</b>	<b>Human Resources continued</b>	<b>Business Operations continued</b>
Skills Focus	As above	As above	As above
Assessment	Multiple choice and longer answer questions on a weekly basis	Multiple choice and longer answer questions on a weekly basis	Multiple choice and longer answer questions on a weekly basis

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

1. Encourage them to listen, watch or read the news on a daily basis
2. Discuss your dealings with businesses on a daily basis – customer service, prices...
3. Encourage revision and to talk about a specific subject in business.

# Computer Science



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

Subject Lead: Mr Cummins

## Useful Websites:

<https://www.w3schools.com/> <https://firewalledreplit.com> [www.python.org](http://www.python.org) [www.bbc.co.uk/education](http://www.bbc.co.uk/education) (both KS3 and GCSE pages for CS)

## Exam Board: OCR

<https://www.ocr.org.uk/qualifications/entry-level/computer-science-r354-from-2016/>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<b>Basic Python</b>	<b>Computer Systems</b>	<b>Computational thinking, algorithms and programming</b>
Skills Focus	Programming technique and functions	Learn about computer hardware and software.	Recap programming techniques and learn about data representation
Assessment	Knowledge Based Assessment	2x 30 minute test. Internally assessed and moderated externally	30 minute test. Internally assessed and moderated externally
2nd Half: Topic	<b>Programming Project</b>	<b>Computational thinking, algorithms and programming</b>	<b>Computational thinking, algorithms and programming</b>
Skills Focus	<ul style="list-style-type: none"> <li>• Planning a solution</li> <li>• Developing a solution</li> <li>• Testing a solution</li> <li>• Evaluating the success of the solution</li> </ul>	Learn about computer memory and storage as well as the moral, legal, cultural and environmental concerns	Advanced programming techniques
Assessment	Project will be internally assessed and moderated externally	30 minute test. Internally assessed and moderated externally	Project work given

## 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!
- 3) Explore Google Classrooms together and encourage students to respond to the questions and comments posted by teachers.

# Cambridge Nationals in IT

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

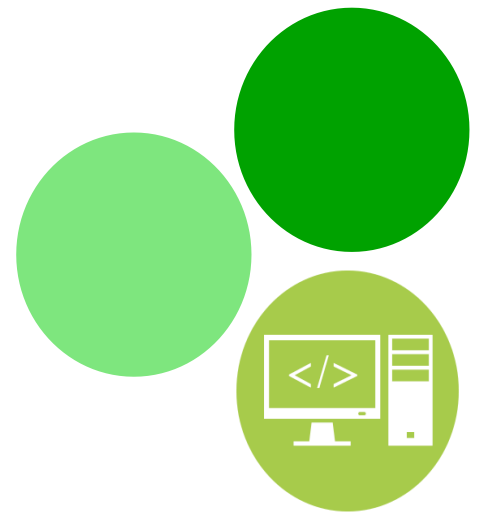
**Subject Lead: Mr Cummins**

## Useful Websites:

<https://www.ocr.org.uk/blog/understanding-the-cambridge-national-in-it-r050-exam/>

Exam Board: OCR

<https://www.ocr.org.uk/Images/610951-specification-cambridge-nationals-it-j836.pdf>

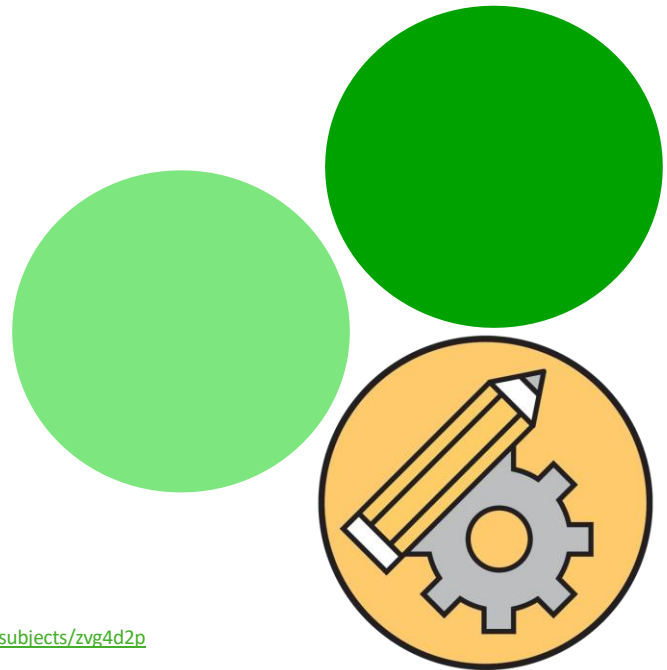


	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>Data manipulation using spreadsheets</b>	<b>IT in the digital world</b>	<b>Data manipulation using spreadsheets</b>
Skills Focus	Use spreadsheet tools and techniques to create the solution. Design tools and Human Computer Interface (HCI) design conventions and principles	Design tools, Human Computer Interface (HCI) in everyday life	Recapping previous taught content
Assessment	Knowledge Based Assessment	Knowledge Based Assessment	Knowledge Based Assessment
<b>2nd Half: Topic</b>	<b>Data manipulation using spreadsheets</b>	<b>IT in the digital world</b>	<b>IT in the digital world</b>
Skills Focus	Design tools and Human Computer Interface (HCI) design conventions and principles	Cyber-security and legislation, Data and testing	Digital communications, Internet of Everything (IoE)
Assessment	Knowledge Based Assessment	Knowledge Based Assessment	Knowledge Based Assessment

## 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 IT lessons and to explain any IT terms to you even if you already know them!
- 3) Explore Google Classrooms together and encourage students to respond to the questions and comments posted by teachers.

# Design & Technology



“Skills for Life”

Subject Lead: Mrs August

## Useful Websites:

BBC Bitesize - KS4 Design & Technology:

BBC Bitesize - KS3 Design & Technology

[www.technologystudent.com](http://www.technologystudent.com)

[www.designandtech.com](http://www.designandtech.com)

[www.instrucables.com](http://www.instrucables.com)

<https://www.bbc.com/bitesize/subjects/zvg4d2p>

## Exam Board: AQA

<https://www.aqa.org.uk/subjects/design-and-technology/gcse>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<b>Manipulating Materials</b>	<b>Engineering</b>	<b>Metals and Polymers</b>
Skills Focus	Demonstrate skills and techniques with a variety of materials (card, timber, board and plastic)	Developing an understanding of mechanisms, fixings and levers using cardboard engineering techniques	Using a range of metal work and plastics cutting shaping and joining techniques to make a high quality coat rack
Assessment	Completed skills board	End of Topic Theory Skills	Finished skills box
2nd Half: Topic	<b>Manipulating Materials</b>	<b>Pneumatic cardboard hand</b>	<b>Promotion</b>
Skills Focus	Demonstrate skills and techniques with a variety of materials (card, timber, board and plastic)	Use cardboard engineering techniques to construct a working moving hand	Produce high quality retail packaging to promote the finished product- coat rack
Assessment	Presentation of Design Work	Presentation of Design Work	Evaluation of completed box
Theory (1 Lesson per week)			
Topic	<b>Unit 3: Materials and their working properties</b>	<b>Unit 6: Design Principles</b>	<b>Unit 7: Making Principles</b>
Assessment	End of Unit Test	End of Unit Test	End of Unit Test

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

1. Keeping up to date with new concepts and products.
2. Encourage your child to watch ‘How it’s Made’, ‘Repair Shop’, ‘Grand Designs’, ‘Inside the Factory’ and ‘George Clarke’s Amazing Spaces’
3. Ensure they are engaged in active revision for assessments i.e. creating revision materials to help them learn and not just reading. Suggested revision guide: Clear Revise Design Technology.

# Drama

“Dream, achieve, succeed”

Subject Lead: Miss Vogler

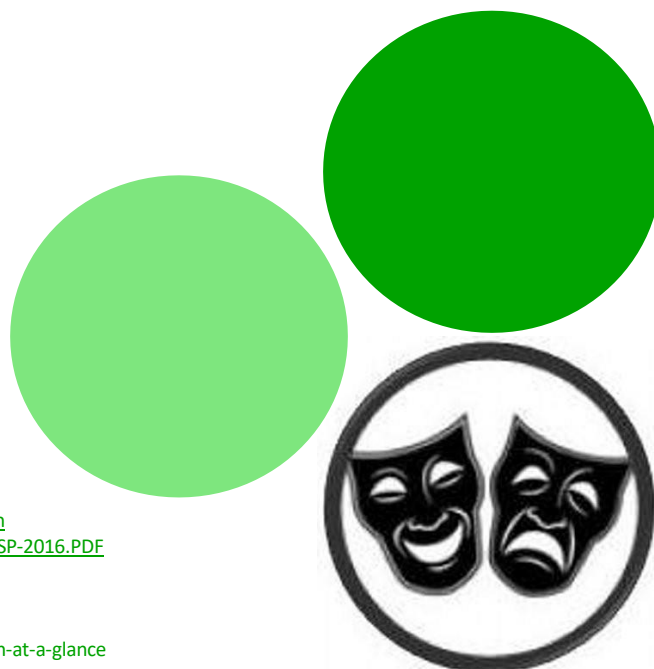
## Useful Websites:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/introduction>

<https://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016.PDF>

## Exam Board: AQA

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<b>Induction Workshop</b>	<b>Mock Devised Project</b>	<b>Theatre in Education</b>
Skills Focus	Characterisation Confidence Monologue Devising, Staying in role Staging, Design elements Physical Theatre Stimulus exploration	Devising Communication Research Experimentation Refining, Rehearsing Written	Devise Characterisation Audience Awareness Performance
Assessment	Induction Assessment monologue, group role play- family holiday performance. Mini Devised performance - developing characterisation in performance.	Mock written coursework Practical assessment of devised pieces	Assessed on performance to primary school students
2nd Half: Topic	<b>Practitioner Workshops</b>	<b>“The Curious Incident of the Dog in the Night-Time”</b>	<b>“Blood Brothers”</b>
Skills Focus	Brecht - Epic Theatre Frantic Assembly - Physical Theatre Stanislawski - Naturalism Artaud - Theatre of the Absurd Berkoff - Total Theatre	Script exploration Characterisation Staying in role Staging Communication	“Blood Brothers”: Script work: page to stage Understanding Physical and Vocal Design - Costume Lighting, Set, Sound, Props, Staging linking to BB
Assessment	Performances in the style of each practitioner	Assessment based on practical performance and interpretation of the script	Practical assessment of performance and interpretation of the script Theory / written tasks

Purchase: [https://www.amazon.co.uk/Blood-Brothers-Play-Guide-Drama/dp/1911208705/ref=sr\\_1\\_2?keywords=blood+brothers+aqa&qid=1570622426&sr=8-2](https://www.amazon.co.uk/Blood-Brothers-Play-Guide-Drama/dp/1911208705/ref=sr_1_2?keywords=blood+brothers+aqa&qid=1570622426&sr=8-2)

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

1. Watch as much Live Theatre as possible.
2. Test your child on their Drama terminology - glossary/revision cards.
3. Encourage and support after school rehearsals when requested by teacher.

# French

“Confident, effective, global communicators”

Subject Lead: Mrs Boniface

**Useful Websites:**

- [www.atantot.com](http://www.atantot.com)
- [www.languagesresources.co.uk](http://www.languagesresources.co.uk)
- [www.wordreference.com](http://www.wordreference.com)



**Exam Board: Edexcel**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials>

	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>My free time</b> Online activities Giving opinions and discussing pros and cons Sports and other activities Music	<b>My personal world</b> Family members Friendships and relationships Weekend routine Describing personality Describing appearance Family celebrations Identity and influencers	<b>My school life 2</b> Memories of school when you were younger Past progress and future ambitions
<b>Skills Focus</b>	Listening, Reading, Speaking and modelled Writing. Gap Fill dictation.	Listening, Reading, Speaking and more independent Writing.	Listening, Reading, Speaking and more independent Writing.
<b>Assessment</b>	Regular vocabulary testing in class. Listening and Reading assessment. Translation of key phrases into French.	Regular vocabulary testing in class. Listening and Reading assessment.	Regular vocabulary testing in class. Listening and Reading assessment.
<b>2nd Half: Topic</b>	<b>My free time 2</b> Cinema TV and films Making plans to go out Activities last weekend	<b>My school life</b> The school day School subjects Expressing opinions, agreeing and disagreeing School life and school rules	<b>Film project 'les choristes'</b> <b>Preparation for End of Year Exams</b>
<b>Skills Focus</b>	Listening, Reading, Speaking and modelled Writing. Reading out loud. Translation into French.	Listening, Reading, Speaking and modelled Writing. Reading out loud. Translation into French.	Listening, Reading, Speaking and modelled Writing. Reading out loud. Translation into French.
<b>Assessment</b>	Regular vocabulary testing in class. Writing assessment. Translation into French	Regular vocabulary testing in class. Writing / speaking assessment. Translation into French	Regular vocabulary testing in class. Writing / speaking assessment. Translation into French

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

1. Test vocabulary regularly via [www.quizlet.com](http://www.quizlet.com) - every student has been assigned a class.
2. Encourage your child to listen to <https://www.newsinslowfrench.com/>
3. Encourage your child to use <https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>

# Geography

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

Subject Lead: Mrs Sparke

## Useful Websites:

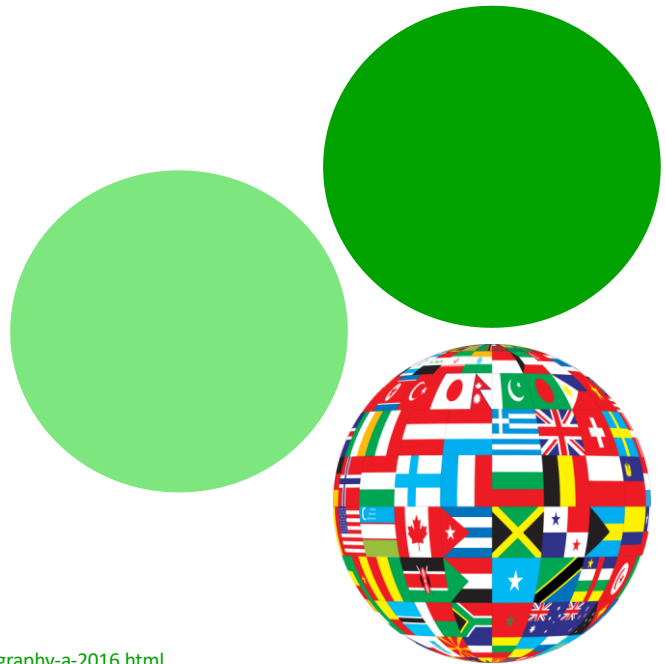
GCSE Pod

Seneca Learning

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

Exam Board: Edexcel - Specification Geography A

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/geography-a-2016.html>



	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>Topic 1: Coastal landscapes</b>	<b>Topic 8: UK challenges</b>	<b>Topic 1: River landscapes</b>
<b>Skills Focus</b>	Characteristics of the UK landscape and processes of change. Analysis of OS maps, photo and source interpretation, extended writing	Topic 8.1 - Changes and consequences of growing populations on resource consumption, ecosystems, and sustainable transport. Topic 8.2 - Bridging the development gap in the UK focusing on greenfield development and brownfield regeneration; net migration and attitudes. Topic 8.3 - Conserving UK National parks, managing coastal and river flood risks. Topic 8.4 - Climate change impacts on people and the environment, responses on local and national levels	Characteristics of the UK landscape and processes of change. Analysis of OS maps, photo and source interpretation, extended writing
<b>Assessment</b>	GCSE exam questions - short and long answer questions	GCSE exam questions - short and long answer questions	GCSE exam questions - short and long answer questions
<b>2nd Half: Topic</b>	<b>Topic 4: Changing cities</b>	<b>Topic 3: Ecosystems, biodiversity and management.</b>	<b>Revision of key content and skills</b>
<b>Skills Focus</b>	Examination of how megacities have grown and the problems faced by migration and economic development in contrasting cities. Skills include data analysis, linking social, economic, political and historical factors, extended writing	Study of characteristics of global biomes, focusing on tropical rainforests and deciduous forests. Interpretation and drawing of graphs, evaluative and analysis skills	Content from all units covered in addition to exam skills, map skills, numeracy and literacy skills
<b>Assessment</b>	GCSE exam questions - short and long answer questions	GCSE exam questions - short and long answer questions	GCSE exam questions - short and long answer questions

## 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 and to practice exam questions.
2. Encourage your child to focus on their self-directed revision. Both GCSE Pod and Seneca Learning are used in school but can also be used independently.
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.



# German

“Confident, effective, global communicators”

Subject Lead: Mrs Boniface

## Useful Websites:

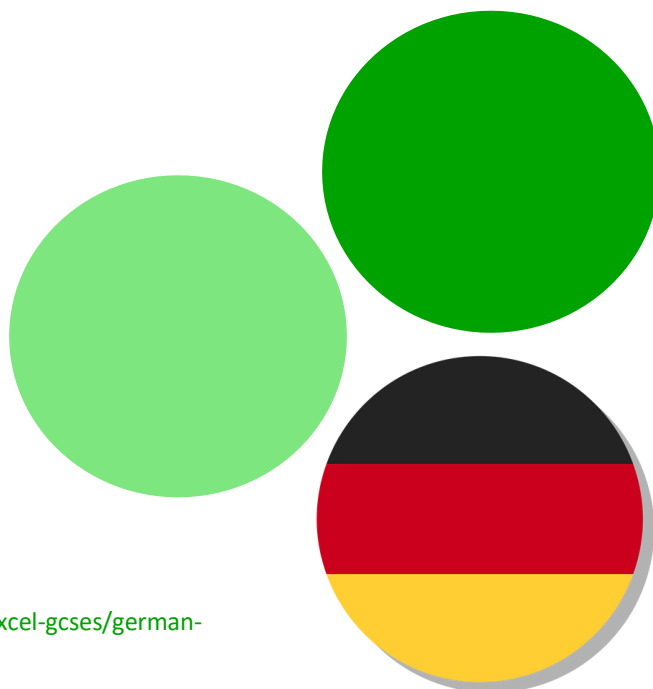
[www.atantot.com](http://www.atantot.com)

[www.languagesresources.co.uk](http://www.languagesresources.co.uk)

[www.wordreference.com](http://www.wordreference.com)

## Exam Board: Edexcel

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html>



	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>My life at school</b> Starting a new school year / timetables / expressing opinions about school subjects School uniform School rules	<b>My free time</b> Free time activities and hobbies Music / German-speaking musicians Spending time online / pros and cons of technology Arranging to go out with friends and family Films and tv series Planning a birthday weekend	<b>My personal world</b> Family structures, family members and relationships Role models / who you follow on social media Friendships / what makes a good friend Activities with friends in 3 time frames Issues online Personal identity
<b>Skills Focus</b>	Listening, Reading, Speaking and modelled Writing. Gap Fill dictation	Listening, Reading, Speaking and more independent Writing	Listening, Reading, Speaking and more independent Writing
<b>Assessment</b>	Regular vocabulary testing in class. Listening and Reading assessment. Translation of key phrases into German	Regular vocabulary testing in class. Listening and Reading assessment	Regular vocabulary testing in class. Listening and Reading assessment
<b>2nd Half: Topic</b>	<b>My life at school 2</b> School events in the past Comparing school experiences	<b>My personal world</b> Festivals in the German-speaking world Family members and pets Family relationships and friendships	Film project Preparation for End of Year Exams.
<b>Skills Focus</b>	Listening, Reading, Speaking and modelled Writing. Reading out loud. Translation into German	Listening, Reading, Speaking and modelled Writing. Reading out loud. Translation into German	Listening, Reading, Speaking and modelled Writing. Reading out loud. Translation into German
<b>Assessment</b>	Regular vocabulary testing in class. Writing assessment. Translation into German	Regular vocabulary testing in class. Writing / speaking assessment. Translation into German	Regular vocabulary testing in class. Writing / speaking assessment. Translation into German

## What 3 things should I be doing to support my child at home?

1. Test vocabulary regularly via [www.quizlet.com](http://www.quizlet.com) - every student has been assigned a class.
2. Encourage your child to listen to <https://www.newsinslowgerman.com/>
3. Encourage your child to use <https://www.bbc.co.uk/bitesize/subjects/z8j2tfr>

# History

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

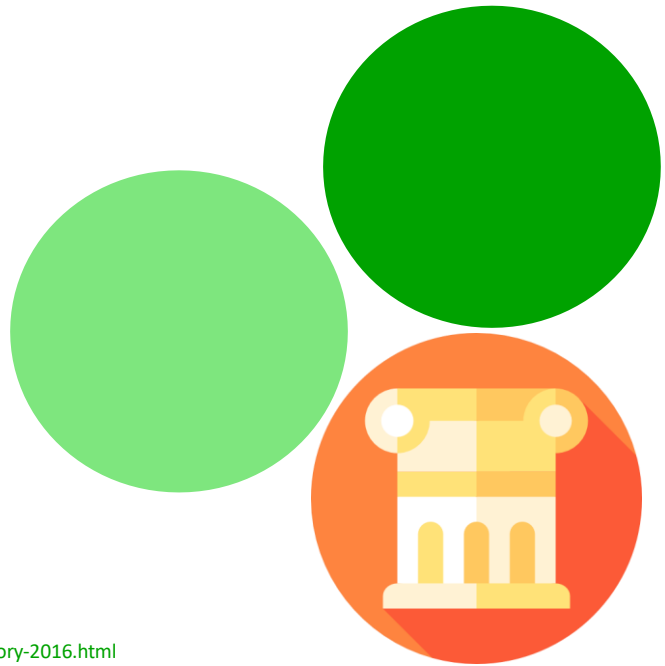
**Subject Lead: Mrs Urban-Marks**

**Useful Websites:**

[www.bbc.co.uk/history](http://www.bbc.co.uk/history)

**Exam Board: Edexcel**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>  
[www.bbc.co.uk/education/levels/z4kw2hv](http://www.bbc.co.uk/education/levels/z4kw2hv)



	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	Thematic Study: Medicine Medicine in Medieval England  British Depth: Elizabeth Queen, government and religion, 1558-1569	Thematic Study: Medicine Medicine in Modern Britain  British Depth: Elizabeth Queen, government and religion, 1558-1569	British Depth: Elizabeth Queen, government and religion, 1558-1569
<b>Skills Focus</b>	Description Explanation Argument English	Description Explanation Argument English	Description Explanation Argument English
<b>Assessment</b>	GCSE Exam Questions	GCSE Exam Questions	GCSE Exam Questions
<b>2nd Half: Topic</b>	Thematic Study: Medicine Medicine in the 18th and 19th Century Britain  British Depth: Elizabeth Queen, government and religion, 1558-1569	Historic Environment: West- ern Historical context of medicine in the early 20th century British Depth: Elizabeth Queen, government and religion, 1558-1569	British Depth: Elizabeth Challenges to Elizabeth at home and abroad, 1569-1588
<b>Skills Focus</b>	Description Explanation Argument English	Description Explanation Argument Source analysis English	Description Explanation Argument English
<b>Assessment</b>	GCSE Exam Questions	GCSE Exam Questions	GCSE Exam Questions

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

1. Encourage them to keep up to date with their homework, which is set once a week. Encourage them to seek help in person (not on Google Classroom) 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).
3. Read with your child. Developing their literacy is one of the quickest ways to improve their work.

# Hospitality & Catering

“Skills for Life”

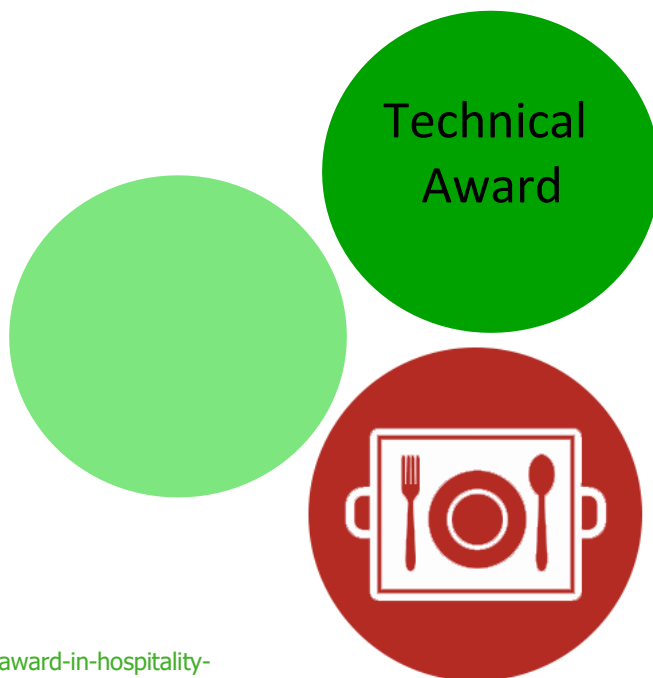
Subject Lead: Mrs August

Useful Websites:

<http://www.bbcgoodfood.com>

Exam Board: Educas

<https://www.educas.co.uk/media/0dzpjezk/wjec-level-1-2-award-in-hospitality-and-catering-specia-from-2016-e-29-11.pdf>



	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>Introduction to Hospitality and Catering</b>	<b>Nutritional needs and special diets</b>	<b>Understand the environment in which Hospitality and Catering provisions operate</b>
Skills Focus	Learning how food related causes of ill health  Developing bread and pastry skills	Understanding how to present and adapt recipes  Developing skills by making a variety of dishes	Learning about the specific needs of different groups of people  Developing skills by making a variety of dishes
Assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment
<b>2nd Half: Topic</b>	<b>Food safety and hygiene</b>	<b>Nutritional needs and special diets</b>	<b>Job roles and the industry</b>
Skills Focus	Learning about micronutrients and macronutrients  Developing practical skills	Understanding special dietary needs  Developing skills by making a variety of dishes	Learning about cooking methods and techniques when preparing dishes
Assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment

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

1. Practising dishes made at home.
2. Encourage your child to watch programmes such as The Great British Bake Off and Masterchef.
3. Ensure they are engaged in active revision for assessments i.e. creating revision materials to help them learn and not just reading.

# Latin

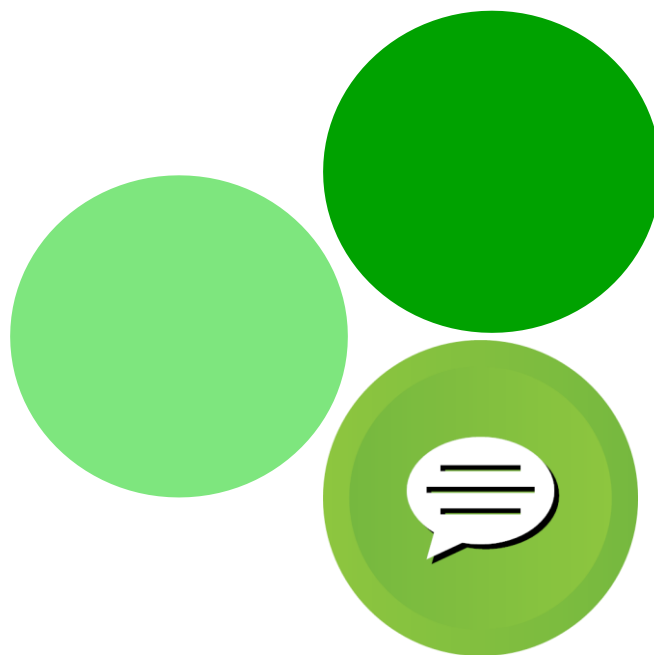
“Reading the past to bridge the ancient and modern worlds”

**Subject Lead: Miss Drayton**

Latin is an additional GCSE Subject, studied during 6 lessons across 2 weeks

**Exam Board: OCR**

<https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/specification-at-a-glance/>

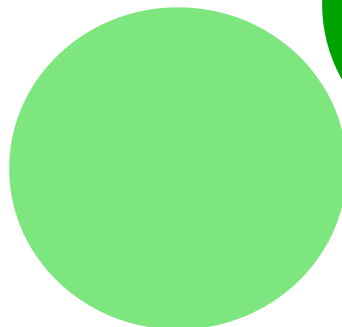


	Autumn Term	Spring Term	Summer Term
1st half: Themes, Cultural Content & Language	Life in the city Subura; Population of city of Rome; Women at work; Living in an insula  Building Rome Geography and growth of Rome; Public buildings and spaces of Rome; Forum Romanum  Entertainment Public festivals; Chariot-racing; Charioteers	London Londinium; Made in Londinium; Food  Britain Britannia; Camulodunum; Resist or accept? The Druids  Rebellion – hard power Chain of command; Competing forces; Women and war; Why join the army?	Arelate – a provincial town How to build a Roman town; Theatre; Making bread  Mosaics Creating mosaics; Mosaic pattern books. Mining Mining at Las Medulas; Mining techniques
History/ Mythology	History: Rome in AD 64 Mythology: Romulus and Remus History: Three phases of ruling	History: Romans invading  Mythology: The Amazons  History: Resistance	Mythology: Pyramus and Thisbe  History: Women
Skills Focus	Translating short Latin stories into English. Comprehension skills. Vocabulary building.	Translating short Latin stories into English. Comprehension skills. Vocabulary building.	Translating short Latin stories into English. Comprehension skills. Vocabulary building.
Assessment	Translating short Latin stories into English. Comprehension skills. Vocabulary building.	Translating short Latin stories into English. Comprehension skills. Vocabulary building	Translating short Latin stories into English. Comprehension skills. Vocabulary building
2nd half: Themes, Cultural Content & Language	Religion Christianity; State religion; Homes of the gods; Sacrifice; Private worship  Public health Baths; Public toilets; Water supply; Sanitation Slavery How were people enslaved? Life of a slave; Seeking freedom; Manumission	Aquae Sulis – soft power Aquae Sulis; Different gods; Curses; Military life; People of Roman Britain  The sea Romans and the sea; Underwater archaeology; Navigation and maps; Dangers at sea  Great fire of Rome Fighting the fire; Vesta and Vulcan; Fuel and fire; After the fire; Finding a scapegoat; Domus Aurea; What caused the Great Fire of Rome?	Country villas Country estates; Gardens; Dinner Parties; Menus  Marriage Wool and weaving; Marriage; Husbands and wives; The ceremony
History/ Mythology	Mythology: Deucalion and Pyrrha History: Rome under attack! Mythology: Theseus and the Minotaur	Mythology: The Gorgons History: Pirates in the Mediterranean Sea Mythology: Pyramus and Thisbe	History: Civil war Mythology: Arachne
Skills Focus	Translating short Latin stories into English. Comprehension skills. Vocabulary building.	Translating short Latin stories into English. Comprehension skills. Vocabulary building.	Translating short Latin stories into English. Comprehension skills. Vocabulary building.
Assessment	Translating short Latin stories into English. Comprehension skills. Vocabulary building	Translating short Latin stories into English. Comprehension skills. Vocabulary building	End of year exam

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

1. Encourage them to keep on top of vocabulary learning by using the online Vocabulary Trainer Tool.
2. Help them to learn their ‘endings’. Tables are on Google Classroom and in their books.
3. Encourage them to read widely and for enjoyment about the ancient world - archaeology, history and myths. Many novels set in the ancient world are suitable for young adults.

# Media Studies



“Question, create, communicate.”

**Subject Lead: Miss Taylor-Wareham**

**Useful Websites:**

<http://www.mediaknowall.com/gcse/gcse.php>

<https://www.bbc.com/bitesize/subjects/ztnygk7>

<https://www.theguardian.com/uk/culture>

**Exam Board: Eduqas**

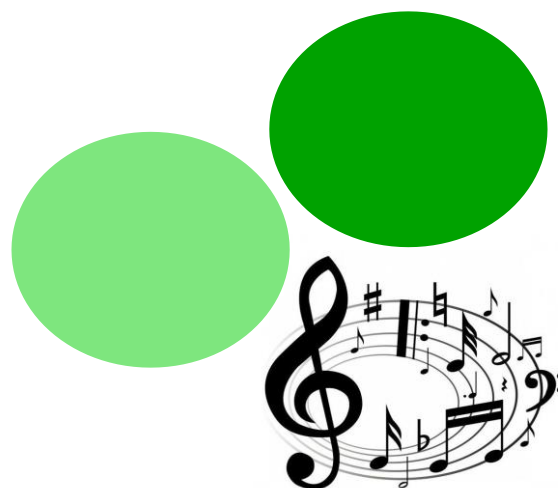
[https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments)

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<b>What are ‘The Media’? Introduction to four key concepts.</b>	<b>How do Media products perform multiple functions? Study of audio-visual texts: Music Video.</b>	<b>Advertising: How are media audiences targeted?</b>
Skills Focus	Introduction to key terminology; focus on Media Language & Representational concepts. Introduction to Audience & Industry	How and why do the media use media language to represent particular ideas? The music industry and how it works	Exploration of how advertisers target audiences. Analysis of existing ad campaigns with multiple target audiences
Assessment	Written analysis paragraphs	Written analysis: short questions and essay form	Exam skills: short and long questions
2nd Half: Topic	<b>Development of practical skills: using equipment &amp; software.</b>	<b>Music Videos: how will students respond to a coursework brief?</b>	<b>Advertising: Close Study Products. How do the Media reflect contemporary society?</b>
Skills Focus	Still and moving camera skills; editing images & manipulating footage	Development of practical skills in relation to NEA briefs: responding to a sample coursework brief and working to a schedule	Analysis & comparison of set texts and other adverts. Exploration of the importance of context to texts / interpretations
Assessment	Practical task: produce promotional materials	Practical production: Mock coursework piece.	Summer Exam, including unseen material.

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

1. Encourage them to watch the news daily to build an awareness of world events.
2. Encourage them to read articles/publications that interest them.
3. Research the context of the current topic, focusing on historical, social, cultural and political influences.

# Music



“Where words fail, music speaks” – Andersen

Subject Lead: Mrs Bryant

## Useful Websites:

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

<https://www.teoria.com/>

<https://www.musictheory.net/>

	Autumn Term (1st half)	Spring Term (1st half)	Summer Term (1st half)
Performing	Mini solo & ensemble performances during class projects; solo performance assessment October (own choice, to be prepared as homework)	Performing Students to undertake an ensemble each week which can either be of their choosing or a resource from the teacher, as long as it sticks to Eduqas rules as follows: *Must be at least 2 mins long and the actual ensemble part (harmonies etc) must be at least 1 min long. Duets where singers take it in turns to sing etc are not allowed. *Each person in the ensemble must have an undoubled part. *Sheet music or tab MUST be available and brought to the lesson.	Students to undertake an ensemble each week which can either be of their choosing or a resource from the teacher, as long as it sticks to Eduqas rules as follows:*Must be at least 2 mins long and the actual ensemble part (harmonies etc) must be at least 1 min long. Duets where singers take it in turns to sing etc are not allowed. *Each person in the ensemble must have an undoubled part. *Sheet music or tab MUST be available and brought to the lesson.
Composing	Theory ABRSM grades 1 - 3; Grade 5 revision for those at that level then onto Harmony. Students who may struggle can follow the easier & 'Theory for GCSE' course	Composition techniques & exercises Introduction to Flat and Sibelius	Year 9 composition - coursework practice for end of year exam
Listening	Pre GCSE course booklets Elements of Music through the three strands of performing, composing & listening	Area of Study 4: Popular Music In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles). Through listening to and/or performing examples of popular music learners will study how: <ul style="list-style-type: none"> <li>instrumental and synthesized sound is used</li> <li>original music may be Modified</li> <li>vocal sounds are used</li> <li>instruments and voices are combined</li> <li>sound is computer-generated and amplified</li> <li>software and samplers are utilized.</li> </ul> Learners will also identify and use (as appropriate) the following musical features: 32 bar song form; Strophic; 12 bar blues; verse, chorus, riffs, middle 8 and bridge; fill; instrumental break; intros and outros; improvisation; loops; samples; panning; phasing; syncopation; driving rhythms; balance; standard chord	AoS 2 Music for Ensemble In this area of study, learners develop understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines in the following textures: monophonic; homophonic; polyphonic; unison; chordal; layered; melody and accompaniment; round; canon; counter melody

		progressions; melismatic and syllabic writing; lead and backing vocals; backing tracks; primary chords; secondary chords; cadences	
Assessment	Baseline assessment throughout	Informal assessment weekly; mini tests; recordings	Informal assessment weekly; mini tests; recordings
Work ready skills	Adaptability; Creativity; Teamwork	Adaptability; Creativity; Teamwork; Digital Skills	Adaptability; Creativity; Teamwork; Digital Skills
	Autumn Term (2nd half)	Spring Term (2nd half)	Summer Term (2nd half)
Performing	Students to perform a solo to the class each week - performances to take place in 'workshop' style being developed within the group to help familiarise all with the expectations and markscheme. Sheet music or tab must be brought to the lesson for assessment purposes. Students are not permitted by the exam board to 'perform by ear'	Students to perform a solo to the class each week - performances to take place in 'workshop' style being developed within the group to help familiarise all with the expectations and markscheme. Sheet music or tab must be brought to the lesson for assessment purposes. Students are not permitted by the exam board to 'perform by ear'	Prepare and perform a solo for your end of year exam
Composing	Theory Continue with individual theory work with the aim to get to ABRSM grade 3-5 standard by Christmas. Those already at this standard will start composition technique and DAW familiarisation.	Intro to Cubase & Bandlab Continue composition exercises and techniques	Complete year 9 practice composition for end of year exam
Listening	Instruments of the Orchestra & Elements of Music listening - students to work through listening tests booklet at own pace after an intro by the teacher on each topic and key terminology etc	AoS 1 Musical Forms and Devices In this area of study, learners place music within a broad historical context. However, it is not expected that they develop a detailed chronology of music aside from an awareness of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650- 1910. Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices listed below to create and develop music: repetition; contrast; anacrusis; imitation; sequence; ostinato; syncopation; dotted rhythms; drone; pedal; canon; conjunct movement; disjunct movement; ornamentation; broken chord/arpeggio; alberti bass; regular phrasing; melodic and rhythmic motifs; simple chord progressions including cadences; modulation to dominant and relative minor	Revision of AoS 1, 2 and 4 and exam practice questions / how to complete a listening paper
Assessment	Informal assessment weekly; mini tests; recordings	Informal assessment weekly; mini tests; recordings	End of year exam
Work ready skills	Adaptability; Creativity; Teamwork	Adaptability; Creativity; Teamwork; Digital Skills	Adaptability; Creativity; Teamwork; Digital Skills

# Physical Education

GCSE  
PE

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

Subject Lead: Mr Finch

## Useful Websites:

[www.activesurrey.com](http://www.activesurrey.com)

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

[www.senecalearning.com](http://www.senecalearning.com)

[www.gcsepod.com](http://www.gcsepod.com)



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<b>P1 Warming up Preventing injuries Skills Clarification</b>	<b>P1 – Cardiovascular system Feedback</b>	<b>P1 – Training zones Effects of exercise Diet and nutrition</b>
Skills Focus	P1 -Major bones -Functions of the skeleton -Joint types -Joint movements -Major muscles -Muscle contractions - Lever systems	P1 -Blood vessels -Identify and explain the cardiovascular system. -Cardiac output, blood pressure, heart rate and stroke volume	P1- Heart rates -Types of exercises -Types of Diets -The effects of different amounts of exercise
Assessment	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2
2nd Half: Topic	<b>P2 Skeletal system Muscular System Feedback and Guidance</b>	<b>P2 Respiratory system Participation influences</b>	<b>P2 Revision End of year exam prep Exam question work</b>
Skills Focus	P2 - Discuss types of skills. Identify, explain and justify types of goals and in relation to target setting.	P2 - Identify examples of, and evaluate, the effectiveness of the use of types of guidance, feedback	P2 – Effective revision techniques, covering content throughout the year, using past exam questions
Assessment	As Half Term 1	As Half Term 1	As Half Term 1

## Exam Board: AQA

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>

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

- The final GCSE PE grade is made up of 60% written theory exam and 40% NEA. It is important that your son/ daughter plays at least one sport outside school, to a high level. They will be assessed in 2 team and 1 individual sports or 1 team and 2 individual sports. As well as playing regularly outside of school they should attend all extra curricular clubs on offer which will benefit their practical grade. Some sports will need to be assessed outside of school and will require video evidence.
- Ensure the correct kit is brought to every GCSE and CORE PE lesson and jewellery is removed before participation. Kit includes: PE: Polo shirt, White trainers, white socks, black shorts and jumper/hoodie (no logos) Games: Games polo, Trainers and studs, mouthguard, black games socks, black shorts and jumper. All students will be required to wear kit if they are in attendance at every PE and games lesson.



# Photography

GCSE

“Find your focus, capture your passion.”

Subject Lead: Mrs. Kelly

## Useful Websites:

<http://www.studentartguide.com/articles/art-careers-list> (what future career can an artist have?)

<https://www.bbc.co.uk/bitesize/search?q=photography+aga&seqId=6199ed60-7f00-11ef-b6e0-2be30db31619&d=BITESIZE>

## Exam Board: AQA

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Formal Elements	Surrealism	Gelli Printing and mixed media photography
Skills Focus	Students learn about the formal elements and how they are used in photography. They will learn basic camera functions, Photoshop editing and they will learn how to organise and document their work	Students will learn how to critically analyse and evaluate the work of other Photographers and create their own responses in order to develop ideas based on the theme Surrealism	Students learn how to Physically manipulate photographs, learning photo transfer techniques and collage techniques.
Assessment	Digital Portfolio	Critical investigation	Gelli print outcomes
2nd Half: Topic	Composition, Viewpoint and Line	Developing a personal outcome	Mounting workshops
Skills Focus	Students gain an understanding of the laws of composition, balance, viewpoint and line.	Students learn how to develop independent outcomes based on their critical research.	Students present their outcomes from their workshop, learning how to annotate and mount physical work.
Assessment	Digital portfolio	Surrealism outcome	Portfolio work: Gelli prints

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

1. Visiting galleries is a great way to broaden student's understanding of art concepts and genres.
2. Allowing your child to watch YouTube photography tutorials is a quick and easy way to immediately access a range of techniques and knowledge.
3. Practice Regularly: Photography is a skill that improves with practice. Take photos often, experiment with different settings and techniques, and analyse your results.

# PSHE & Citizenship

“Learning about ourselves and others”

Subject Lead: Mr Jagger

## Useful Websites:

- [www.citizenshipfoundation.co.uk](http://www.citizenshipfoundation.co.uk)
- [www.bbc.co.uk/schools/citizenx](http://www.bbc.co.uk/schools/citizenx)
- [www.pshe-association.org.uk](http://www.pshe-association.org.uk)



	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>Health and Wellbeing</b>	<b>Living in the wider world</b>	<b>Relationships and sex education</b>
Subject Links	The happiness trap Managing anxiety Combating negative self-talk Thinking traps Mental benefits of exercise Expressing gratitude	Saving lives with first aid Substance addiction Informed drug & alcohol choices Drugs and county lines The truth about vaping The impact of effects of gaming	Put a ring on it Relationships & their legal status Avoiding & preventing harassment Online grooming Rising above cyberbullying Positive vs negative humor
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.
<b>2nd Half: Topic</b>	<b>Relationships and sex education</b>	<b>Health and Wellbeing</b>	<b>Living in the wider world</b>
Subject Links	Safe & healthy sex Sexually transmitted diseases Reproductive health Pregnancy choices Forced marriages Respecting transgender identities	The positivity mindset Random acts of kindness Food labels unveiled Evaluating eating habits Character strengths in focus Assessing your mindset	Breaking down toxic masculinity Organ donation Understanding eating disorders Volunteering in my community Instagram vs reality SMART goals
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.
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."

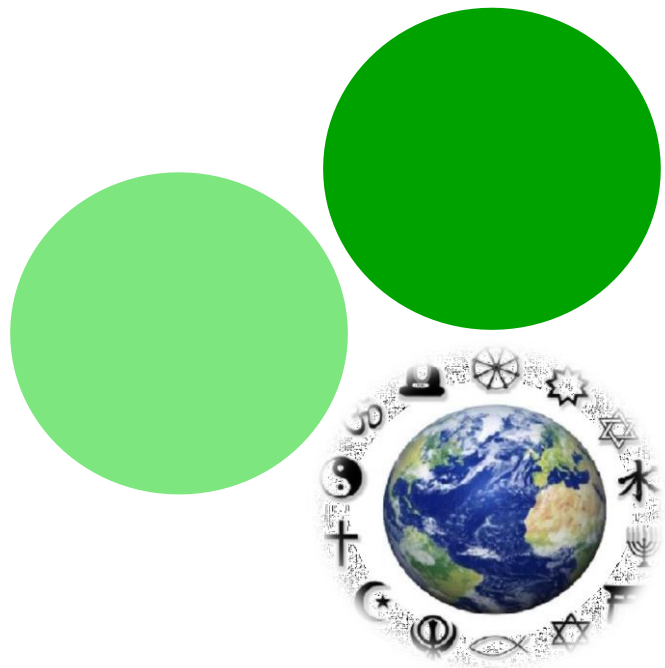
Subject Lead: Mr Lyons

Useful Websites:

<https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/religious-studies>



	Autumn Term	Spring Term	Summer Term
Topics—Across All Terms	<b>Christianity Beliefs and Teachings</b>	<b>Christianity: Practices</b>	<b>Religion, Crime and Punishment</b>
Skills Focus	Study of Christian beliefs and teachings such as the nature of God, heaven and hell and the afterlife	Study of Christian practices such as holy orders, sacraments, different worship styles and traditions, along with how these practices influence Christians' behaviour	Exploration of Christian and Muslim teachings on, and attitudes to, crime, including poverty and upbringing, mental illness, addiction, greed, views about people who break the law, aims of punishment and the treatment of criminals, the death penalty and forgiveness
Assessment	GCSE Style Exam Questions	GCSE Style Exam Questions	GCSE Style Exam Questions

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

1. When completing GCSE-style examination questions, ensure your child practises completing them in the allotted time, rather than take longer, as this is a required skill for the written examinations.
2. Encourage your child to check their work (including key spellings, punctuation etc.) and respond to the feedback in their RE exercise books (answering questions and correcting mistakes). This is the best way for students to develop their skills and progress in the subject.
3. Debate key topics at home to help students develop good questioning skills, ultimately used in their written examinations.

# Spanish

“Confident, effective, global communicators”

Subject Lead: Mrs Boniface

Useful Websites:

[www.atantot.com](http://www.atantot.com)

[www.languagesresources.co.uk](http://www.languagesresources.co.uk)

[www.wordreference.com](http://www.wordreference.com)

Exam Board: Edexcel

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

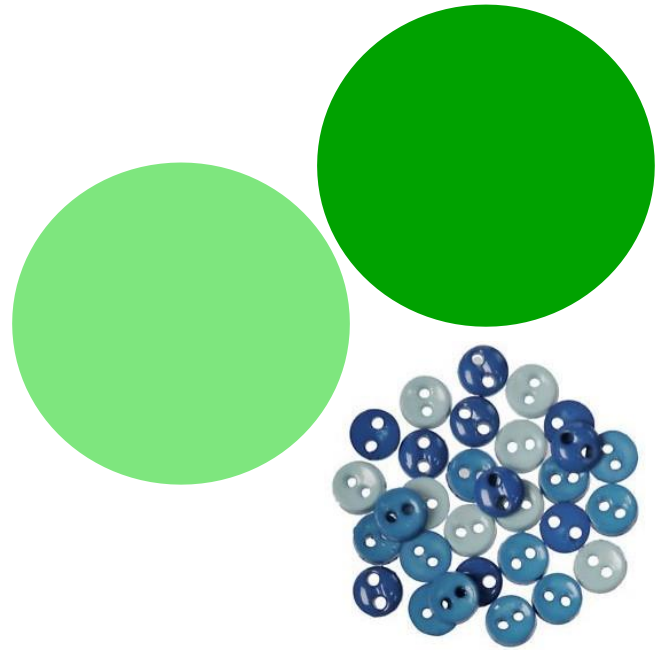


	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>My free time</b> Sports / Spanish-speaking sports stars Free time activities Life online	<b>Holidays</b> Travel plans Past holiday experiences Festivals in the Spanish-speaking world	<b>My personal world</b> Family structures, family members and relationships Role models / who you follow on social media Friendships / what makes a good friend Activities with friends in 3 time frames Issues online Personal identity
<b>Skills Focus</b>	Listening, Reading, Speaking and modelled Writing. Gap Fill dictation.	Listening, Reading, Speaking and more independent Writing.	Listening, Reading, Speaking and more independent Writing.
<b>Assessment</b>	Regular vocabulary testing in class. Listening and Reading assessment. Translation of key phrases into Spanish.	Regular vocabulary testing in class. Listening and Reading assessment.	Regular vocabulary testing in class. Listening and Reading assessment.
<b>2nd Half: Topic</b>	<b>My free time 2</b> Social media Making plans to go out Activities / experiences in the past	<b>Holidays 2</b> Accommodation Eating out Memorable destinations in Spain and Latin America	<b>Film project</b> <b>Preparation for End of Year Exams.</b>
<b>Skills Focus</b>	Listening, Reading, Speaking and modelled Writing. Reading out loud. Translation into Spanish.	Listening, Reading, Speaking and modelled Writing. Reading out loud. Translation into Spanish.	Listening, Reading, Speaking and modelled Writing. Reading out loud. Translation into Spanish.
<b>Assessment</b>	Regular vocabulary testing in class. Writing assessment. Translation into Spanish.	Regular vocabulary testing in class. Writing / speaking assessment. Translation into Spanish.	Regular vocabulary testing in class. Writing / speaking assessment. Translation into Spanish.

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

1. Test vocab regularly via [www.quizlet.com](http://www.quizlet.com) - every student has been assigned a class.
2. Encourage your child to listen to <https://www.newsinslowspanish.com/>

# Textiles



“Skills for Life”

Subject Lead: Mrs August

Useful Websites:

<https://www.vam.ac.uk/>

<https://www.vogue.co.uk/>

<https://fashionhistory.fitnyc.edu/>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/design-and-technology/gcse>

	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	<b>Introduction to Textile techniques</b>	<b>Pyjama Project</b>	<b>Textile Product—Door Stop</b>
Skills Focus	Students will learn how to use the sewing machine independently, and learn how to carry out a variety of Textile techniques such as batik, tie dye, hand embroidery.	Students will use the skills learnt in Term One to make pyjamas	Students will demonstrate their skills by making a doorstep
Assessment	Hand embroidery assessment Knowledge Test	Folder Assessment. Pyjamas Critique	Doorstop Practical and Theory Assessment
<b>2nd Half: Topic</b>	<b>Textile techniques</b>	<b>Safety in the Dark</b>	<b>Product for a Child</b>
Skills Focus	Students will continue learning different techniques, as well as learning about different types of research for design. Student will learn about fibres, fabrics and fabric construction	Students will respond to a design brief, complete research and make a draw string bag	Students will follow a design brief based on a product for a child. They will then design and make the product
Assessment	Theory & Skills Test	Practical & Theory Assessment	Practical & Theory Assessment

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

1. Provide your child with a sketchbook and pencil and encourage them to practise sketching and designing as often as possible.
2. Visiting galleries and exhibitions to heighten awareness of designers and practitioners, as well as providing inspiration.
3. Encourage them to collect fabric swatches and magazine tears that interest them. These can be gathered in a sketchbook or folder.

# Travel & Tourism

BTEC Level 2  
Tech Award

“Work today, succeed tomorrow.”

Subject Lead: Mrs Sweryt

## Useful Websites:

<https://www.independent.co.uk/travel>

<http://www.travelweekly.co.uk/>

<https://www.abta.com/news>



## Exam Board: Pearson / Edexcel

Pearson BTEC Tech Award Level 1/2 in Travel and Tourism

	Autumn Term	Spring Term	Summer Term
<b>1st Half: Topic</b>	Component 1a: Introduction to travel & tourism. Be able to demonstrate an understanding of the travel and tourism industry.	Component 1: Practice NEA brief	Component 2a: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends.
<b>Skills Focus</b>	In this component, you will learn about the different travel and tourism organisations and the products and services they offer. You will consider their ownership and aims, such as increasing bookings, providing services, promoting a cause or contributing to the community	A practice NEA brief will be discussed and students will be given the opportunity to work through a practice brief for their NEA. Feedback and support will be given by the class teacher	Identifying how organisations use market research to identify travel and tourism trends and identify customer needs and preferences
<b>Assessment</b>	End of topic assessment	Completed practice NEA. Brief to be set by Pearson	End of topic assessment
<b>2nd Half: Topic</b>	Component 1b: Understand and explore popular visitor destinations.	Consolidation of Component 1	Component 3a and 3b Influences on Global Travel and Tourism
<b>Skills Focus</b>	In this component you will explore visitor destinations within the UK and beyond. You will learn about the features of popular visitor destinations and how they support different types of tourism and tourist activities	NEA Assessment completed as per exam board guidelines. The assignment will take approximately 4 hours of monitored preparation and 6 supervised hours to complete. This will be a practice. The assignment for this component consists of five tasks	You will learn about factors that influence global travel and tourism and the impact it has on sustainability
<b>Assessment</b>	Completed practice NEA. Brief to be set by Pearson	Completed NEA. Practice brief to be used from Pearson	End of year exam

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

1. Encourage them to listen, watch or read the travel news on a daily basis.
2. Let them help plan your travel and holiday. Even a bus or train trip.
3. Watch travel programmes and documentaries.



# 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 at KS4. 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>

