

Hoe Valley School



Year 7 Curriculum Overview A Guide for Parents 2024 - 2025



Inspiring a Love of Learning



HOE VALLEY SCHOOL

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Head Teacher: Mrs J Davies

Dear Parent / Carer,

This booklet will give you an overview of Hoe Valley's Programmes of Study for Year 7 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 7 is an important year in our students' lives as this is the year they start their secondary school journey; it is the time to build foundations in a number of new subjects as well as deepen their knowledge from Primary School. At Hoe Valley our focus is to ensure students are studying a broad range of subjects and are applying their skills to the wider world. Students are taught in mixed ability groups for most subjects; however, in Languages, Science and Maths groupings are more dynamic and will evolve over the year to support the academic development of each student. In Year 7 it is important that students start to feel a part of the community that they have joined, this takes place both within the classroom as well as through extracurricular involvement.

More information on the principles which underpin the Key Stage Three curriculum is available on our website and in the School's Curriculum Policy. There is also further information provided on the pathways for our higher attainers, students with specific learning needs and students who speak English as an additional language.

We hope your child will enjoy working their way through this exciting, challenging, relevant and personalised curriculum.

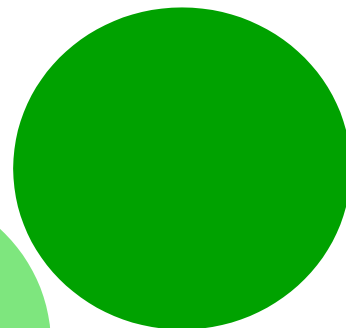
Yours sincerely,

Miss Still
Head of Year 7

Core Subjects

- English
- Maths
- Science

English



“Today a reader, tomorrow a leader”

Subject Lead: Ms Taylor-Wareham

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Travel Writing & The girl with ink and stars	Literary Allusions & The Hobbit	Poetry
Skills Focus	Form, purpose, devices, sentence structure, punctuation	Quotations & references, Inferences, Text analysis	Quotations & references, Inferences, Text analysis
Assessment	Non-fiction writing	Reading assessment	Reading assessment
2nd Half: Topic	Shakespeare's Women	Speeches	Non Fiction Media
Skills Focus	Compare writer's ideas; Evaluate critically; Analyse text & context	Persuasive writing	Reading comprehension Writing a newspaper article
Assessment	Reading assessment	Speaking assessment	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 the RAFT (Reasons, Audience, Form, Techniques).
2. Build writing for fun into daily life (holiday diaries/scrapbooks, proposals for birthday parties, letters to celebrities).
3. Read and discuss articles in local or national newspapers focussing on the aims of the article and whether the writer succeeds in meeting these aims.

Useful websites:

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

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

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

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

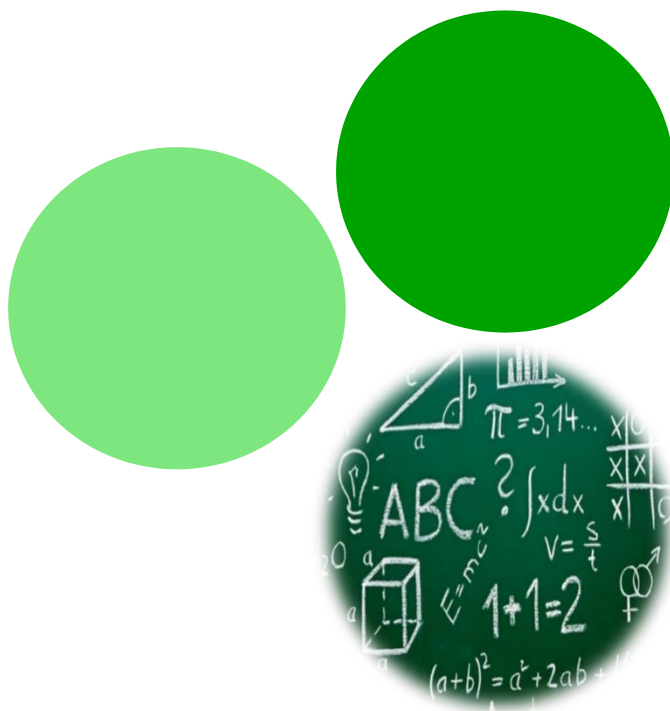
<http://www.mrthornedoesphonics.com/>

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

www.freerice.com

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

Maths



“Every problem has a solution!”

Subject Lead: Mrs Stapleton

Useful websites:

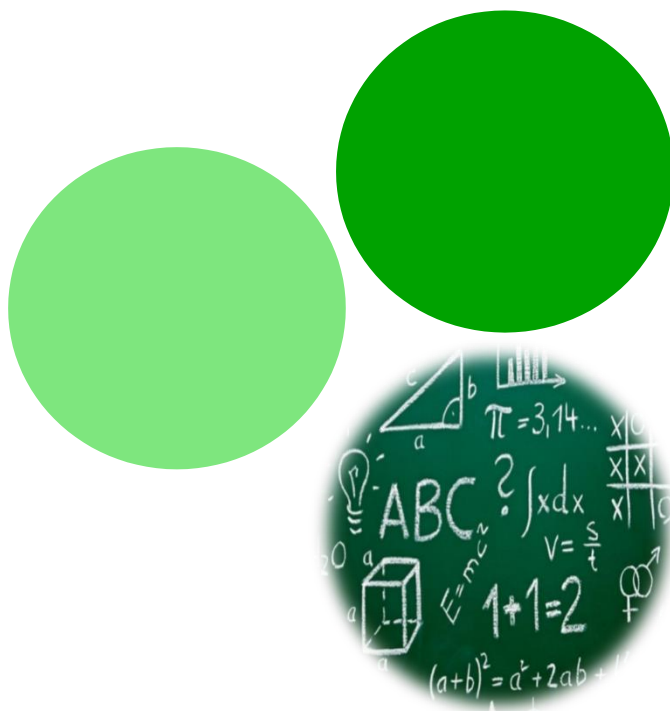
www.corbettmaths.com

www.mathsgenie.co.uk/

www.drfrust.org

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<ul style="list-style-type: none"> * Analysing & Displaying Data * Number skills 	<ul style="list-style-type: none"> * Decimals & Measures * Number: Fractions 	<ul style="list-style-type: none"> * Geometry: Lines & Angles
Skills Focus	<p>Averages & Range (Mean, Mode, Median and Range including from graphs)</p> <p>Pictograms & Bar charts (Single, Dual, Stacked/Compound)</p> <p>Tally Charts & Frequency Tables</p> <p>Line Graphs</p> <p>Comparing data</p> <p>Arithmetic Skills (Using all four operations)</p> <p>Order of Operations (BIDMAS)</p> <p>Place Value & Rounding</p> <p>Time & Money Problems</p> <p>Negative Numbers</p> <p>Square, Square Roots & Triangular Numbers</p>	<p>Arithmetic Skills (Using the four operations with Decimals)</p> <p>Rounding Decimals</p> <p>Ordering Decimals</p> <p>Reading Scales</p> <p>Converting between Metric units of measure (mm, l, g etc)</p> <p>Plot Coordinates Perimeter and Area</p> <p>Comparing fractions</p> <p>Simplifying fractions & equivalent fractions</p> <p>Add/Subtract/Divide/</p> <p>Multiply fractions</p> <p>Fractions, decimals</p> <p>Percentages (Conversions, one number as a percentage of another, of amounts)</p>	<p>Angles (Straight line, Triangles, Quadrilaterals, Around a Point, Vertically Opposite, Draw and Measure accurately, Interior and Exterior Angles in Polygons)</p> <p>Describing sequences mathematically (term and rule)</p> <p>Generating sequences</p> <p>Plotting & generating coordinates</p> <p>Midpoint of a line segment</p> <p>Special sequences</p> <p>Finding and using the nth term</p> <p>Plotting Straight Line Graphs from an Equation/Rule</p> <p>Horizontal and Vertical Lines (Draw and identify)</p>
Assessment	Unit assessment at the end of each unit- open book	No assessment this half term	End of year assessments

Maths



“Every problem has a solution!”

Subject Lead: Mrs Stapleton

Useful websites:

	Autumn Term	Spring Term	Summer Term
2nd Half: Topic	* Algebra: Expressions, Functions & Formulae *MFL Stats project	* Probability * Ratio & Proportion	* Sequences, graphs and charts More info from summer 1
Skills Focus	Functions (Outputs of functions expressed in words) Expressions (Collecting like terms & Simplifying expressions) Using arithmetic operations with algebra. Write expressions to represent function machines. Substitute integers into simple formulae MFL Stats	Calculating probability (List and compare outcomes, calculate probabilities) Experimental and Theoretical probability Direct proportion (in simple contexts, real life problems, unitary method) Writing ratios Using ratios (Breaking problems in ratios, equivalence, simplifying, sharing in a ratio)	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
Assessment	Unit Assessments- open book	Fractions, decimals & percentages assessment	Unit Assessments End of Year Exams

Please note: 7X3 will be following a slightly amended programme.

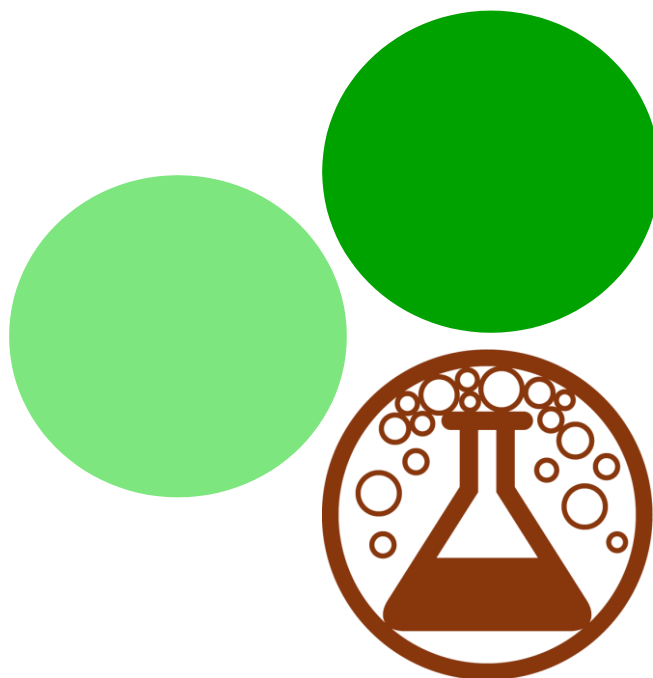
What three things should I be doing to support my child at home?

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Introduction to working Scientifically	Cells or Energy	End of Year Exam Preparation
Skills Focus	Carrying out and writing up a GCSE level lab report	Embedding the planning of an investigation Using data loggers to record changes of state	Embedding evaluating investigations
Assessment	Self and peer assessed through the use of booklets practical write up End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks	End of year test with synoptic elements
2nd Half: Topic	Forces or Particles	Cells or Energy	Food
Skills Focus	Embedding graph drawing and conclusions Modelling the behaviour of particles	Embedding writing a method and recording results in a table Using a microscope correctly and accurately	Determine the nutrient quality of food through practical methods
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. Regularly asking your child what they are learning in Science and why it is important
3. Ensure they are engaged in active revision for assessments i.e. creating revision materials to help them learn and not just reading.

Useful website:

BBC Bitesize - KS3 Science:

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

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

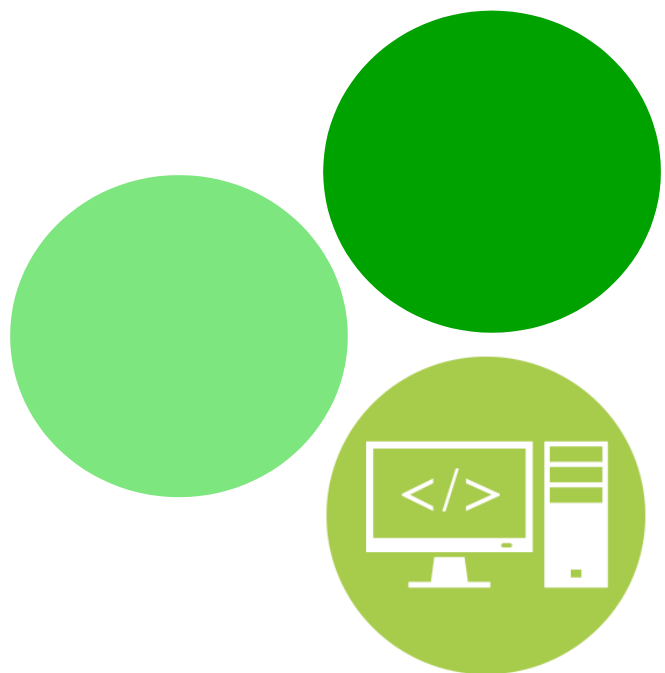
Useful websites:

<https://classroom.google.com/>

<https://scratch.mit.edu>

www.bbc.co.uk/education (both KS3 and GCSE areas for Computer Science)

<https://www.w3schools.com/>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Using Google programs, the school network & Google Sheets	The Importance of Binary	Online Safety, Information Reliability and Bias
Skills Focus	Logging onto the Network How to use Google Classrooms and G-Drive Spreadsheet skills involve creating basic formulae, formatting, using formulas and functions effectively.	Binary is fundamental to Computer Science, it has to do with logic and with data storage. This topic covers how to convert binary numbers to denary numbers and vice versa and the use of binary in today's world.	How to keep safe when using social networking websites and cyberbullying. Know about types of malicious software. Identify features of a reliable source to help determine relevance and reliability in a given context
2nd Half: Topic	Visual Programming	Networks	Artificial Intelligence (A.I.)
Skills Focus	Block-based programming is a way to introduce students to the practice of programming and the field of computer science more broadly	This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols	Students will experience a variety of real-world AI applications and be made aware of the ever-increasing range of AI-related careers. As well as considering the social and ethical implications of AI developments and explore machine learning models and the engines that make them work
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 test	Knowledge based test	Knowledge based test

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

1. Encourage your child to visit the websites above and complete the tasks and activities that are available.
2. Ask your children 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.

Creative Arts

“Skills for Life”

Subject Lead: Mrs August

Useful websites:

BBC Bitesize—KS3 Design & Technology

www.technologystudent.com

<https://www.tate.org.uk/>

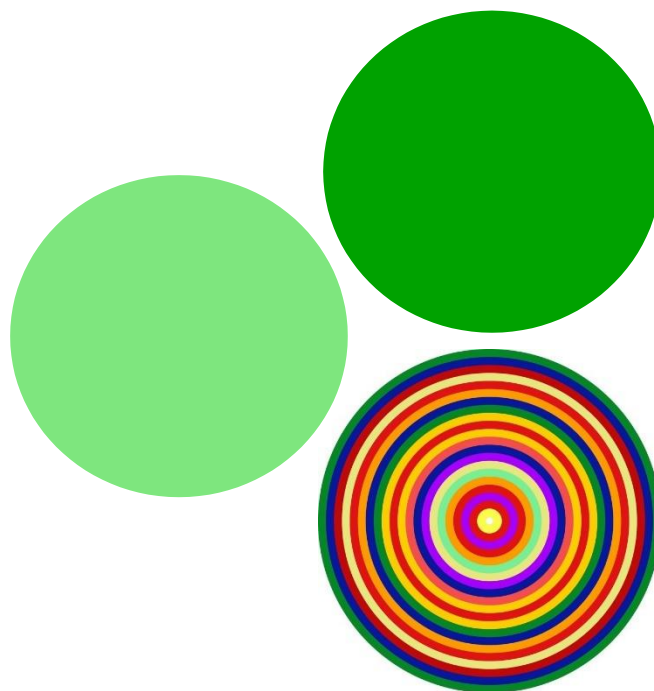
www.designandtech.com

www.sketchup.com

<https://www.thoughtco.com/art-art-history-4132955>

<https://www.thelightbox.org.uk/>

<https://www.proko.co>



	Art	Textiles	Design & Technology	Food Tech
1st Half: Topic	Birds and Bugs	Drawstring Bag	Pine block bot	Safe and hygienic cooking
Skills Focus	Understanding and using the formal elements, artist research	Hand embroidery, applique, design skills, use of sewing machine	Introduction to woodworking hand tools and machinery to make blockbot.	Knife skills, rubbing in method, use of the oven
Assessment	Tonal Drawing Still life of bird	Final bag make	Project makes	Practical Assessment
2nd Half: Topic	Birds, bugs and colour	Textiles Assessment	Working with aluminum	Skills for Life
Skills Focus	Using a variety of different mediums, working with colour. Learn how to use oil pastel to create a final piece	Theory assessed, origin of materials, safe working, tools and properties	Introduction to basic metalworking skills through the design and production of an aluminum promotional keyring,	Presentation skills, recipe adaption, quality control
Assessment	Bird oil pastel	Written assessment and design challenge	Written assessment and 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 2D Design and Sketchup. A free version of Sketchup can be used online to practice these skills in DT.
3. Encourage them to practice observational drawing in a sketchpad.

Drama

“Dream, achieve, succeed”

Subject Lead: Mrs Young

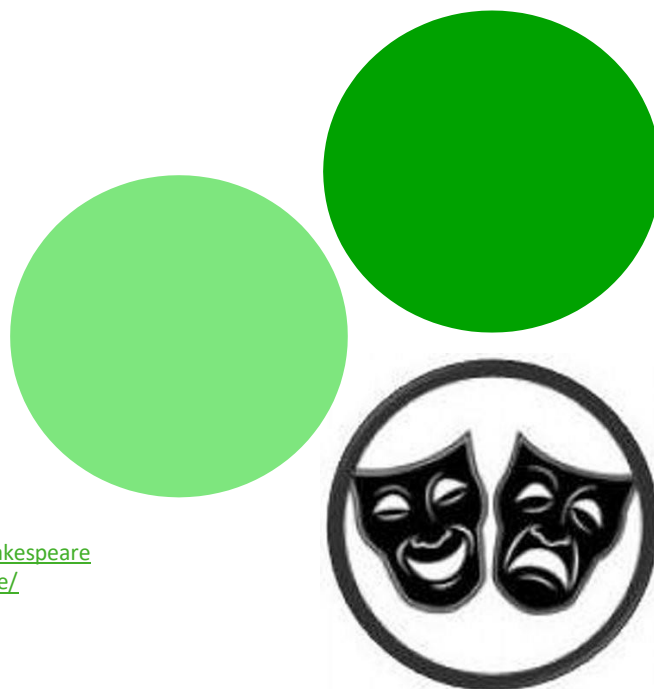
Useful websites:

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

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

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

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Kickstart Drama Students learn the basics of what creates good performances and characterisation	Devising Work Students are given different stimulus to work from to create Drama such as the events from the Titanic	Charlie and the Chocolate Factory Students explore extracts from the famous script.
Skills Focus	Staying in role Team work Communication	Improvisation Group Work Leadership	Characterisation Physicality Comedy
Assessment	Final Performance	Final Performance	Final Performance
2nd Half: Topic	Introduction to Physical Theatre Students will understand how using their physicality to create objects, characters and action movement can enhance a performance	Storytelling Students will think creatively about the many ways they can tell a story, whilst thinking outside the box!	Musical Theatre Students will explore a range of different famous musical theatre pieces developing their acting, singing and dancing skills
Skills Focus	Physicality Movement Body Language	Greek Theatre Chorus Group Work	Acting Singing Dancing
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.

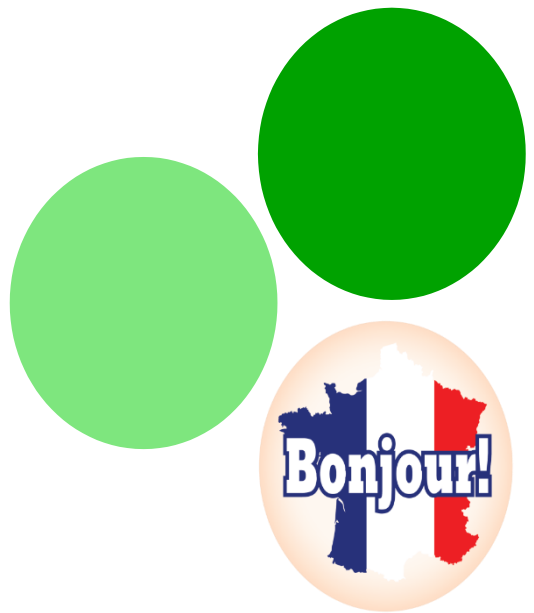
French

“Confident, effective, global communicators”

Subject Lead: Mrs Boniface

Useful Websites:

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



All students learn French as part of a carousel with Spanish alongside MFL1 (German). Students will choose to continue either French or Spanish as MFL2 alongside German in Year 8.

	Autumn Term	Spring Term	Summer Term
Topic	Introducing myself Greetings Weather Classroom language	School	Where I live Town and local area Countries and nationalities
Skills Focus	Listening, reading, speaking, writing Gaining confidence in speaking Phonics for correct pronunciation and to read aloud Reading aloud	Listening, reading, speaking, writing Gaining confidence in speaking Phonics for correct pronunciation and to read aloud Reading aloud Writing from memory	Writing from memory
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.

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 practice new vocabulary.

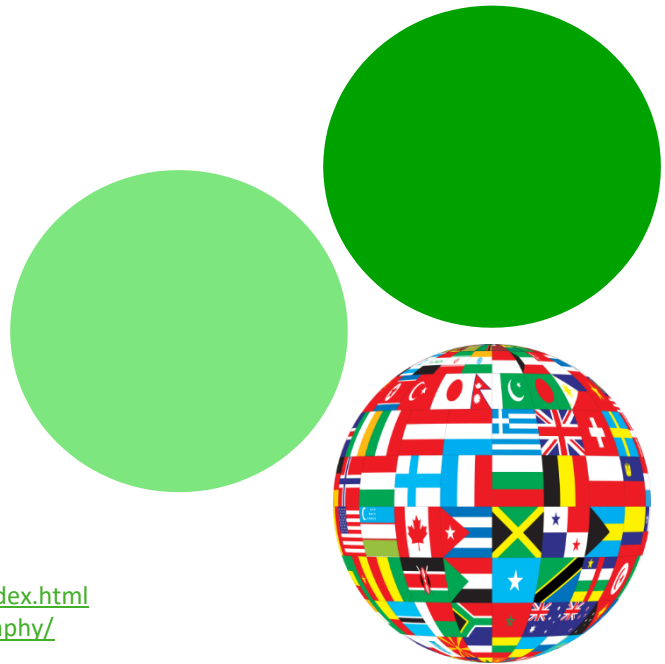
Geography

“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 <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>
<https://www.educationquizzes.com/ks3/geography/>
<http://www.geography.learnontheinternet.co.uk/ks3/index.html>
<http://www.what2learn.com/home/examgames/geography/>
www.gapminder.org

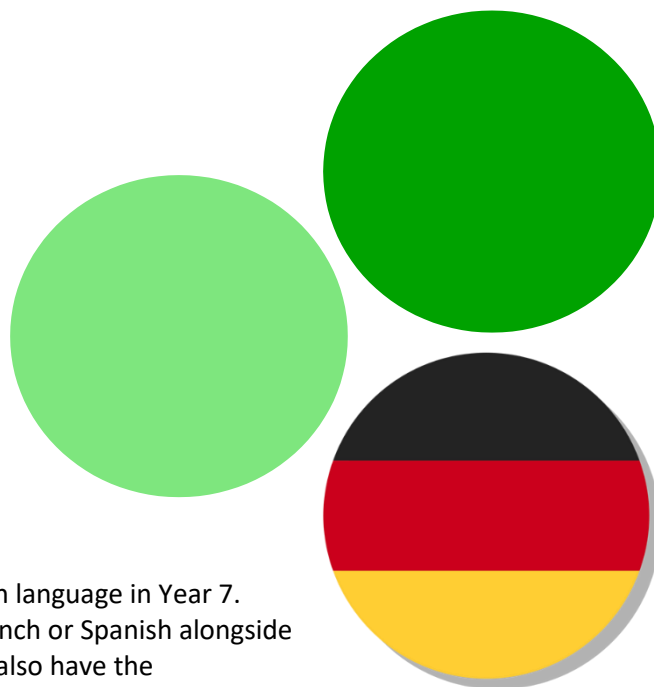


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	What is Geography? Where did it come from and how has it evolved?	Why is the Middle East so important?	Weather and Climate
Skills Focus	Studying the source of the subject and how it fits in the world around us.	Looking at the natural environment and how people have used them and changed the area	What is it and how does it affect us?
Assessment	End of topic assessment	End of topic assessment	End of topic assessment
2nd Half: Topic	Forest ecosystems	Coasts	Extreme Environments
Skills Focus	Exploring the unique environments, threats and solutions in tropical rainforests and boreal forests	Exploring the forces that shape our coastline, as well as the impacts of coastal erosion on both humans and the environment	Exploring the world's extreme environments, from deserts to the cold of Siberia. How do animals and humans survive in these conditions?
Assessment	End of topic assessment	End of topic assessment	Summer Exam - range of questions from topics covered over the year.

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 (not on Google Classroom) 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. Read with your child. Developing their literacy is one of the quickest ways to improve their work in Geography. You could also watch some of the many interesting documentaries and have an engaging conversation about the content.

German



“Confident, effective, global communicators”

Subject Lead: Mrs Boniface

All students begin with German as their first foreign language in Year 7. They then have the opportunity to study either French or Spanish alongside German from Year 7 and into Year 8. Students will also have the opportunity to learn Latin as a GCSE subject from Year 9.

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Ich stelle mich vor! Celebrating Languages spoken at home. Introducing myself - name, age, birthday, likes, dislikes. Numbers 1-30 Finding out about children's festivals in Germany.	Freizeit macht Spaß! Talking about hobbies and interests.	Die Schule (school) school subjects opinions School rules School uniform Differences between German and English school system
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	Family and pets Introducing and describing my family members, pets and my friends. Using adjectives of personality and appearance. Weihnachten in Deutschland. Research into Christmas traditions in Germany. Take part in an international German Christmas project.	Freizeit macht Spaß! Finding out about famous German speaking sportsmen, sportswomen and role models. Finding out about music in the German speaking world.	Gute Revie! Holiday destinations and activities
Skills Focus	Listening, Reading, Speaking and Writing. Translation.	Listening, Reading, Speaking and Writing. Translation.	Listening, Reading, Speaking and Writing. Translation.
Assessment	Regular vocabulary quizzing. Informal speaking assessment.	Regular vocabulary quizzing. Writing and translation into German.	Regular vocabulary quizzing.

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

1. Test their spellings and numbers in German.
2. Encourage your child to look at this website: <https://www.bbc.co.uk/bitesize/subjects/z9dqxn>
3. www.quizlet.com - students have a school log in and can use this site regularly to practise and learn vocabulary

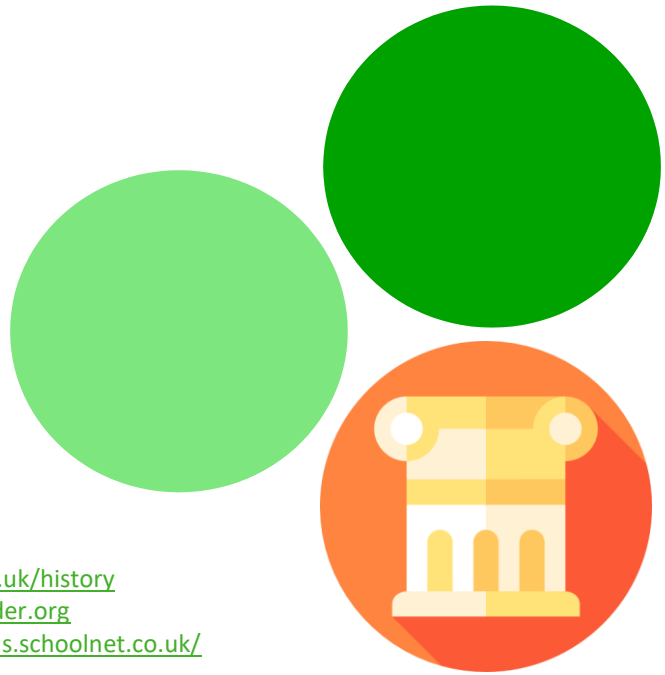
History

“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.gapminder.org
- www.schoolhistory.co.uk
- www.spartacus.schoolnet.co.uk/
- www.what2learn.com/home/examgames/history



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Who was William the Conqueror?	What was life like in the Islamic world?	Why was there a Civil War in England?
Skills Focus	Change and continuity of the Norman conquest and how William kept control	Significance of life in Arabia before Islam, the spread of Islam and problems in the Holy Land	Causation of events of the Civil War and the Restoration of the Crown
Assessment	Explain why questions, describe two features. Knowledge test and skills assessment.	Analytical narrative, and explain similarity question Knowledge test and skills assessment.	Explain importance of...to... question
2nd Half: Topic	What was life like in Norman England?	What impact did the British Empire have on the World?	Do these Prime Ministers deserve their reputation?
Skills Focus	Causation of life of Norman peasants, the feudal system and religion	The significance of the British Empire and the impact it had on the world - case studies on India, Australia and Africa.	Looking at Prime Ministers with bad reputations and whether they deserve them.
Assessment	How useful questions, and explain consequences Knowledge test and skills assessment.	Analytical narrative, and explain similarity question Knowledge test and skills assessment.	Knowledge test and presentation

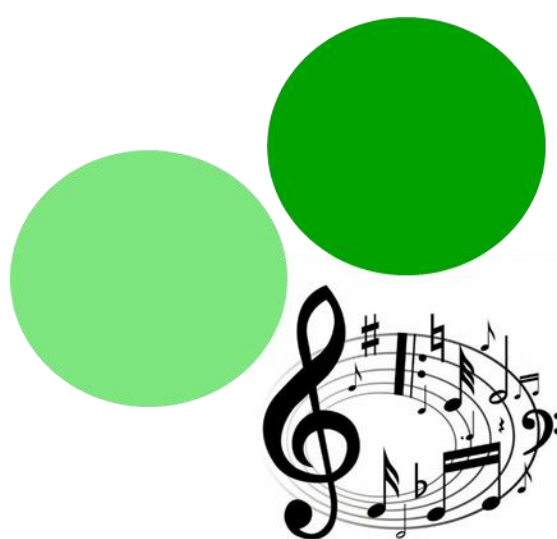
What three things should I be doing to support my child at home?

1. Encourage them to keep up to date with, and on top of their 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). 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

“Music is the universal language of mankind”

Subject Lead: Mrs Bryant



Useful Websites:

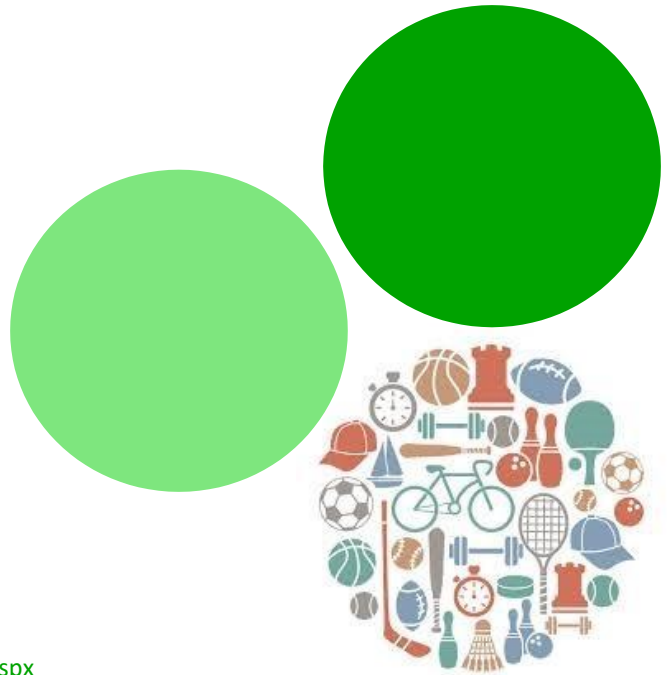
www.bandlab.com www.musicaa.com www.bbc.co.uk/teach/ten-pieces

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Bridging Unit	I've Got Rhythm	Minimalism
Skills Focus	'Being brave'. These few weeks are all about exploring your inner musician! Activities will include: Singing, Performing, Listening Introduction to notation – duration & pitch, Basic keyboard skills	Performing percussion Rhythms, Notation revised Introduction to composing & improvising Polyrhythms – layering rhythms in a group performance, Using a DAW – students will learn some introductory music technology to help them record their ideas	Students will learn the basics of ukulele playing and how to play the '4-chord trick' in C major. They will learn to play some popular songs and how to vary their playing through different strumming patterns
Assessment	Baseline assessment Throughout Performance of 'Ode to Joy'	Informal assessment throughout; polyrhythm composing skills	Informal assessment throughout
Work ready skills	Adaptability; Teamwork	Digital skills; Teamwork; Creativity	Adaptability; Teamwork
2nd Half: Topic	Elements of Music	Instruments of the Orchestra	Ukulele #2
Skills Focus	Melody; Rhythm; Tempo; Texture; Articulation; Dynamics; Timbre; Structure; Harmony & Tonality; Instrumentation Students will be learning how these words form the basis of all music through playing and singing a range of Christmas music using Developed keyboard skills and pitched percussion.	The four families & main instruments; role of the conductor; Britten & Young Person's Guide to the Orchestra; Peter & the Wolf by Prokofiev Students will have the opportunity to try out some common orchestral Instruments whilst learning about the orchestra. They will undertake performing some famous music on Keyboards and percussion that displays each family of the orchestra.	More complex chords, reading tab, playing melodies & performances combining singing and playing The students will be Preparing their end of year 7 exam in which they will sing and play part of a song on the ukulele.
Assessment	Informal assessment throughout; listening /notation assessment & end of term Christmas performance	Informal assessment throughout; summative performance; listening assessment	End of term performance
Work ready skills	Creativity; Adaptability	Creativity; Teamwork	Teamwork; Time management; Creativity; Teamwork

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:

- <https://www.bbc.com/bitesize/examspecs/ztrcg82>
- www.activesurrey.com
- <http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

Year focus: Personal development	Autumn Term	Spring Term	Summer Term
1st Half: Topic	PE: Value of PE and Improving technique	PE: Interpersonal skills and improving technique	PE: Motivation 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

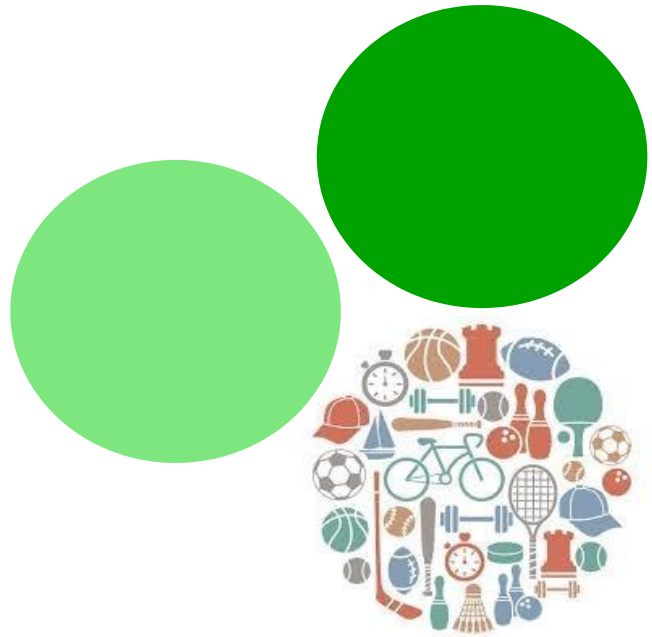
Action: Focus on their practical ability in each physical activity

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 behavior 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 it based on their best three activities across the year.

Physical Education



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

Subject Lead: Mr Finch

Year Focus: Personal development	Autumn Term	Spring Term	Summer Term
2nd Half: Topic	PE: The value of PE and improving technique	PE :Resilience and improving technique	PE: Revision of Key topics and improving techniques
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	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, mouth guard, 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 participate in enrichment opportunities and outside of school clubs via active surrey.
3. Encourage healthy eating and an active lifestyle with help from change4life.

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Relationships & Sex Education	Living in the wider world	Health and wellbeing
Subject Links	Getting ready for School Connecting with your teachers From strangers to friends Building a sense of belonging Communication styles Asking for Help	Managing privacy online The dangers of internet algorithm Social media addiction Alcohol and your health Smoking and nicotine addiction Vaping: a global dilemma	The balanced diet Sleep essentials Phones and Sleep Investing in your health Healthy and balanced lifestyles Healthy eating, healthy living
Assessment	Student audit of learning in PSHE booklets.	Student audit of learning in PSHE booklets.	Student audit of learning in PSHE booklets.
2nd Half: Topic	Health and Wellbeing	Relationships & Sex education	Relationship & Sex Education
Subject Links	Combat Worry, Stress & Anxiety Dealing with Worry The stress scale Controlling our emotions Five-minute meditation Rewiring you brain	How to have healthy relationships Building stronger friendships The changing adolescent body Body changes during puberty Tackling cyberbullying Understanding bullying	Different types of families Positive parenting Safe & Healthy relationships R U OK? Sexual consent Building healthy relationships
Assessment	Student audit of learning in PSHE booklets.	Student audit of learning in PSHE booklets.	Student audit of learning in 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 behavior.

Religious Studies

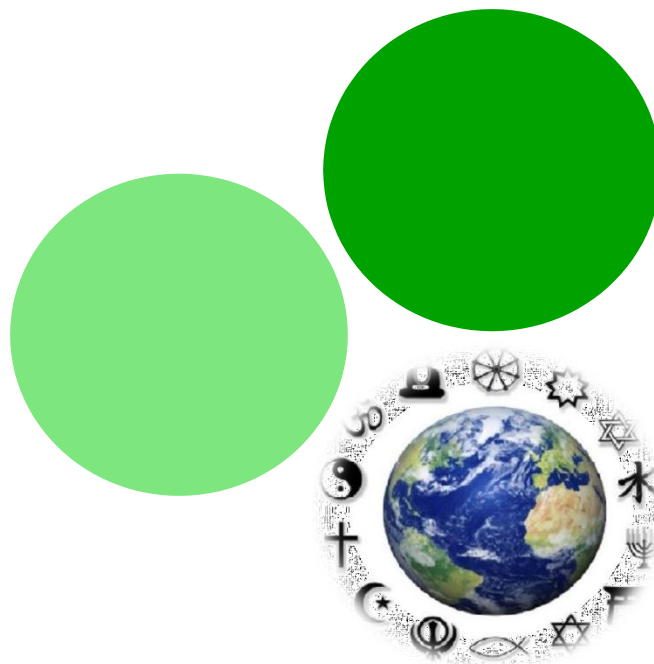
"Promoting tolerance and inclusion, through knowledge and understanding."

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	Christianity	Sikhism	Creation and Science
Skills Focus	An introduction to the key beliefs, values, practices and traditions of Christianity, with an emphasis on the Bible and mainstream Christian worship styles. 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 the key beliefs, values, practices and traditions of Sikhism, with an emphasis on the lives and teachings of the Ten Gurus, along with worship practices in the gurdwara.	An exploration of basic philosophical questions, considering the relationship between creation stories and the Big Bang and evolution.
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	Christianity	Places of Worship	Buddhism
Skills Focus	An introduction to the key beliefs, values, practices and traditions of Christianity, with an emphasis on the Bible and mainstream Christian worship styles. 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.	A study of the similarities and differences of different places of worship, focusing on the physical and symbolic aspects of their design and use. This module will include a project with elements of research.	An introduction to the key beliefs, values, practices and traditions of Buddhism, with an emphasis on the teachings of Siddhartha Gottoma.
Assessment	Short quiz and an extended writing task.	Research project.	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 - encourage open debate and discussion.
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:

www.atantot.com

www.languagesresources.co.uk

www.wordreference.com



All students learn Spanish as a part of a carousel with French alongside MFl1 (German). Students will choose to continue either French or Spanish as MFl2 alongside German in Year 8.

	Autumn Term	Spring Term	Summer Term
Topic	Introducing myself Greetings Weather Classroom Language	My free time and hobbies	My family and pets
Skills Focus	Listening, reading, speaking, writing Gaining confidence in speaking Phonics for correct pronunciation and to read aloud Reading aloud Writing from memory	Listening, Reading, Speaking and more independent Writing.	Writing from memory
Assessment	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.

What 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. Encourage your child to listen to <https://www.newsinslowspanish.com/>

Work Ready



“Opening up a World of Opportunity”

Subject Lead: Mr Inglis

Useful Websites:

<https://www.unifrog.org>

<https://www.hoevalleyschool.org/workreadyskillsandcareers/>

<https://nationalcareers.service.gov.uk/>

The Work Ready Agenda is one of Hoe Valley School’s defining features, and something that sets us apart from other local schools.

From the start of Year Seven, our students are supported in exploring ideas and finding out about different careers. We have regular guest speakers, workshops and other events to provide every opportunity for students to explore their ideas about the world of work, and to help equip them to make the difficult decisions that await.

Careers platform Unifrog provides all students with access to relevant and up-to-date Labour Market Information and details of post-16 and university options, as well as a series of tools aimed at encouraging them to explore careers that might work for them.

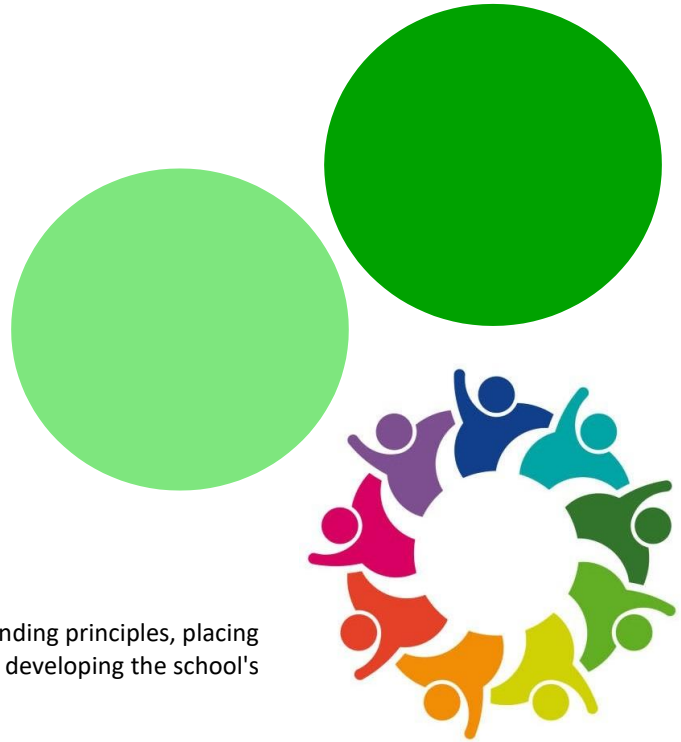
At the heart of our Year 7 Work Ready offer is our focus on the Work Ready Skills:

- Creativity
- Communication
- Teamwork
- Time Management
- Adaptability
- Digital Skills

During the course of the year, students will take part in a number of cross-curricular projects aimed at honing those skills with subject teachers provided with specialist support from the Faculty of Work Ready. This enables students to produce extraordinary pieces of work such as professionally produced posters, web pages and even videos. These are skills for life in the modern world, and likely to be useful in any line of work.

Being Work Ready, though, does not mean that we expect our students to get straight to work when they leave us; rather, this focus should equip them to excel at whatever they do next by providing a bedrock of transferable soft skills that they can rely on in later life.

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 and knowledge 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 promote an easier transition due to ongoing collaborative learning. This will promote further engagement in secondary school subjects and will be highly visible in the displays that the students will create from their learning opportunities.

Year groups will be working with three charities each 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>