

Hoe Valley School



Year 9 Curriculum Overview A Guide for Parents 2021 - 2022



Inspiring a Love of Learning



HOE VALLEY SCHOOL

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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,

Ms Masters
Head of Year 9

Core Subjects

- English
- Maths
- Science (Double Award)
- Science (Triple Award)

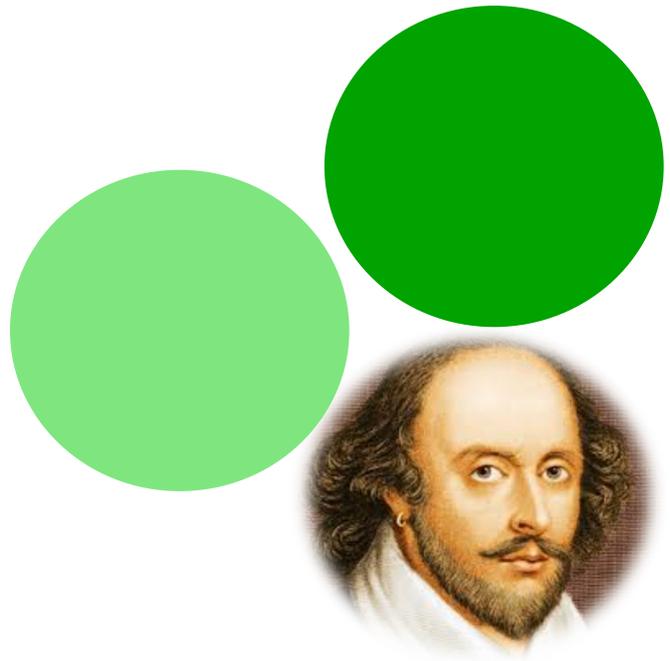
English

“ 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/zxqncwx>



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

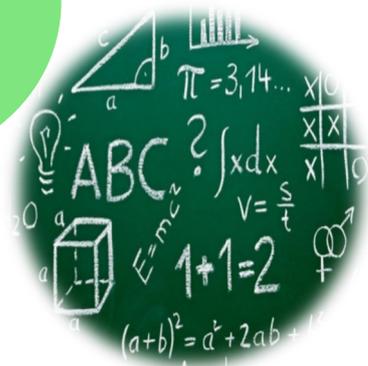
www.gcsepod.com

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

<http://www.dr frostmaths.com>

Exam Board: Edexcel (Pearson)

Condensed Specification http://staugis.co.uk/wp-content/uploads/2018/03/GCSE_9-1_Mathematics_Parent-Student_Guide.pdf



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Number	Interpreting and Representing Data	Angles and Trigonometry
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
Assessment	1 hr assessment on the unit	Assessment on Units 1, 2 & 3	1 hr assessment on the unit
2nd Half: Topic	Algebra	Fractions, Ratios & Percentages	Revision
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:

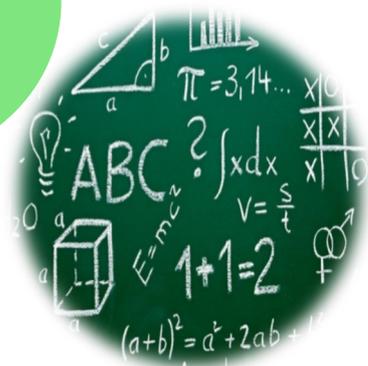
www.gcsepod.com

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

<http://www.drfrostmaths.com>

Exam Board: Edexcel (Pearson)

Condensed Specification 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	Number	Graphs, Tables & Charts Fractions & Percentages	Angles
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	1 hr assessment on Number	1 hr assessment Graphs Unit Fractions & Percentages Assessment after 1/2 term	1 hr assessment on Equations, Inequalities and Sequences
2nd Half: Topic	Algebra Graphs, Tables & Charts	Equations, Inequalities and Sequences	Revision
Skills Focus	Writing in Algebra / Collecting Like Terms / Forming Expressions and Equations / Expanding Single Brackets / Factorising Single Brackets / Substitution / Function Machines / Solving Equations / Frequency Tables & Tallies / Two Way Tables / Mean, Mode, Median & Range / Pictograms / Bar Charts / Bar-Line Graphs / Line Graphs	Function Machines Solving Equations Rearranging Formula Substitution into Formula Inequalities Sequences and nth Term	Finish Angles unit Revision for End of Year exams
Assessment	1 hr assessment Algebra	Mixed tests on Units 1—3	Angles Unit Assessment 2 x 1 Hr Assessment 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 times tables
3. Learn and practise using key formulas.

Science

Combined
Science

“Discover the unknown, create the future”

Subject Lead: Miss English

Useful Websites:

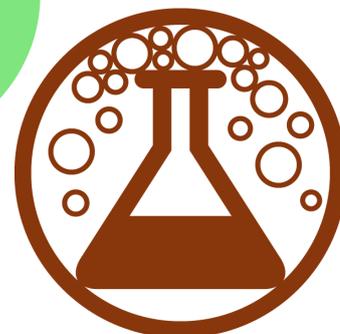
<http://www.bbc.co.uk/education/subjects/zng4d2p>

<https://www.bbc.com/bitesize/subjects/zrkw2hv>

<https://www.youtube.com/watch?v=vw6Ww-N1ZFg>

Exam Board: AQA Combined Science GCSE Specification

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	KS3 - DNA	Start AQA Combined Science GCSE. C1 - Atomic Structure and the Periodic Table	P3 - The Particle Model and P4 - Atomic Structure
Skills Focus	To be able to describe the structure and discovery of the DNA molecule. To be able to explain the importance of DNA in inheritance and evolution.	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 explain the properties of solids, liquids and gases in terms of particles and their interactions. To be able to explain the properties of radioactive materials.
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
2nd Half: Topic	Forces 2.0	B2 - Organisation	End of Year Exam Preparation
Skills Focus	To be able apply a deeper understanding of the interaction of forces to more complex physical phenomena, inclusive of speed, pressure and moments	To be able to explain the structure of animal and plant whole organisms, inclusive of how tissues, organs and organ systems work together	To be able prepare for terminal examinations. To be able to explain and carry out techniques for knowledge acquisition and retention.
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

Science

Triple
Science

“ Discover the unknown, create the future”

Subject Lead: Miss English

Useful Websites:

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

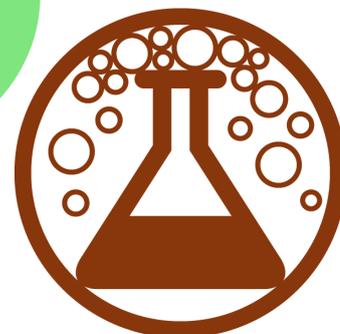
<https://www.bbc.com/bitesize/subjects/zrkw2hv>

<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
1st Half: Topic	AQA GCSE Biology B1 - Cell Biology	AQA GCSE Physics P1 - Energy	AQA GCSE Chemistry C2 - Structure, Bonding and Properties
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 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 to describe and explain the molecular structure of all classes of matter and use these to explain and evaluate their properties
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
2nd Half: Topic	AQA GCSE Chemistry C1 - Atomic Structure and the Periodic Table	AQA GCSE Biology B2 - Organisation	AQA GCSE Physics P2 - Electricity
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 explain the organisation of multicellular plants and animals, with specific focus on transport systems and the human digestive system.	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.
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

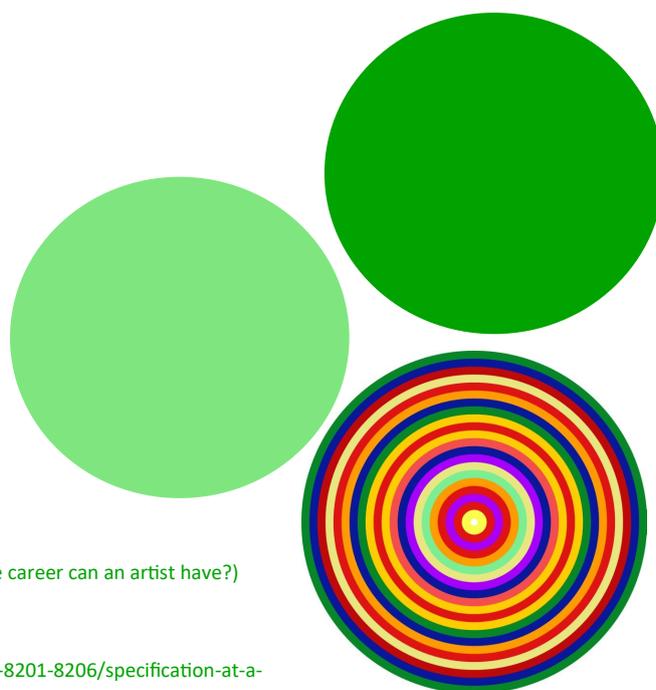
What three things should I be doing to support my child at home?

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
- French
- Geography
- German
- History
- Hospitality & Catering
- Latin
- Media Studies
- Music
- PE
- PSHE & Citizenship
- RE
- Spanish
- Textiles
- Travel & Tourism
- Work Ready Skills

Art



“Make your mark”

Subject Lead: Miss Lovatt

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
1st Half: Topic	Portrait Skill Building	Portrait Project Development	Mini Projects
Skills Focus	Students will explore a variety of techniques such as monoprinting, sculpture, and ink drawing, which can be used to create realistic portraits in and out of their sketchbook.	Students will learn what needs to go into a sketchbook to create a ‘journey’ and create their own in response to a set theme. The exam marking grids and assessment criteria will become familiar to all students.	Students will complete a series of mini-projects which focus on different themes or artists. Students will learn about and respond to the history of Art, and how to analyse artwork in-depth.
Assessment	Grid portrait drawing	Idea Development Pages	Students will select their strongest mini-project to be assessed.
2nd Half: Topic	Portrait Artists	Portrait Project Development	Up Close
Skills Focus	Students will be introduced to a variety of artists and how to analyse and respond to them effectively.	Students will experiment with a variety of media in their individual projects, and learn how to develop a personal, insightful final piece as a natural culmination of their project.	Students will begin working on a new extended project called ‘up close’. This term, students will gather primary and secondary research by taking photographs and creating drawings.
Assessment	Kehinde Wiley Artist research page	Portrait Project Final Piece	Ian Murphy research page

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.

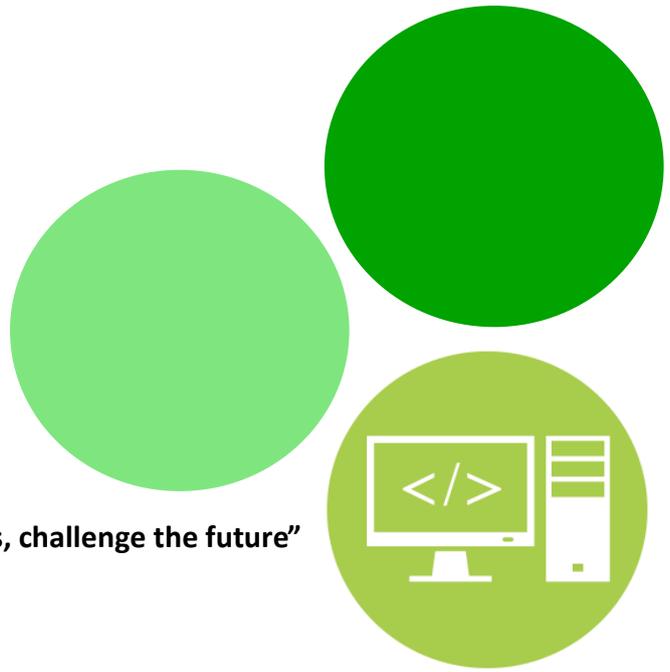
3 units will be completed each year in line with the specification.

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Business in the real world.	Human Resources	Business Operations
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
2nd Half: Topic	Business in the real world continued	Human Resources continued	Business Operations continued
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/>
www.python.org

<https://www.programiz.com/python-programming/online-compiler/>
www.bbc.co.uk/education (both KS3 and GCSE pages for Computer Science)

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Basic Python	Database Development	Introduction to Machine Learning
Skills Focus	Basic programming techniques Basic functions	Focus on designing and building a database by creating tables and forms to store data. Introduction to PANDAS/SQL to create queries to interrogate the database.	Introduction to supervised and unsupervised machine learning techniques.
Assessment	Knowledge Based Assessment	Knowledge Based Assessment	Assessed Program
2nd Half: Topic	Intermediate Python	Advanced Python	Introduction to Algorithms
Skills Focus	Intermediate programming techniques Intermediate functions	Advanced programming techniques and functions to interact with real life databases.	Introduction to algorithms as a tool for solving a well-specified computational problem.
Assessment	Knowledge Based Assessment	Assessed Program	Knowledge Based Assessment

Exam Board: OCR

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/specification-at-a-glance/>

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

- 1) Encourage your child to visit the websites below 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.

Design Technology

GCSE

“Make your mark”

Subject Lead: Ms Brooks

Useful Websites:

BBC Bitesize - KS4 Design & Technology:

BBC Bitesize - KS3 Design & Technology

www.technologystudent.com

www.designandtech.com

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	Manipulating Materials	Woodworking Skill Box	Mini NEA, design and research focus
Skills Focus	Demonstrate skills and techniques with a variety of materials (card, timber, board and plastic)	Demonstrate a range of practical woodworking skills using a variety of equipment in the workshop.	Demonstrate a range of iterative design skills to develop a public space.
Assessment	Completed skills board	Finished skills box	End of Topic Theory Skills
2nd Half: Topic	Board Game design and manufacture	2D CAD design of skill box.	Mini NEA, modelling of final design
Skills Focus	Design and make a board game suitable for a chosen client.	Demonstrate a range of hand drawn design skills to come up with a unique feature for the skill box.	Use modelling skills to produce a scale model of the public area.
Assessment	Finished Board Game	Evaluation of completed box	Finished prototype model
Theory (1 Lesson per week)			
Topic	Unit 3: Materials and their working properties	Unit 5: Timbers	Unit 6 and 7: Design and Making Principles
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: Pocket Posters Design & Technology GCSE Revision Guide

Drama

“Dream, achieve, succeed”

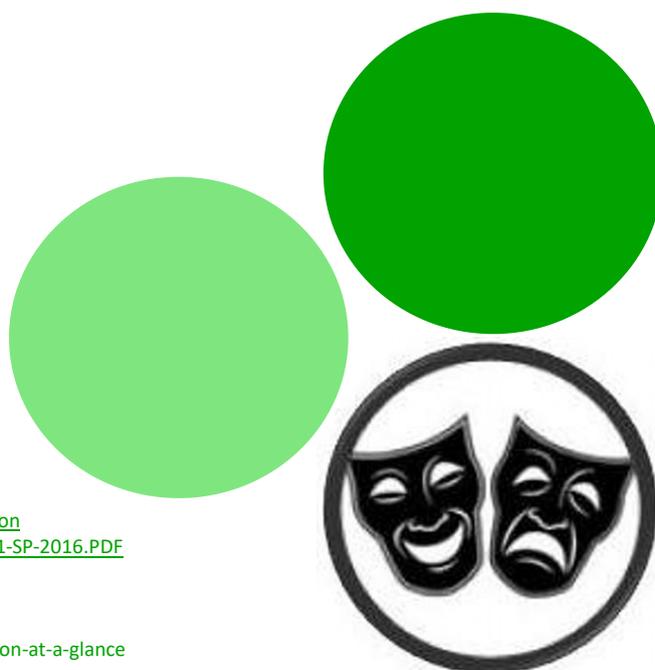
Subject Lead: Ms Parker

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	Induction Workshop Stage Combat	Practitioner Workshops	Mock Design Project
Skills Focus	Characterisation Confidence Monologue Devising, Staying in role Staging, Design elements Physical Theatre Stimulus exploration	Brecht - Epic Theatre Frantic Assembly - Physical Theatre Stanislavski - Naturalism Artaud - Theatre of the Absurd Berkoff - Total Theatre	Design- Costume, Make up Lighting Set, Sound, Props, Staging
Assessment	Induction Assessment monologue, group role play- family holiday performance. Mini Devised performance - developing characterisation in performance.	Performances in the style of each practitioner	Assessed practically on their ability to use design elements in performance. Assessment of written exploration in response to exam style questions.
2nd Half: Topic	“The Curious Incident of the Dog in the Night-Time”	Mock Devised Project	“Blood Brothers”
Skills Focus	Script exploration Characterisation Staying in role Staging Communication	Devising Communication Research Experimentation Refining, Rehearsing Written	“Blood Brothers”: Script work: page to stage Understanding Physical and Vocal Design - Costume Lighting, Set, Sound, Props, Staging linking to BB
Assessment	Assessment based on practical performance and interpretation of the script	Mock written coursework Practical assessment of devised pieces	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

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”

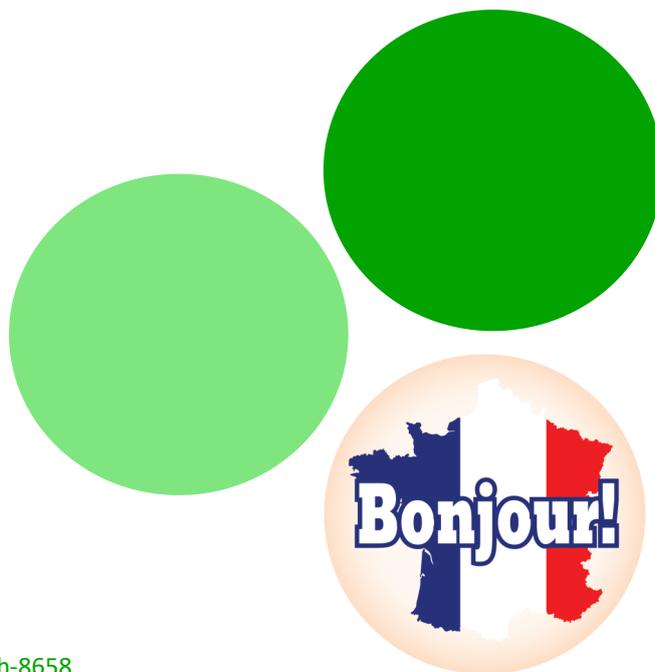
Subject Lead: Mrs Connell

Useful Websites:

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

Exam Board: AQA

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Eating Out to be able to order food and drink in French and to understand Francophone cuisine and food culture. We create and perform Role Play Scenarios in Restaurants and Cafés. Sports and Hobbies	Sports & Hobbies Communicate information about sports and hobbies in which we participate. To find out about hobbies and interests that are popular in the French speaking world. Cinema and Film Describe examples of music, film and cinema and express opinions on them.	Home and local area To talk about your home and local area. Improvements you would make. Where you would like to live in the future and why. Comparison with what your town used to be like in the past. Profile of a Francophone town.
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Regular vocabulary testing in class. Listening and Reading assessment. Speaking Assessment with FLA.	Regular vocabulary testing in class. Speaking Assessment with FLA. Write a film review.	Regular vocabulary testing in class. Listening and Reading assessment. Speaking Assessment with FLA.
2nd Half: Topic	Technology in Everyday Life Communicate information about social media and mobile phones, including the advantages and disadvantages with them. Festivals and Celebrations To learn about customs and festivities in France and Francophone countries	Healthy Lifestyles to identify how to stay healthy, and study authentic materials on healthy lifestyles from Francophone countries. Festivals - To learn about how Easter is celebrated in Francophone countries.	Optional residential visit to Paris. Revision of units covered so far Develop and embed Exam strategies to succeed in Listening, Reading, Writing and Speaking assessments.
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Regular vocabulary testing in class. Writing assessment. (90 word task) Translation of key phrases into French.	Regular vocabulary testing in class. Google form Listening/Reading.	Regular vocabulary testing in class. Listening, Reading, Speaking and Writing assessments.

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

1. Test vocabulary regularly via 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: Mr MacCarron

Useful Websites:

GCSE Pod

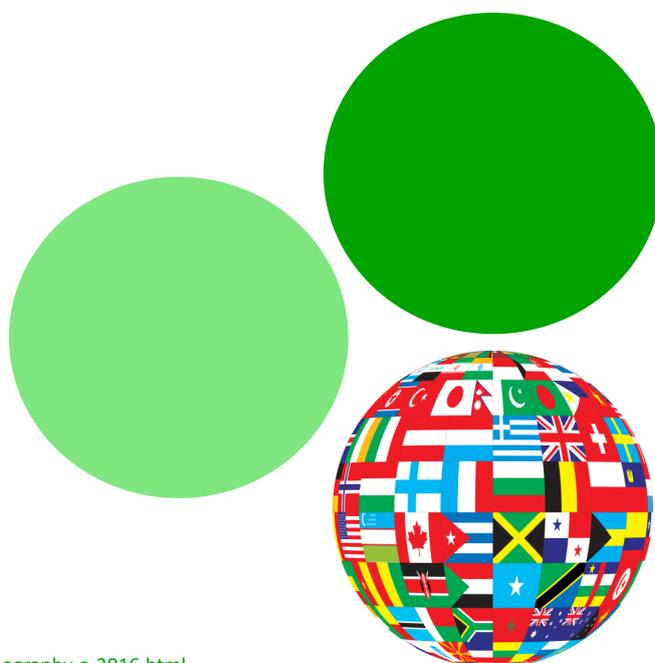
Seneca Learning

<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>

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Topic 3: Ecosystems, Biodiversity and Management Topic 6: Resource Management: Water	Topic 2: Weather Hazards and Climate Change Topic 8: 8.1 - UK's resource consumption challenges; 8.4 - UK's climate change challenges	Revision: Topics 3 and 6
Skills Focus	Topic 3: - Interpreting and drawing graphs. Evaluating and analysing statements. Study of characteristics of global biomes, focusing on a tropical rainforest and a deciduous rainforest. Topic 6: - Global patterns of food, water and energy using a variety of maps to recognise and describe distribution. Study of water management, focusing on comparative case studies.	Topic 2: Study of what drives our climate and why it varies across the world, focusing on two case studies of cyclones and droughts. Topic 8: 8.1 - Changes and consequences of growing populations on resource consumption, ecosystems, and sustainable transport; 8.4 - Climate change impacts on people and the environment, responses on local and national levels.	Revision: Ecosystems, biodiversity and management; Resource management: water.
Assessment	GCSE Exam Questions - multiple choice, short open, open response, calculations, and 8-mark extended writing questions.	GCSE Exam Questions - multiple choice, short open, open response, calculations, and 8-mark extended writing questions.	GCSE Exam Questions - multiple choice, short open, open response, calculations, and 8-mark extended writing questions.
2nd Half: Topic	Topic 3: Ecosystems, Biodiversity and Management Topic 6: Resource Management: Water	Topic 2: Weather Hazards and Climate Change Topic 8: 8.1 - UK's resource consumption challenges; 8.4 - UK's climate change challenges	Revision: Topics 2 and 8 Topic 7b: Geographical Investigations: Fieldwork (Urban)
Skills Focus	Continuation of Topic 3 and Topic 6 skills from 1st half-term.	Continuation of Topic 2 and Topic 8 skills from 1st half-term.	Revision: Weather hazards and climate change; UK's resource consumption challenges; UK's climate change challenges. Topic 7b: Students investigate a human fieldwork study. Examination of how a local urban area has developed and changed over time.
Assessment	GCSE Exam Questions - multiple choice, short open, open response, calculations, and 8-mark extended writing questions.	GCSE Exam Questions - multiple choice, short open, open response, calculations, and 8-mark extended writing questions.	GCSE Exam Questions - multiple choice, short open, open response, calculations, and 8-mark extended writing questions.

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:

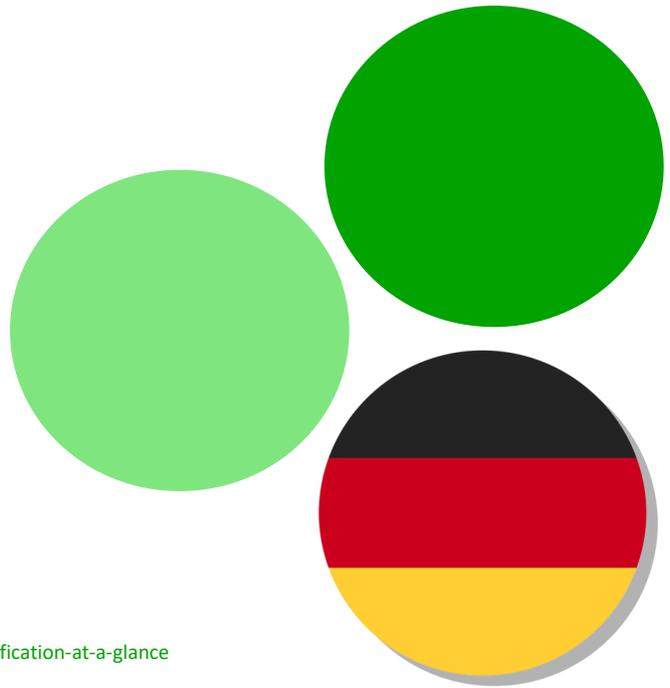
<https://quizlet.com>

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

<https://www.goethe.de/ins/gb/en/sta/lon/kur.html>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Eating Out to be able to order food and drink in German and to understand German cuisine and food culture. We create and perform Role Play Scenarios in Restaurants and Cafés.	Sports and Hobbies Communicate information about sports and hobbies in which we participate. To find out about hobbies and interests that are popular in the German speaking world. Cinema and Film Describe examples of music, film and cinema and express opinions on them.	Home and local area To talk about your home and local area. Improvements you would make. Where you would like to live in the future and why. Comparison with what your town used to be like in the past. Profile of a German speaking town.
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Regular vocabulary testing in class. Listening and Reading assessment. Speaking Assessment with FLA.	Regular vocabulary testing in class. Speaking Assessment with FLA. Write a film review.	Regular vocabulary testing in class. Listening and Reading assessment. Speaking Assessment with FLA.
2nd Half: Topic	Technology in Everyday Life Communicates information about social media and mobile phones, including the advantages and disadvantages with them. Festivals and Celebrations To learn about customs and festivities in German speaking countries	Healthy Lifestyles to identify how to stay healthy, and study authentic materials on healthy lifestyles from Francophone countries. Festivals - To learn about how Easter is celebrated in German speaking countries.	Optional residential visit to Cologne/Bonn Revision of units covered so far Develop and embed Exam strategies to succeed in Listening, Reading, Writing and Speaking assessments.
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Regular vocabulary testing in class. Writing assessment. (90 word task) Translation of key phrases.	Regular vocabulary testing in class. Google form Listening/Reading.	Regular vocabulary testing in class. Listening, Reading, Speaking and Writing assessments.

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

1. Test vocabulary regularly via 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: Ms Izzard

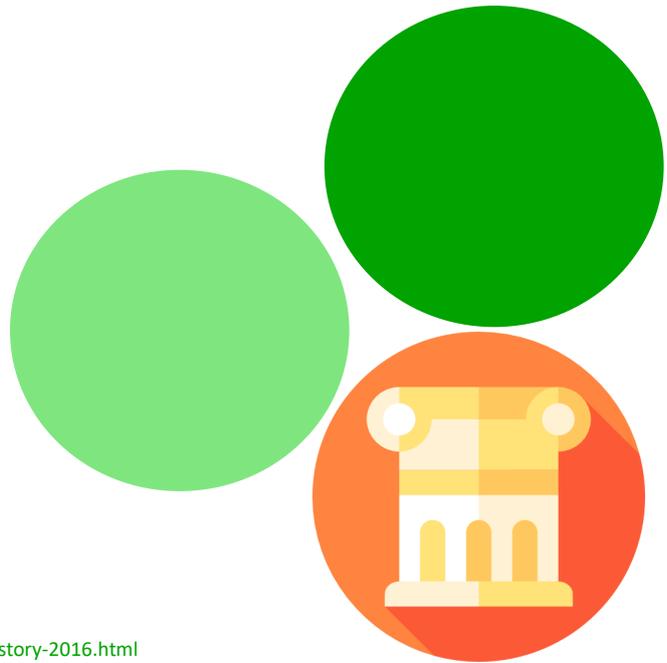
Useful Websites:

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	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
Skills Focus	Description Explanation Argument English	Description Explanation Argument English	Description Explanation Argument English
Assessment	GCSE Exam Questions	GCSE Exam Questions	GCSE Exam Questions
2nd Half: Topic	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
Skills Focus	Description Explanation Argument English	Description Explanation Argument Source analysis English	Description Explanation Argument English
Assessment	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

LEVEL 2
BTEC

“Make your mark”

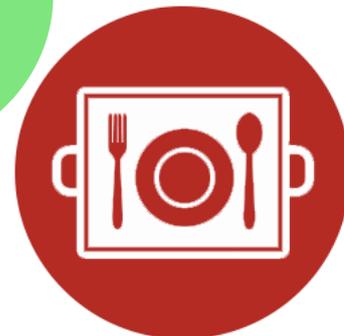
Subject Lead: Ms Brooks

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-spec-a-from-2016-e-29-11.pdf>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Introduction to Hospitality and Catering	Nutritional needs and special diets	Understand the environment in which Hospitality and Catering provisions operate
Skills Focus	Learning how food can cause ill health Developing bread and pastry skills	Learning about micronutrients and macronutrients Developing pastry skills	Learning about the different sectors of the hospitality and catering industries Different types of cake Pasta dishes
Assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment
2nd Half: Topic	Food safety and hygiene	Nutritional needs and special diets	Job roles and the industry
Skills Focus	Understanding how food can cause ill health. Developing bread and pastry skills	Understanding special dietary needs Developing pastry skills	Learning about different job roles within the hospitality and catering industries and factors affecting success Different types of cake Pasta 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.

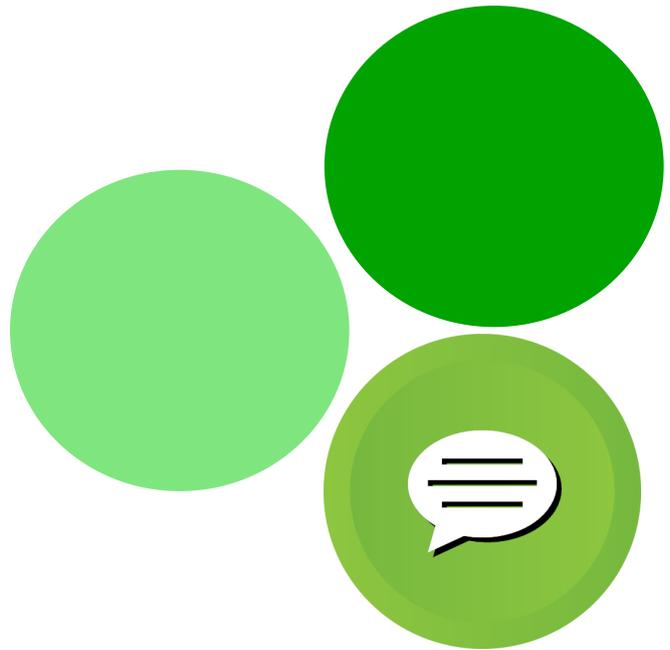
Latin

“ Confident, effective, global communicators”

Subject Lead: Mrs Weightman

Latin is an additional GCSE Subject, studied during 1 x Prep and 2 x Enrichment Sessions each week.

Exam Board: OCR

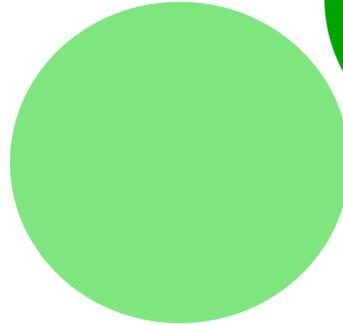


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<p>History: Rome in AD 64</p> <p>Culture: Life in the city Subura; Population of city of Rome; Women at work; Living in an insula.</p> <p>Language:</p> <ul style="list-style-type: none"> • 1st, 2nd and 3rd pers. sg., present tense • Reading Latin 	<p>History: Three phases of ruling</p> <p>Culture: Entertainment Public festivals; Chariot-racing; Charioteers</p> <p>Language:</p> <p>Nominative and accusative pl.</p> <ul style="list-style-type: none"> • 3rd pers. pl., present tense <p>Class visit to London</p>	<p>History: Rome under attack!</p> <p>Culture: Public health Baths; Public toilets; Water supply; Sanitation</p> <p>Language:</p> <p>Present infinitive</p> <ul style="list-style-type: none"> • possum, volō and nōlō
Skills Focus	Reading Latin	Reading Latin	Reading Latin
Assessment	Regular vocabulary and grammar testing in class. Translation into and from Latin.	Regular vocabulary and grammar testing in class. Translation into and from Latin.	Regular vocabulary and grammar testing in class. Translation into and from Latin.
2nd Half: Topic	<p>Mythology: Romulus and Remus</p> <p>Culture: Building Rome Geography and growth of Rome; Public buildings and spaces of Rome; Forum Romanum</p> <p>Language:</p> <p>Nominative and accusative</p> <ul style="list-style-type: none"> • Declensions • Gender 	<p>Mythology: Deucalion and Pyrrha</p> <p>Culture: Religion Christianity; State religion; Homes of the gods; Sacrifice; Private worship</p> <p>Language:</p> <p>Neuter nouns</p> <ul style="list-style-type: none"> • 1st and 2nd pers. pl., present tense 	<p>Mythology: Theseus and the Minotaur</p> <p>Culture: Slavery How were people enslaved? Life of a slave; Seeking freedom; Manumission</p> <p>Language:</p> <p>Ablative case</p> <ul style="list-style-type: none"> • Prepositions + acc./+ abl. • Time
Skills Focus	Reading Latin	Reading Latin	Reading Latin
Assessment	Regular vocabulary and grammar testing in class. Translation into and from Latin.	Regular vocabulary and grammar testing in class. Translation into and from Latin.	Regular vocabulary and grammar testing in class. Translation into and from Latin.

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

1. Test vocabulary regularly via 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>

Media Studies



“Question, create, communicate.”

Subject Lead: Mrs Herbertson

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

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	What are 'The Media'? Introduction to four key concepts.	How do Media products perform multiple functions? Study of audio-visual texts: Music Video.	Advertising: How are media audiences targeted?
Skills Focus	Introduction to key terminology; development of cinematography skills; 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	Development of practical skills: using equipment & software.	Music Videos: how will students respond to a coursework brief?	Advertising: Close Study Products. How do the Media reflect contemporary society?
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

“Dream, achieve, succeed.”

Subject Lead: Miss Grimsey

Useful Websites:

www.musicatschool.co.uk

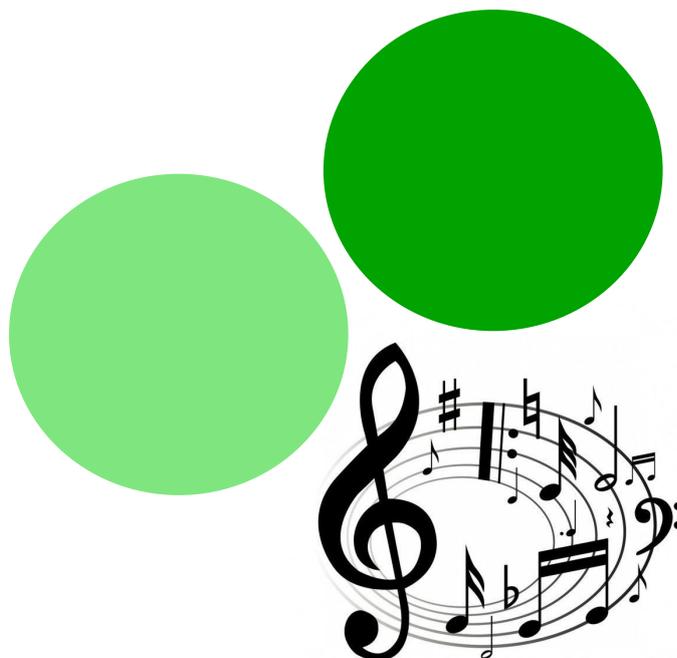
<http://musictheory.net>

www.playmusic.org

<http://www.bbc.co.uk/education/subjects/zmsvr82>

<http://www.8notes.com/theory/>

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



Exam Board: Eduqas

<https://www.eduqas.co.uk/qualifications/music/gcse/eduqas-gcse-music-spec-from-2016-d.pdf>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Introduction to GCSE music and composition software.	Chords and Cadences	Musical Eras
Skills Focus	Basic music theory skills, recognising elements of music in listening. Basic compositional skills.	To be able to recognise and use chords and cadences effectively in a composition.	To be able to identify the key features of music from the 3 main eras (Baroque, Classical and Romantic).
Assessment	Listening	Composition	Listening Composition
2nd Half: Topic	Rhythm and Time Signatures	Instruments and Baroque era	Revision and Rock and Pop Music
Skills Focus	To be able to recognise time signatures and notate rhythms using auditory skills.	To be able to recognise different instrument sounds. To be able to identify key features of the Baroque era including instruments and composers.	Recognising key terms in the music and revisiting the elements throughout the year. To be able to identify key features of Rock and Pop music.
Assessment	Performance and listening assessment	Ensemble Performance	Listening

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

1. Encourage students to attend extra-curricular activities
2. Encourage students to practise their instrument ready for performances every half term.
3. Describe your response to music that you hear; try to pick out what creates the feeling.

Physical Education

GCSE

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

Subject Lead: Ms Mertens

Useful Websites:

www.activesurrey.com

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

www.senecalearning.com

www.gcsepod.com



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	P1 - Anatomy physiology, Movement analyses	P1 - Structure and Function of the muscular system, Respiratory system	P1 - The structure and function of the cardiovascular and respiratory system
Skills Focus	P1 -Major bones -Functions of the skeleton -Joint types -Joint movements -Major muscles -Muscle contractions	P1 -Planes of movements -Axis of movements -Identify and explain the respiratory system does. - Structure of respiratory system Pathway of air, gaseous exchange, spirometer trace - Lever systems	P1 -Blood vessels -Identify and explain What the cardiovascular system does. -Cardiac output, blood pressure, heart rate and stroke volume
Assessment	Practical: Assessed against the GCSE Criteria. Arrange of activities covered, working on skills and full games context. Theory: Two Half Termly written exams based on the final exam criteria. One on paper 1 and the other on paper 2. Homework - 1 every week either on paper 1 or 2	Practical: Assessed against the GCSE Criteria. Arrange of activities covered, working on skills and full games context. Theory: Two Half Termly written exams based on the final exam criteria. One on paper 1 and the other on paper 2. Homework - 1 every week either on paper 1 or 2	Practical: Assessed against the GCSE Criteria. Arrange of activities covered, working on skills and full games context. Theory: Two Half Termly written exams based on the final exam criteria. One on paper 1 and the other on paper 2. Homework - 1 every week either on paper 1 or 2
2nd Half: Topic	P2 Classification of skills, Goals/ target setting	P2 Types of feedback and guidance	P2 Sport psychology
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 - Arousal, inverted U, Stress management techniques
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 three things should I be doing to support my child at home?

1. 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/hoodie. All students will be required to wear kit if they are in attendance at every PE and games lesson.
2. Encourage your child to attend enrichment clubs and an activity outside of school. For GCSE Students should have three assessed activities one or two which might be accessed outside of school. These will need to be videoed and recorded as evidence
3. Encourage healthy eating and an active lifestyle.

Spanish

“Confident, effective, global communicators”

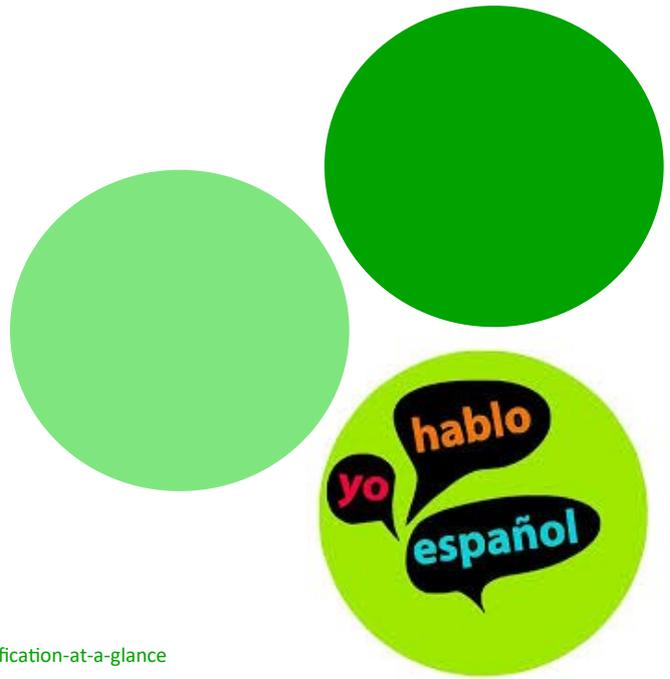
Subject Lead: Ms Duarte Lopes

Useful Websites:

- <https://quizlet.com>
- <http://www.languagesonline.org.uk/>
- <http://www.español-extra.co.uk/>
- <http://www.atantot-extra.co.uk/>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance>

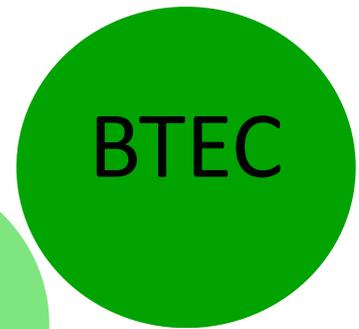


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Eating Out to be able to order food and drink in French and to understand Spanish cuisine and food culture. We create and perform Role Play Scenarios in Restaurants and Cafés.	Sports and Hobbies Communicate information about sports and hobbies in which we participate. To find out about hobbies and interests that are popular in the Spanish speaking world. Cinema and Film Describe examples of music, film and cinema and express opinions on them.	Home and local area To talk about your home and local area. Improvements you would make. Where you would like to live in the future and why. Comparison with what your town used to be like in the past. Profile of a Spanish speaking town.
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Regular vocabulary testing in class. Listening and Reading assessment. Speaking Assessment with FLA.	Regular vocabulary testing in class. Speaking Assessment with FLA. Write a film review.	Regular vocabulary testing in class. Listening and Reading assessment. Speaking Assessment with FLA.
2nd Half: Topic	Technology in Everyday Life Communicates information about social media and mobile phones, including the advantages and disadvantages with them. Festivals and Celebrations - To learn about customs and festivities in Spanish speaking countries	Healthy Lifestyles to identify how to stay healthy, and study authentic materials on healthy lifestyles from Spanish speaking countries. Festivals - To learn about how Easter is celebrated in Spanish speaking countries.	Optional Residential visit to Madrid Revision of units covered so far Develop and embed Exam strategies to succeed in Listening, Reading, Writing and Speaking assessments.
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Regular vocabulary testing in class. Writing assessment. (90 word task) Translation of key phrases.	Regular vocabulary testing in class. Google form Listening/Reading.	Regular vocabulary testing in class. Listening, Reading, Speaking and Writing assessments.

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. Encourage your child to listen to <https://www.newsinslowspanish.com/>
3. Encourage your child to use <https://www.bbc.co.uk/bitesize/subjects/z4dqxn>

Textiles



“Make your mark”

Subject Lead: Ms Brooks

Useful Websites:

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

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

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

Exam Board: Pearson

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Introduction to Textile techniques	Introduction to design	Garment and product making
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 be set a design brief, and will be taught how to respond to this. They will carry out research and be taught how to communicate initial design ideas.	Students will begin making their chosen final design - this will be either a garment or a cushion. Pupils will adapt a pattern and start to create the fabric for their product.
Assessment	Hand embroidery assessment	Initial design ideas	Half-way point group critique
2nd Half: Topic	Textile techniques	Introduction to design	Garment and product making
Skills Focus	Students will continue learning different techniques, as well as learning about different types of research for design.	Students will continue their design project, working towards producing a final design idea for making. They will learn how to develop ideas effectively.	Students will complete the product of their cushion or garment. They will then work together with other year groups to prepare for the fashion show and exhibition of work.
Assessment	Group critique of sketchbook	Final design board	Final garment/cushion

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



“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

Students at HVS are working towards completing their BTEC Level 1/ Level 2 First Award in Travel and Tourism using the Edexcel exam specification version 2018

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Introduction to travel and tourism.	Key destinations and types of tourism.	Customer service
Skills Focus	Identifying what skills and qualities are needed for working in travel and tourism. Understanding Jobs in the travel and tourism industry. Understanding jobs in the travel and tourism industry	Understanding key destinations in Europe, the UK and Worldwide Assessment- students to complete a country Google slides of their choice to find out what type of visitor would want to go there? Students to present in class.	Understanding differing needs of customers. What does it take to work in customer service? How would you respond to complaints?
Assessment	Identifying Job opportunities in the travel and tourism industry.	Students complete research into a destination of their choice. They will identify what types of tourists visit this destination. Students present in class.	Response to a letter of complaint.
2nd Half: Topic	Development of Travel and Tourism.	Airports and Airlines.	Holiday Planning.
Skills Focus	Travel and tourism pre 1950. The boom of seaside resorts. Understanding how holidays have changed over time. Technology and tourism.	Using IATA Codes and explaining what they are, why do you use them. Locating different airports (sizes, international, regional and local airports) Understanding a floor plan of an Airport- Landside and Airside. Identifying Jobs in airports. What are they and what skills do you need?	Understanding how to write an itinerary. How do you plan a holiday? What can you use to plan a holiday e.g. guidebooks and internet (advantages and disadvantages).
Assessment	Timeline	Creating a floor plan	Completed itinerary

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.

Work Ready Skills

“Opening up a World of Opportunity”

Subject Lead: Mr Inglis

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 careers fairs 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.

As students approach their GCSEs, they are provided full support and one to one careers counselling to consider their post 16 education options, and currently benefit from our close links to local colleges. In time, our own Sixth Form should provide an academic avenue for those students that might suit.

At the heart of the Work Ready agenda is our faculty of Communication and Digital Skills, which helps to enhance teaching and learning across the school by providing specialist support to subject teachers and, in turn, to students. 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 almost any line of work.

We firmly believe that unleashing this digital creativity makes our young people better communicators and so improves their chances of landing that job, getting onto that course or cementing that business relationship. Being Work Ready does not mean that we expect our students to get straight to work when they leave us: rather this work should equip them to excel at whatever they do next by providing a bedrock of transferable soft skills that they can rely on later in life.

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

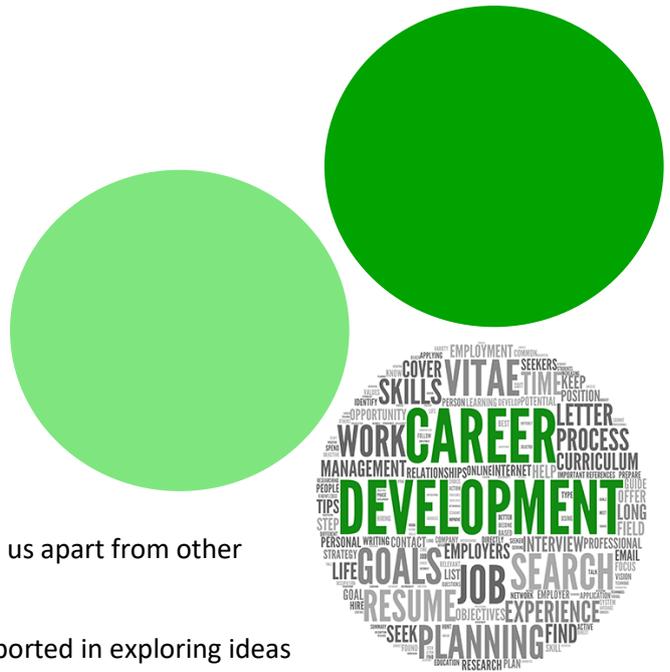
1. Encourage your son or daughter to dream big: ambition is the key to success, and the stand-out feature that employers, colleges and universities tell us they look for.
2. Help your son or daughter to explore outside interests through our enrichment clubs or even through non-school sports, clubs and activities.
3. Foster a sense of curiosity in the world around us, and encourage your son or daughter to ask family and friends about the world of work, and what they enjoy doing.

Useful websites:

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

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

<https://tiny.cc/HVSworready>



Community

“Unity makes a Community”

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 two 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>

