

Hoe Valley School



Year 7 Curriculum Overview A Guide for Parents 2022 - 2023



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 2022-23, 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 a key 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 all subjects, in their tutor groups. 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 extra curricular 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.

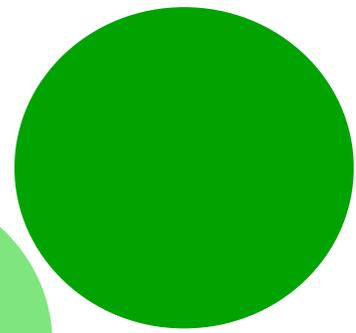
Yours sincerely,

Mrs Urban-Marks
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	Literary Allusions	Modern novel analysis (The Hobbit)
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	Modern Novel Analysis (The Hobbit)	Non Fiction Media
Skills Focus	Compare writer's ideas; Evaluate critically; Analyse text & context	Quotations & references, Inferences, Text analysis	Reading comprehension Writing a newspaper article
Assessment	Reading assessment	Creative writing 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/>

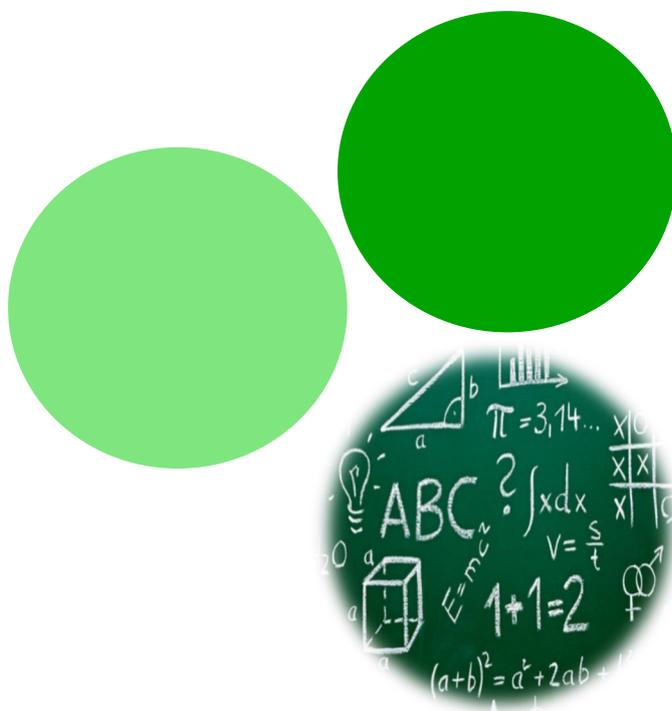
www.freerice.com

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

Maths

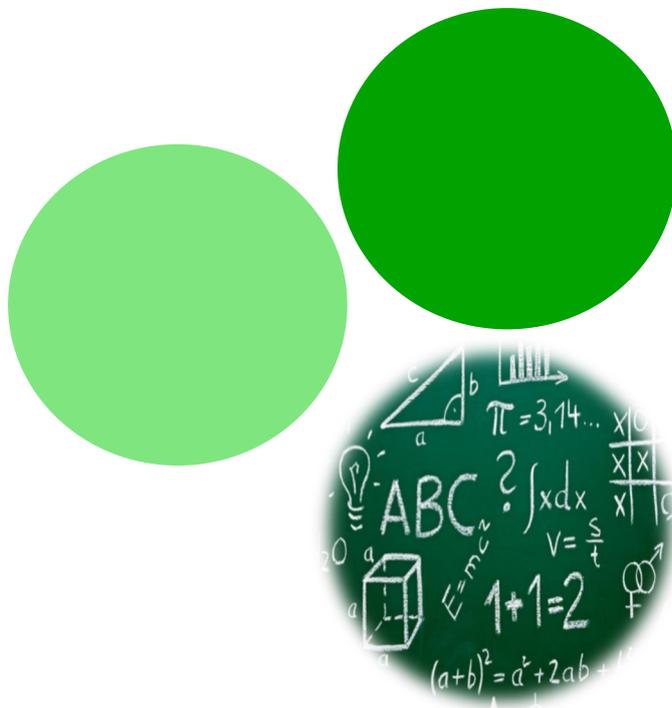
“ Every problem has a solution!”

Subject Lead: Mrs Stapleton



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	* Number skills * Analysing & Displaying Data	* Number: Fractions * Decimals & Measures	* Geometry: Lines & Angles * Sequences & Graphs
Skills Focus	<p>Averages & Range (Mean, Mode, Median and Range including from graphs) Pictograms & Bar charts (Single, Dual, Stacked/Compound) Tally Charts & Frequency Tables Line Graphs Comparing data</p> <p>Arithmetic Skills (Using all four operations) Order of Operations (BIDMAS) Place Value & Rounding Time & Money Problems Negative Numbers Square, Square Roots & Triangular Numbers</p>	<p>Comparing fractions Simplifying fractions & equivalent fractions Add/Subtract/Divide/ Multiply fractions Fractions, decimals</p> <p>Percentages (Conversions, one number as a percentage of another, of amounts)</p> <p>Arithmetic Skills (Using the four operations with Decimals) Rounding Decimals Ordering Decimals Reading Scales Converting between Metric units of measure (mm, l, g etc) Plot Coordinates Perimeter and Area</p>	<p>Describing sequences mathematically (term and rule) Generating sequences Plotting & generating coordinates Midpoint of a line segment Special sequences Finding and using the nth term Plotting Straight Line Graphs from an Equation/Rule Horizontal and Vertical Lines (Draw and identify)</p> <p>Angles (Straight line, Triangles, Quadrilaterals, Around a Point, Vertically Opposite, Draw and Measure accurately, Interior and Exterior Angles in Polygons)</p>
Assessment	Unit assessment at the end of each unit	Unit assessments	Unit assessments

Maths



	Autumn Term	Spring Term	Summer Term
2nd Half: Topic	* Algebra: Expressions, Functions & Formulae	* Ratio & Proportion * Probability	* Sequences & Graphs continued
Skills Focus	<p>Functions (Outputs of functions expressed in words)</p> <p>Expressions (Collecting like terms & Simplifying expressions)</p> <p>Using arithmetic operations with algebra.</p> <p>Write expressions to represent function machines.</p> <p>Substitute integers into simple formulae</p>	<p>Direct proportion (in simple contexts, real life problems, unitary method)</p> <p>Writing ratios</p> <p>Using ratios (Breaking problems in ratios, equivalence, simplifying, sharing in a ratio)</p> <p>Calculating probability (List and compare outcomes, calculate probabilities)</p> <p>Experimental and Theoretical probability</p>	Sequences & Graphs - see previous half term overleaf
Assessment	Unit Assessments	End of Term Assessment Unit Assessments	Unit Assessments End of Year Exams

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

1. Encourage them to review their work: look at examples or previous questions.
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).

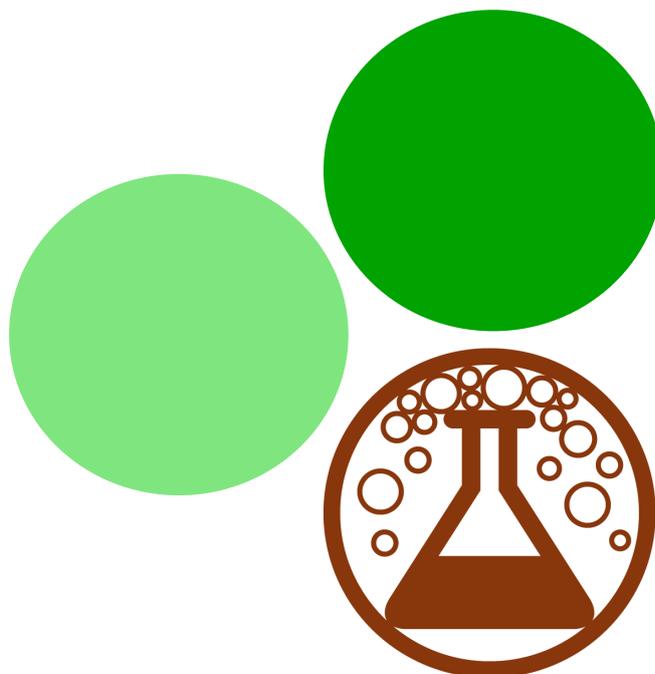
Useful websites:

www.corbettmaths.com
www.mathsgenie.co.uk/
www.drfrostmaths.com

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 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
- Geography
- German
- History
- Music
- PE
- PSHE & Citizenship
- RE
- Work Ready
- Community

Computer Science

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

Subject Lead: Mr Cummins

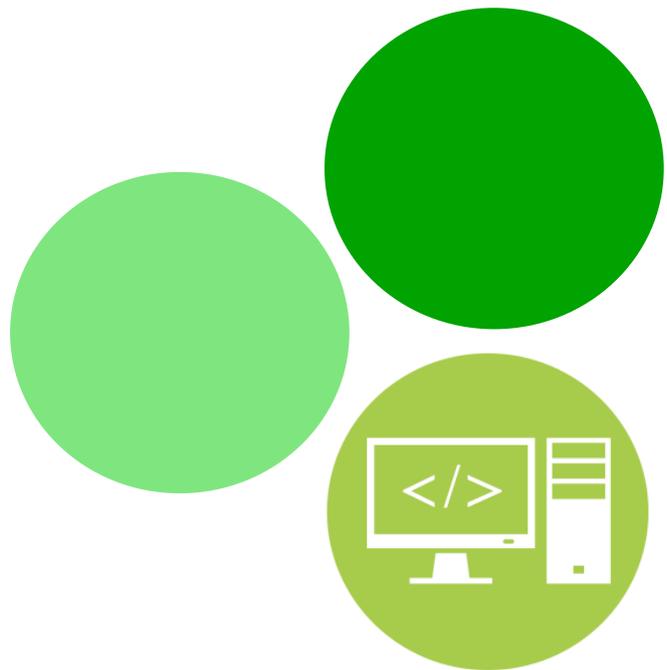
Useful websites:

<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	Online Safety, Information Reliability and Bias	Use of Design Software
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.	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.	Nowadays there are many software tools online that help people all over the world be creative in their online designs. This topic gives students exposure to different types of online software and their potential uses.
Assessment	Knowledge based test	Knowledge based test	Knowledge based test
2nd Half: Topic	The Importance of Binary	New Tech, Chatbots & AI	Visual Programming
Skills Focus	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.	The concept of smart homes and the impact of future technology on transport. Understand the concept of AI, the Turing Test in relation to AI and be able to create a chatbot.	Block-based programming is a way to introduce students to the practice of programming and the field of computer science more broadly.
Assessment	Knowledge based test	Assessed program creation	Assessed program creation

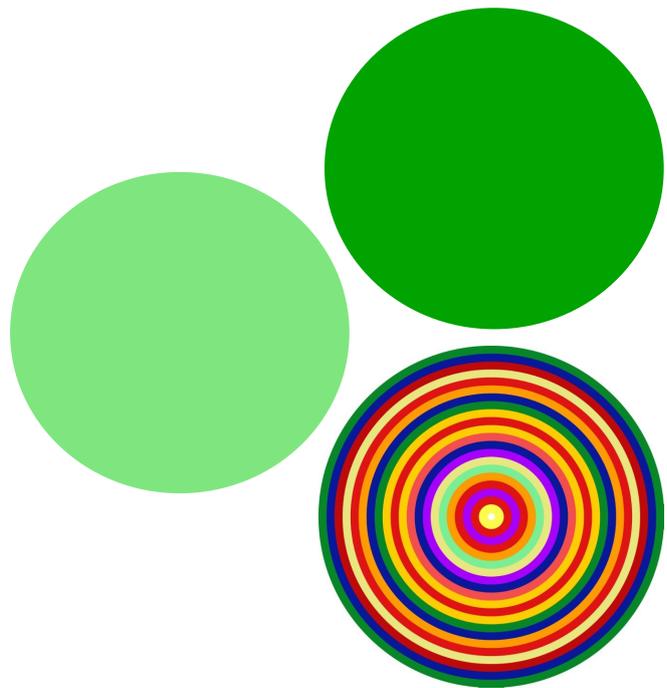
What three things should I be doing to support my child at home?

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



	Art	Textiles	Design Technology	Food
1st Half: Topic	Formal Elements	Felt Selfies	Project - Gadget Holder	Safe and hygienic cooking
Skills Focus	Understanding and using the formal elements, artist research	Hand embroidery, applique, design skills	Use of a range of workshop tools, marking out, measuring and cutting accurately, different types of joint	Knife skills, rubbing in method, use of the oven
Assessment	Tonal Drawing Still life	Felt Selfie Design Drawings		Practical Assessment
2nd Half: Topic	Cubist Shoe	Felt Selfies	Project - Gadget Holder continued	Skills for Life
Skills Focus	Using a variety of different mediums, working with colour. Learn how to abstract	Hand sewing, pattern making and cutting fabrics	Use of a range of workshop tools, marking out, measuring and cutting accurately, different types of joint	Presentation skills, recipe adaption, quality control
Assessment	Cubist painting	Final piece - Felt Selfie	Final piece - Gadget Holder	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.

Useful websites:

BBC Bitesize—KS3 Design & Technology

www.technologystudent.com

www.designandtech.com

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

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

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

www.sketchup.com

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

Drama

“Dream, achieve, succeed”

Subject Lead: Miss Vogler

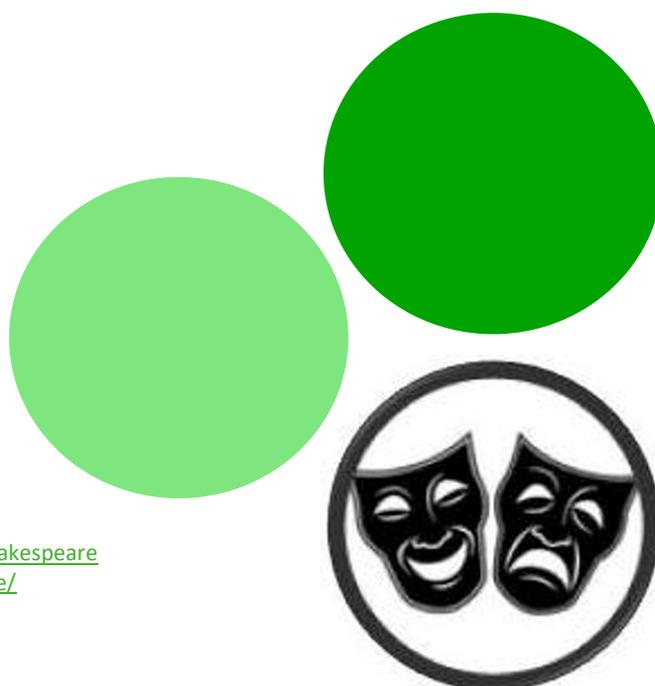
Useful websites:

<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: Essential skills	Introduction to Shakespeare: Playwright	Charlie and the Chocolate Factory: Script
Skills Focus	Co-operation Still images Interesting characters Staying in role Voice	Shakespearean language Characterisation Contrast Style of melodrama Invisibility	Characterisation Comedy Script Contrast Creativity
Assessment	End of topic - Create (devise) performance, showcasing all skills learnt in topic	Create Perform Evaluate	Scripted performance Evaluate
2nd Half: Topic	Space Quest: Improvisation	Titanic: History	Amadora: Refugees
Skills Focus	Improvisation Imagination Split-scene Mime Leadership	Social class Contrast Accents Physical Theatre Problem-solving - facts from page to stage	Thought-tracking Hot-seating Improvisation Physical Theatre Mime to music Empathy
Assessment	Create (devised news report of Space Quest journey) Perform Evaluate	Create (devised performance showing tragedy of Titanic) Perform Evaluate	End of topic - Create (devised performance exploring various outcomes refugees have to encounter) Evaluate

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.

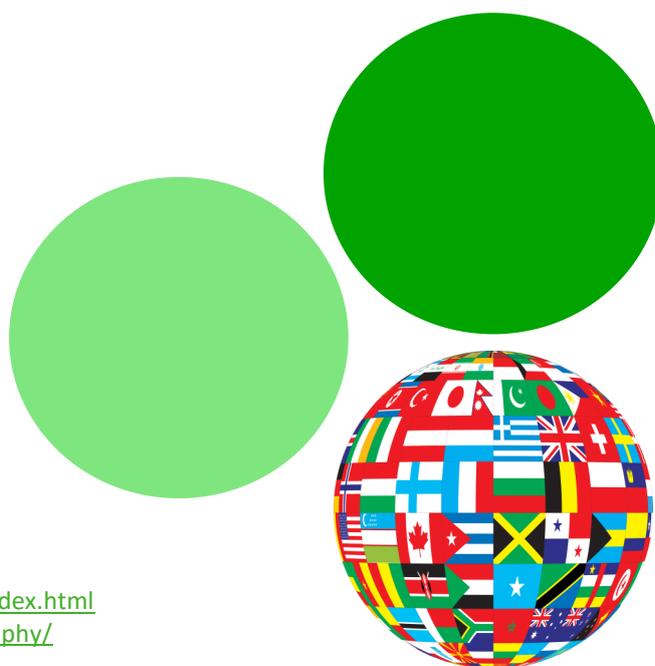
Geography

“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

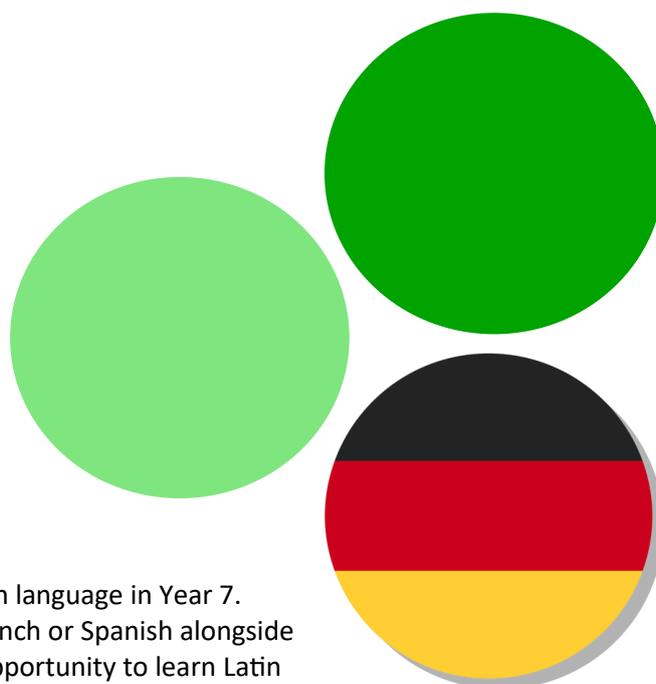


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	What is Geography? Where did it come from and how has it evolved?	Coasts	GIS & Fieldwork: What happens when land meets the sea?
Skills Focus	Studying the source of the subject and how it fits in the world around us.	Exploring the forces that shape our coastline, as well as the impacts of coastal erosion on both humans and the environment	Exploring the impacts of coasts on the landscape.
Assessment	End of topic assessment	End of topic assessment	End of topic assessment
2nd Half: Topic	Force: How does our planet demonstrate force?	Population	Extreme Environments
Skills Focus	Description of the causes and effects of tectonic disasters Explanation of the primary and secondary effects of tectonic disasters	Understanding of the planet and the people inhabiting it. Measures of population size and urbanisation.	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 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.	Essen und trinken Talking about food and drink, likes and preferences. Finding out about cultural differences and German cuisine. Sampling and creating typical German dishes (joint MFL and DT project)
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	Meine Familie 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.	Meine Schule Talking about school subjects, likes and preferences. Researching the differences between the English and German school systems. Making virtual contact with our Partnerschule in Cologne. Revision and Revisit Film Project - Ostwind.
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. <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.	Analytical narrative, and explain similarity question	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	Analytical narrative, and explain similarity question	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

“Comfort in Sound”

Subject Lead: Mr Goldberg

Useful websites:

www.musicatschool.co.uk

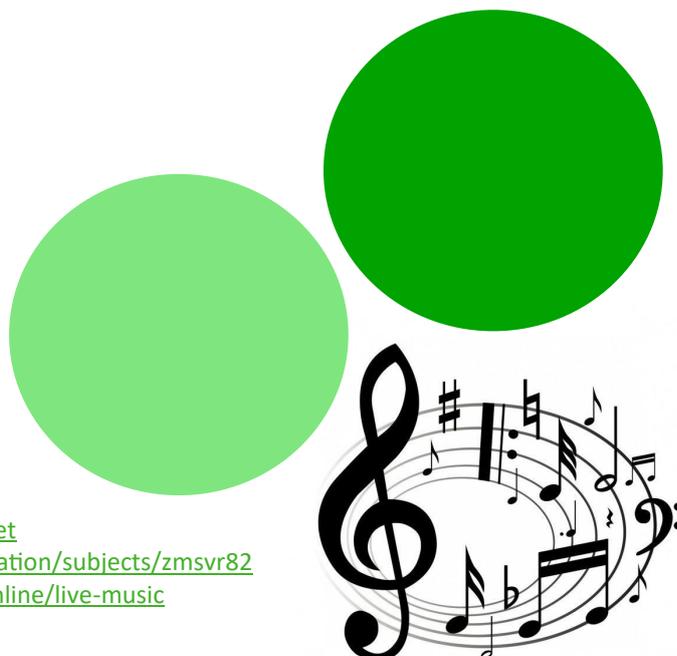
<http://musictheory.net>

www.playmusic.org

www.bbc.co.uk/education/subjects/zmsvr82

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

<https://glive.co.uk/online/live-music>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Elements of Music	Instruments of the Orchestra	Keyboard Skills 2
Skills Focus	Gets students used to key terms and the fundamental elements of music in practice through individual and group work, performing with voices and instruments	Develops understanding of the different instruments and families, how the orchestra works and performing as an orchestra (ensemble).	Advancing keyboard skills performing with two hands, playing more difficult pieces and understanding scales
Assessment	Performance of composition using body percussion	Composition	Performance
2nd Half: Topic	Keyboard Skills 1	Guitar Skills 1	I Got Rhythm
Skills Focus	Applying many of the skills from the elements of music into reading notation and performing on the keyboard. Developing understanding of the treble clef.	Learning a new instrument, developing an understanding of chords and different notation systems. Performing in groups singing and playing at the same time.	Building on rhythmic understanding by looking at drumming music from around the world. Reading rhythms and creating own rhythmic patters in groups in a well-structured performance.
Assessment	Solo keyboard performance	Composition	Group performance

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

1. Encourage students to attend extra-curricular activities
2. Go to a concert hall to see a live performance
3. Listen to a wide variety of music at home

Physical Education

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

Subject Lead: Ms Still

Useful Websites:

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

www.activesurrey.com

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	PE: Circle values Games: Fundamentals	PE: Interpersonal skills Games: Interpersonal skills	PE: Self Worth Games: Personal development (Self worth)
Skills Focus	<p>The value of PE: Enthusiasm (Endball) Courtesy (Athletics) Integrity (Netball) Community (Football) Resilience (Hockey) Leadership (OAA) House competition</p> <p>Games: Fundamentals: Warm Up/Running and Speed Jumping and Lunging Throwing and catching Balance and body control Hitting and coordination Landing and turning House competition</p>	<p>PE: Team work Leadership Active listening Responsibility Unit summary House competition</p> <p>Games: Communication Followship Conflict resolution Empathy Triple A assessment House competition</p>	<p>PE: Self worth Values Integrity Asking for help Social media influence House competition</p> <p>Games: Confidence Body image Passiveness vs assertiveness Identity Triple A assessment House competition</p>

Assessment

The 3 A's = Actions (Hands), Attitude (Heart) and Awareness (Head)

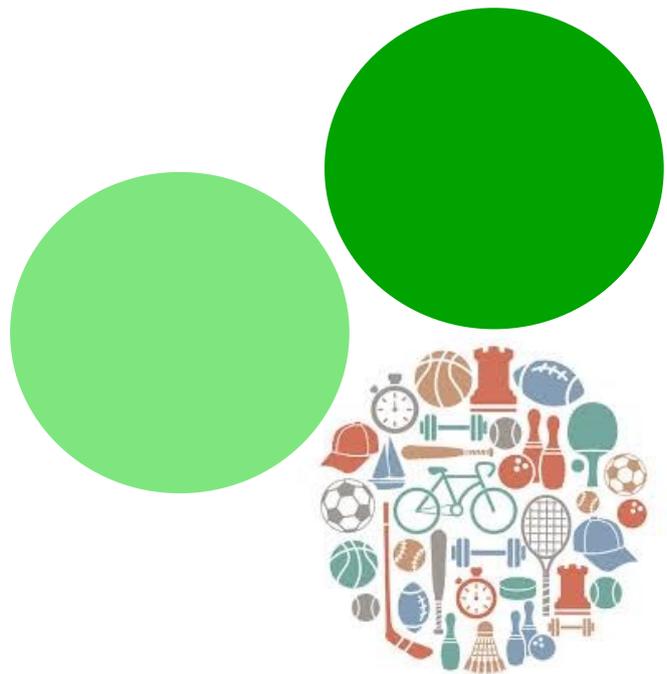
Hands: Focus on their practical ability in each physical activity

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

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

Students are assessed at the end of each activity. We would expect students to become competent performers in all activities by the end of the year. Students will receive a GCSE level of Developing (1-3), competent (4), skilled (5), advanced (6-7), elite (8+)

Physical Education



	Autumn Term	Spring Term	Summer Term
2nd Half: Topic	PE: The value of PE Games: The value of PE	PE: Personal development (Resilience) Games: Personal development (Resilience)	PE: Key Focus lessons of the year Games: House competitions
Skills Focus	PE: The value of PE Leading by example Mental and emotional health PE and cognitive function Health related fitness House competition Games: Positive approaches to PE Physical PE Sport, PE and physical activity Physical literacy Triple A assessment House competition	PE: Remaining positive Embracing failure Marginal gains Embrace change Self confidence House competition Games: Growth mindset Blackbox thinking Persistence Be a 'doer' Triple A assessment House competition	PE: Lessons which focus has already been taught revisited. The class teacher will select which areas their particular class needs to improve on to be brought in line with end of year expectations Games: House competitions:
Assessment	The 3 A's	The 3 A's	The 3 A's

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

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



Subject Lead: Ms MacCarron

	Autumn Term	Spring Term	Summer Term
Circle Values/ Subject Links	Courtesy Resilience Enthusiasm Integrity	Courtesy Resilience Enthusiasm Integrity Science Religious Studies	Numeracy Personal Organisation Resilience Business Studies
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 behaviours

Useful Websites:

www.citizenshipfoundation.co.uk

www.bbc.co.uk/schools/citizenx

www.pshe-association.org.uk

Religious Studies

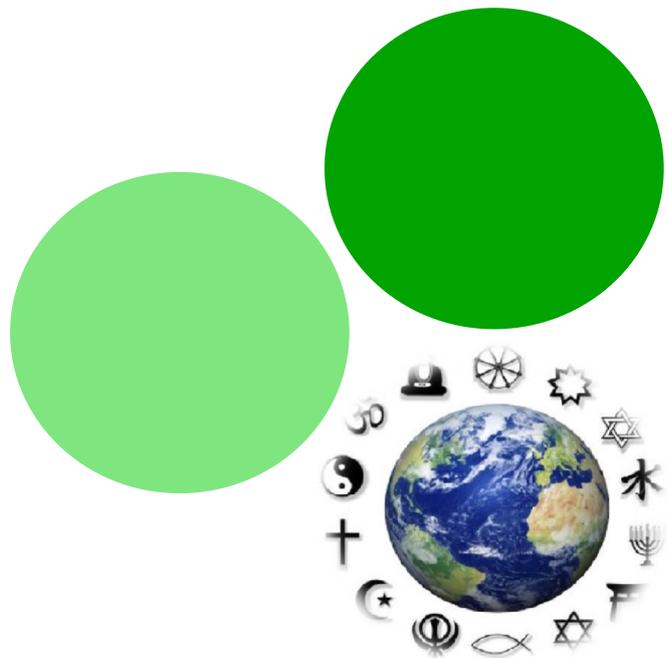
"Promoting tolerance and inclusion, through knowledge and understanding."

Subject Lead: Mr Lyons

Useful websites:

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

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

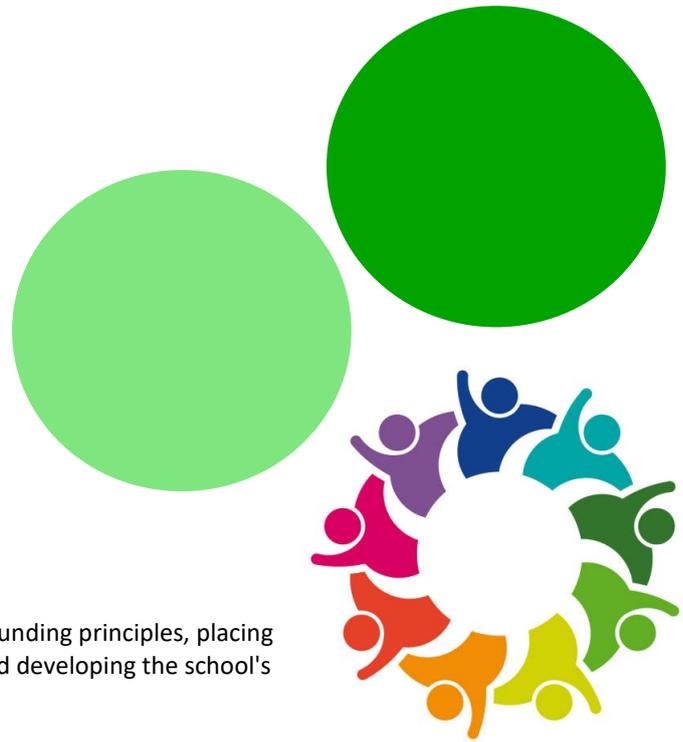


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Christianity	Sikhism	Creation and Science
Skills Focus	An introduction to the key beliefs, values, practices and traditions of Christianity, with an emphasis on the Bible and mainstream Christian worship styles. For each topic, students will focus on 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.

Community



“Unity is 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 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>