

Hoe Valley School



Year 9 Curriculum Overview A Guide for Parents 2022 - 2023



Inspiring a Love of Learning



HOE VALLEY SCHOOL

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Web: www.hoevalleyschool.org
Head Teacher: Mrs J Davies

Dear Parent / Carer,

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

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

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

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

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

Yours sincerely,

Mr Collins
Head of Year 9

Core Subjects

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

English

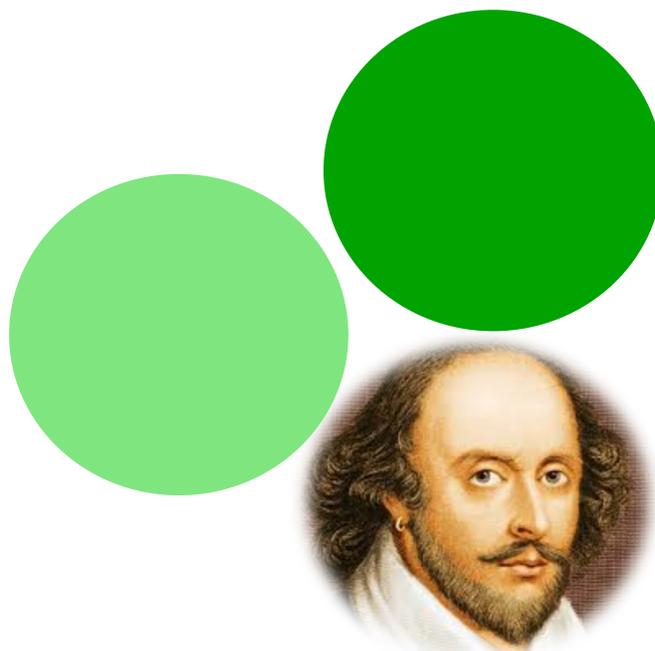
“ Today a reader, tomorrow a leader”

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:

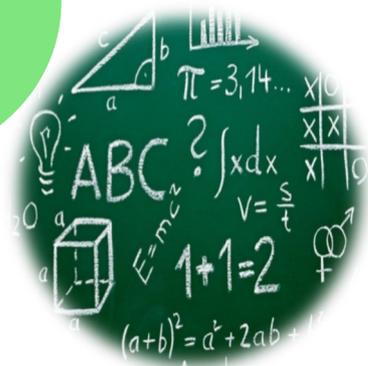
www.gcsepod.com

<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:

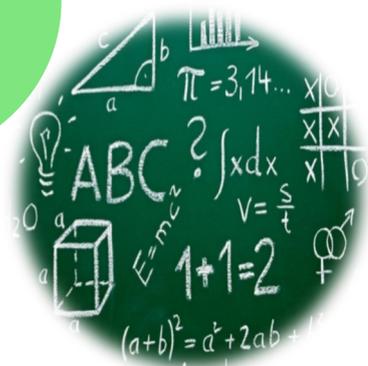
www.gcsepod.com

<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 hour mixed assessment
2nd Half: Topic	Algebra	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 /	Function Machines Solving Equations Rearranging Formula Substitution into Formula Inequalities Sequences and nth Term	Finish Angles unit Revision for Enf of Year exams
Assessment	1 hr assessment on Number & Algebra	Online mixed assessment	2 x 1 Hr Assessments on year

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

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

Science

Combined
Science

“Discover the unknown, create the future”

Subject Lead: Miss English

Useful Websites:

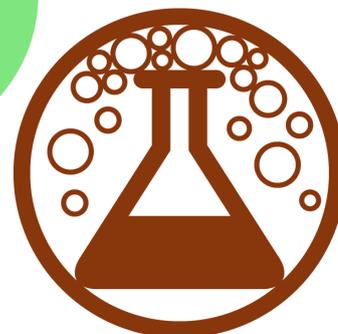
<http://www.bbc.co.uk/education/subjects/zng4d2p>

<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	P1 - Energy C2 - Structure and Bonding
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 describe and explain the molecular structure of all classes of matter and use these to explain and evaluate their properties 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
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>

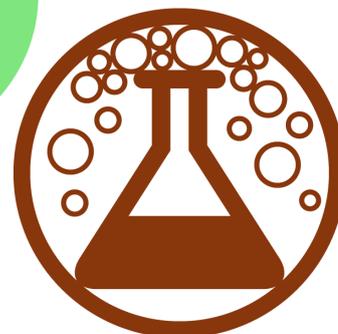
<https://www.bbc.com/bitesize/subjects/zrkw2hv>

<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

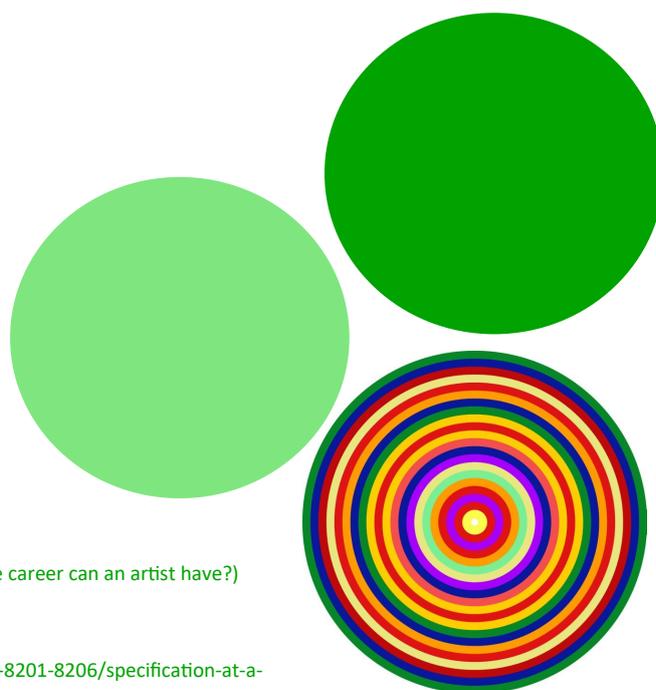
What three things should I be doing to support my child at home?

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
- Community

Art



“Skills for Life”

Subject Lead: Mrs Kelly

Useful Websites:

<http://www.tate.org.uk/> (art & artists page is excellent)

<http://www.britishmuseum.org/> (for things to draw)

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

Exam Board: AQA

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

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Mexican Day of the Dead	Project Development	Portfolio Workshops
Skills Focus	Students will explore a variety of techniques such as monoprinting, sculpture, and ink drawing, which can be used to create realistic Observations based on the Mexican Day of the Dead.	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 create a series of workshops using a range of media.
Assessment	Skull Drawing	Artist Research Page	Portfolio Board 1
2nd Half: Topic	Digital Art	Project Development	Portfolio Board 2
Skills Focus	Students will be introduced to a variety of artists and how to analyse and respond to them effectively. Students will create their own digital art outcome portrait.	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.	This term, students will gather primary and secondary research by taking photographs and creating drawings and workshops using a range of media.
Assessment	Personal Outcome	Project Final Piece	Portfolio Board 2

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

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

Business Studies

“Work today, succeed tomorrow.”

Subject Lead: Mrs Sweryt

Useful Websites:

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

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

Exam Board: AQA

Students at HVS are working towards completing their GCSE in Business using the AQA exam specifications. There are 6 units.

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

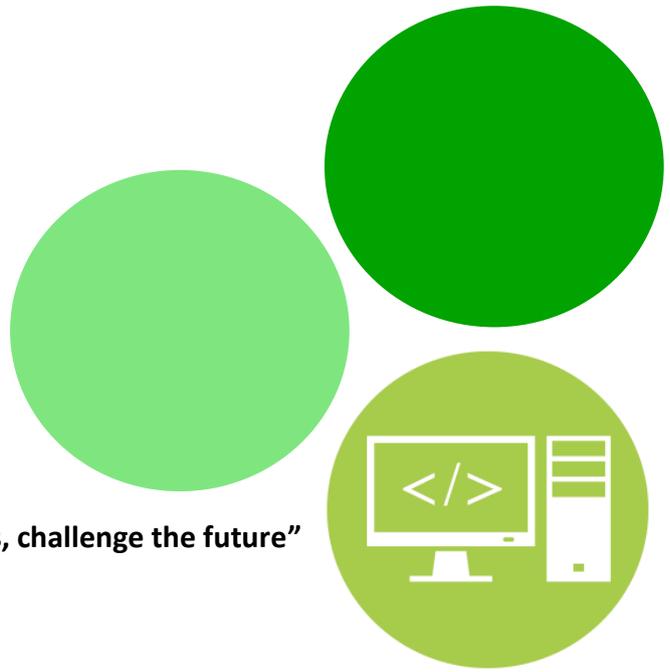


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Business in the real world.	Human Resources	Business Operations
Skills Focus	The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students need to be aware of the impact business 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)

Exam Board: OCR

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

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Basic Python	Introduction to Algorithms	Advanced Python
Skills Focus	Basic programming techniques Basic functions	Introduction to algorithms as a tool for solving a well-specified computational problem.	Advanced programming techniques and functions to interact with real life databases
Assessment	Knowledge Based Assessment	Knowledge Based Assessment	Assessed Program
2nd Half: Topic	Intermediate Python	Database Development	Introduction to Machine Learning
Skills Focus	Intermediate programming techniques Intermediate 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

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

- 1) Encourage your child to visit the websites above and complete any tasks and activities that are available.
- 2) Ask your child what they have been learning during their Computer Science lessons and to explain any Computer Science terms to you even if you already know them!
- 3) Explore Google Classrooms together and encourage students to respond to the questions and comments posted by teachers.

Design & Technology

GCSE

“Skills for Life”

Subject Lead: Mrs August

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	Mini NEA, design and research focus	Woodworking Skill Box
Skills Focus	Demonstrate skills and techniques with a variety of materials (card, timber, board and plastic)	Demonstrate a range of practical iterative design skills to develop a public space	Demonstrate a range of practical woodworking skills using a variety of equipment in the workshop.
Assessment	Completed skills board	End of Topic Theory Skills	Finished skills box
2nd Half: Topic	Group Design Challenge	Mini NEA, modelling of final design	2D CAD design of skill box.
Skills Focus	Demonstrate skills and techniques with a variety of materials (card, timber, board and plastic)	Use modelling skills to produce a scale model of the public area	Demonstrate a range of hand drawn design skills to come up with a unique feature for the skill box.
Assessment	Completed skills board	Finished prototype model	Evaluation of completed box
Theory (1 Lesson per week)	Joint Sampler		
Topic	Unit 3: Materials and their working properties	Unit 6: Design Principles	Unit 7: 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”

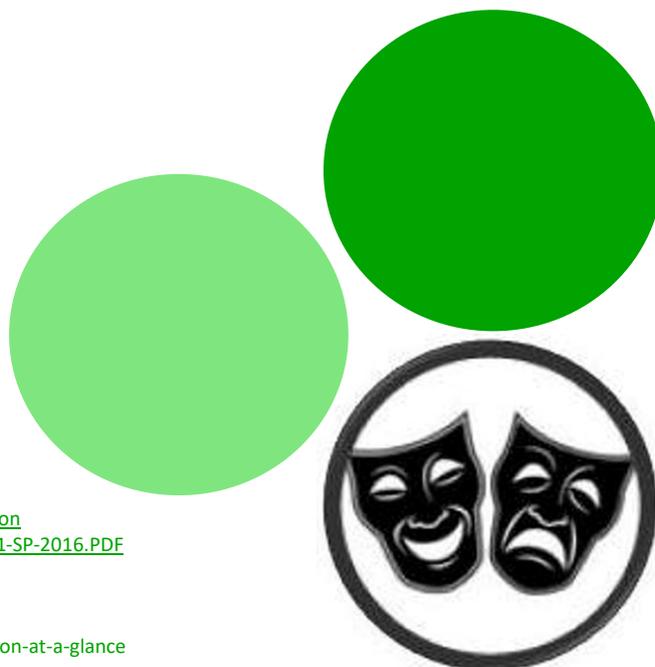
Subject Lead: Miss Vogler

Useful Websites:

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

Exam Board: AQA

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



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

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

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

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

French

“Confident, effective, global communicators”

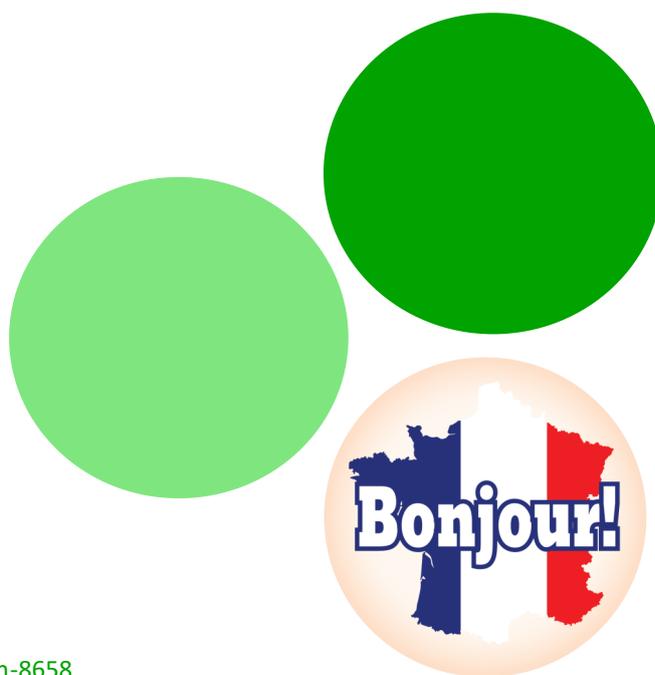
Subject Lead: Mrs Boniface / Mr Inglis

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	<p>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.</p> <p>Cinema and Film Describe examples of music, film and cinema and express opinions on them.</p>	<p>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.</p> <p>Sports and Hobbies</p>	<p>School & Future Studies Talk about school / preferences Find out about the French school system and make comparisons</p>
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	<p>Technology in Everyday Life Communicate information about social media and mobile phones, including the advantages and disadvantages with them.</p> <p>Festivals and Celebrations To learn about customs and festivities in France and Francophone countries</p>	<p>Healthy Lifestyles to identify how to stay healthy, and study authentic materials on healthy lifestyles from Francophone countries.</p> <p>Festivals - To learn about how Easter is celebrated in Francophone countries.</p>	<p>Optional residential visit to Paris.</p> <p>Revision of units covered so far Develop and embed Exam strategies to succeed in Listening, Reading, Writing and Speaking assessments.</p>
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: Mrs Sparke

Useful Websites:

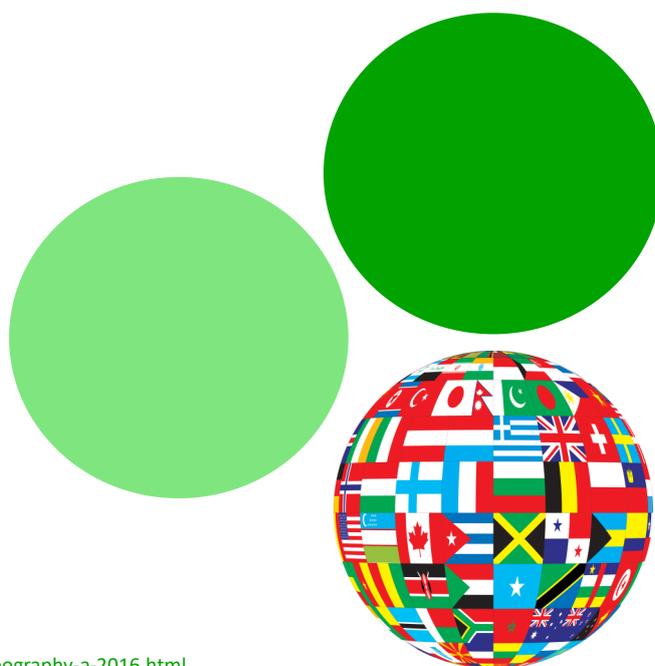
GCSE Pod

Seneca Learning

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

Exam Board: Edexcel - Specification Geography A

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Topic 1: Changing landscapes in the UK. Rivers landscapes and processes. UK geology.	Topic 2: Weather hazards and climate change.	Revision of key content and skills
Skills Focus	Characteristics of the UK landscape and processes of change. Analysis of OS maps, photo and source interpretation, extended writing.	A study of what drives our climate and why it varies across the world, focusing on two case studies of cyclones and droughts.	Content from all units covered in addition to exam skills, map skills, numeracy and literacy skills.
Assessment	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.
2nd Half: Topic	Topic 1: Changing landscapes in the UK. Coastal landscapes and processes	Topic 7: Investigative Skills Geographical Investigations: Fieldwork, urban. Geographical Investigations UK Challenges	Topic 3: Ecosystems, biodiversity and management.
Skills Focus	Characteristics of the UK landscape and processes of change. Analysis of OS maps, photo and source interpretation, extended writing.	Characteristics of challenges facing the UK today. Students investigate a human fieldwork study, an examination of how a local urban area has developed and changed over time.	Study of characteristics of global biomes, focusing on tropical rainforests and deciduous forests. Interpretation and drawing of graphs, evaluative and analysis skills.
Assessment	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.

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

1. Encourage them to keep up to date with, and on top of their prep, which is set once a week and to practice exam questions
2. Encourage your child to focus on their self-directed revision. Both GCSE Pod and Seneca Learning are used in school but can also be used independently.
3. Watch the news with your child. Keeping up to date with developments in a variety of countries around the world will help them improve at Geography.

German

“ Confident, effective, global communicators”

Subject Lead: Mrs Boniface

Useful Websites:

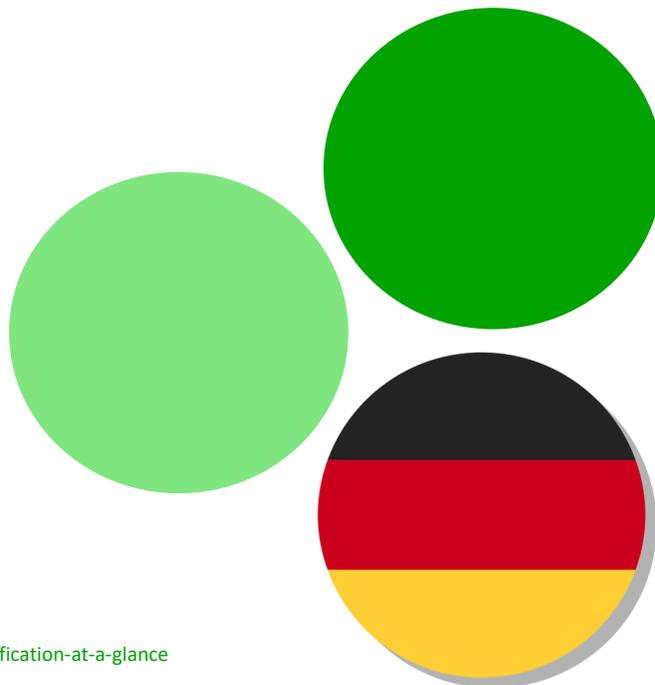
<https://quizlet.com>

<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.	Technology in Everyday Life Communication information about social media and mobile phones including the advantages and disadvantages with them. International Collaboration Festivals and Celebrations To learn about customs and festivities in German speaking countries	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	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.	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

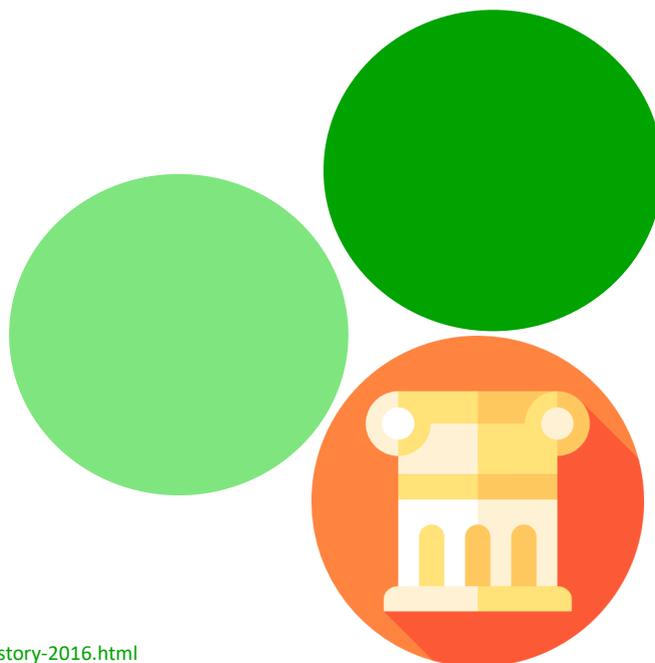
Subject Lead: Mrs Urban-Marks

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

“Skills for Life”

Subject Lead: Mrs August

Useful Websites:

<http://www.bbcgoodfood.com>

Exam Board: Educas

<https://www.educas.co.uk/media/0dzipjezk/wjec-level-1-2-award-in-hospitality-and-catering-specia-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 related causes of ill health Developing bread and pastry skills	Understanding how to present and adapt recipes Developing skills by making a variety of dishes	Larning about the specific needs of different groups of people Developing skills by making a variety of dishes
Assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment
2nd Half: Topic	Food safety and hygiene	Nutritional needs and special diets	Job roles and the industry
Skills Focus	Learning about micronutrients and macronutrients Developing bread and pastry skills	Understanding special dietary needs Developing skills by making a variety of dishes	Learning about cooking methods and techniques when preparing dishes
Assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment

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

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

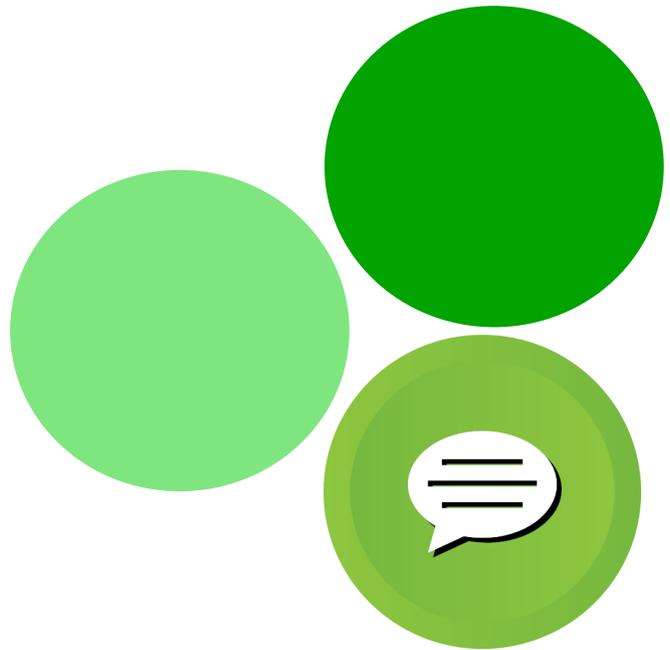
Latin

“ Confident, effective, global communicators”

Subject Lead: Ms Weightman

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

Exam Board: OCR

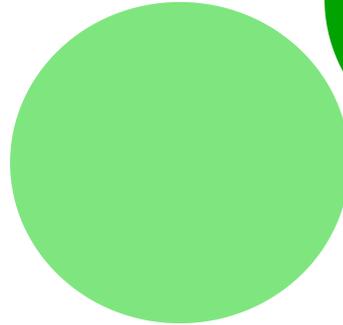


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<p>History: Rome in AD 64</p> <p>Culture: Life in the city Subura; Population of city of Rome; Women at work; Living in an insula.</p> <p>Language:</p> <ul style="list-style-type: none"> • 1st, 2nd and 3rd pers. sg., present tense • Reading Latin 	<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/ztngk7>
- <https://www.theguardian.com/uk/culture>

Exam Board: Eduqas

https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments

	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; 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

“Comfort in Sound.”

Subject Lead: Mr Goldberg

Useful Websites:

www.musicatschool.co.uk

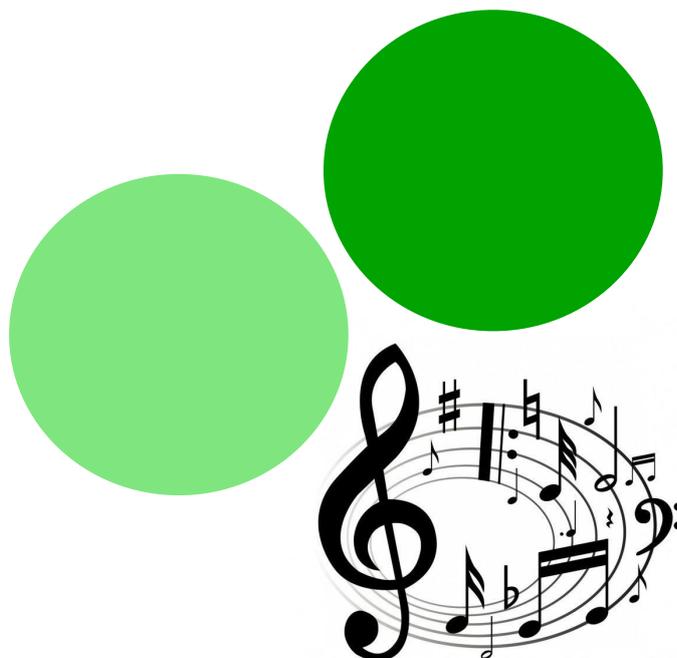
<http://musictheory.net>

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/umbraco/surface/blobstorage/download?nodeId=13198>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Induction Skills Musical Forms and Devices	Music for Ensemble	Pop Music
Skills Focus	Covering fundamental music theory and knowledge of elements of music; instruments of the orchestra and western classical music	Composition skills	Composition skills
Assessment	Listening	Ensemble Performance 1	Ensemble Performance 2
2nd Half: Topic	Induction Skills 2	Film Music	Revision
Skills Focus	Solo Performance 1 and look at requirements for ensemble performance to begin planning ahead. Begin to develop key compositional skills	Composition skills	All studied content ready for exam. Solo Performance 3 Composition Skills Battle of the Bans
Assessment	Solo Performance 1	Solo Performance 2	End of Year Exam

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 Still

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 - Lever systems	P1 -Planes of movements -Axis of movements -Identify and explain the respiratory system. - Structure of respiratory system Pathway of air, gaseous exchange, spirometer trace	P1 -Blood vessels -Identify and explain the cardiovascular system. -Cardiac output, blood pressure, heart rate and stroke volume
Assessment	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2
2nd Half: Topic	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 should I be doing to support my child at home?

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

Religious Studies

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

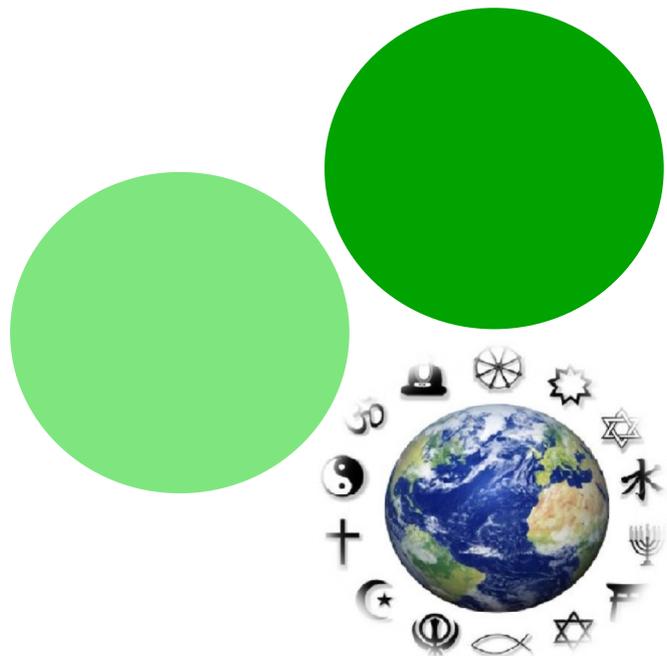
Subject Lead: Mr Lyons

Useful Websites:

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

Exam Board: AQA

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



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

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

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

Spanish

“Confident, effective, global communicators”

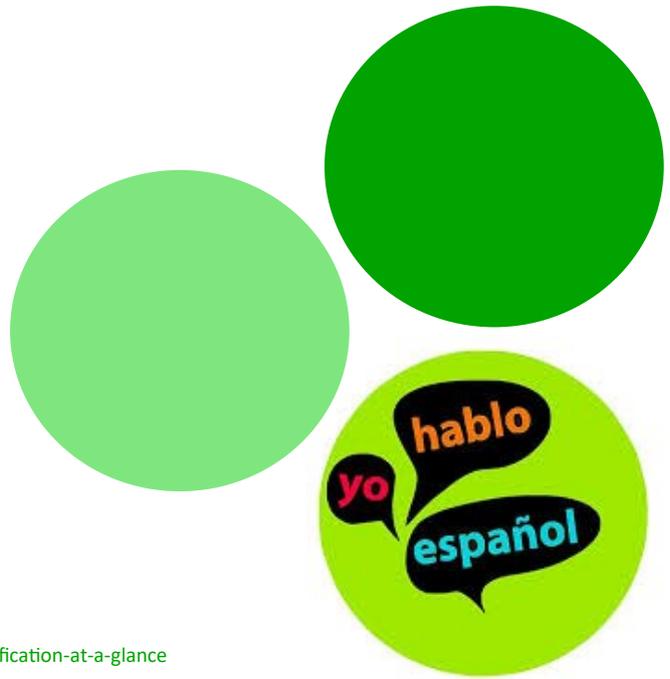
Subject Lead: Ms Duarte Lopes

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>

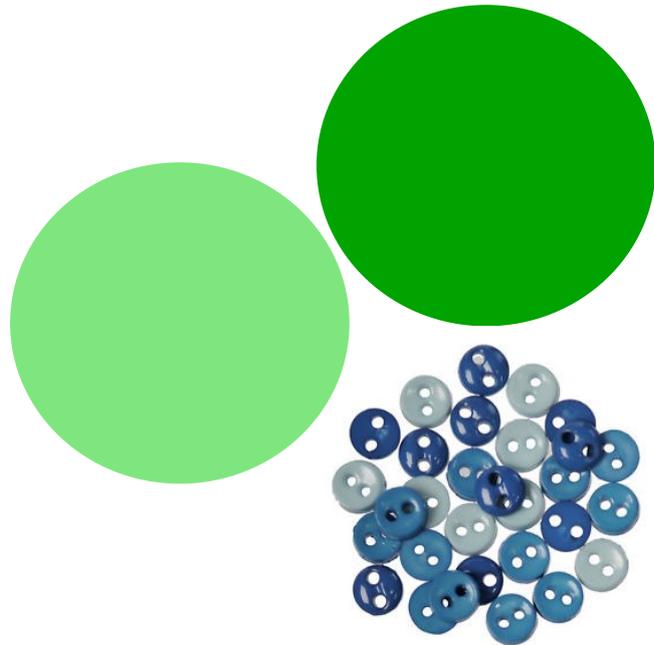


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<p>Eating Out to be able to order food and drink in French and to understand Spanish cuisine and food culture. We create and perform Role Play Scenarios in Restaurants and Cafés.</p>	<p>Technology in Everyday Life Communicates information about social media and mobile phones, including the advantages and disadvantages with them.</p> <p>Cinema and Film Describe examples of music, film and cinema and express opinions on them.</p>	<p>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.</p>
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	<p>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.</p> <p>Festivals and Celebrations - To learn about customs and festivities in Spanish speaking countries</p>	<p>Optional Residential visit to Madrid</p> <p>Healthy Lifestyles to identify how to stay healthy, and study authentic materials on healthy lifestyles from Spanish speaking countries.</p> <p>Festivals - To learn about how Easter is celebrated in Spanish speaking countries.</p>	<p>Revision Revision of units covered so far Develop and embed Exam strategies to succeed in Listening, Reading, Writing and Speaking assessments.</p>
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/z4dqxb>

Textiles



“Skills for Life”

Subject Lead: Mrs August

Useful Websites:

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

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

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

Exam Board: AQA

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

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

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

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

Travel & Tourism



“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 Teach Award in Travel and Tourism using the Edexcel exam specification version 2022

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

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

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

Community

“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 three charities per year to raise funds and awareness, promoting the charity within the Community and developing their local knowledge.

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

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

Useful websites:

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

