

Hoe Valley School



Year 8 Curriculum Overview A Guide for Parents 2023 - 2024



Inspiring a Love of Learning



HOE VALLEY SCHOOL

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Head Teacher: Mrs J Davies

Dear Parent / Carer,

This booklet will provide you an overview of Hoe Valley's Programmes of Study for Year 8 2023-24, 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 8 is a key year in our students' academic lives as this is the year they'll be choosing their GCSE preferences. Our focus continues to be on ensuring students are studying a broad range of subjects and are applying their skills to the wider world. We will be working closely with you and with students to ensure that the GCSE preferences process goes smoothly and to ensure our students are making wise and informed decisions. We will be holding our remote options evening on Wednesday 24th January 2024, followed by a GCSE Taster Day in school for students on Thursday 25th January 2024. These opportunities will hopefully provide a greater insight into each subject and guide our students to make appropriate choices for their future.

More information on the principles which underpin the Key Stage 3 curriculum is available on our website or in the School's curriculum policy. There is also further information on our pathways for our higher attainers, students with a specific learning need or those who speak English as an additional language.

We hope your child will enjoy working their way through this challenging, relevant, exciting and personalised curriculum with the ultimate aim of being ready to start their GCSE preferences in September 2024.

Yours sincerely,

Mrs Urban-Marks
Head of Year 8

Core Subjects

- English
- Maths
- Science

English

“Today a reader, tomorrow a leader”

Subject Lead: Ms Taylor-Wareham

Useful Websites:

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

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

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

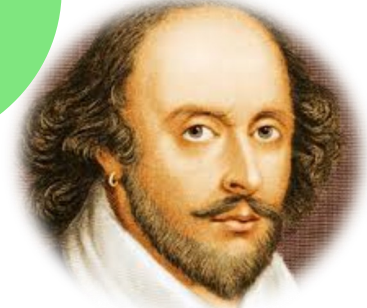
<http://www.softschools.com/>

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

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

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

www.freerice.com



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	War poetry	The influence of the Media	Descriptive and Narrative writing
Skills Focus	Language & structural features, text analysis	Form, purpose, language features, comparison skills	Technical accuracy – SPAG; functional writing
Assessment	Comparison analysis question	Non-fiction analysis	Writing assessment
2nd Half: Topic	Shakespeare (Romeo & Juliet): What makes a tragic hero?	Gothic literature	Modern novel analysis (The Woman in Black)
Skills Focus	Quotations & references, inferences, text analysis	Context, language analysis, approaching an unseen text	Quotations & references; deduction & inferences; analysis of language and structure.
Assessment	Reading assessment	Fiction analysis	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 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

“Every problem has a solution!”

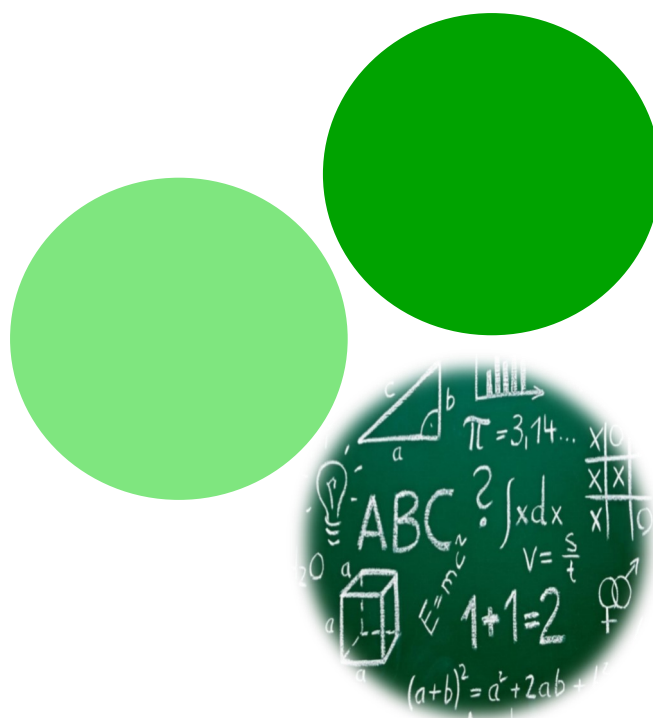
Subject Lead: Mrs Stapleton

Useful Websites:

www.corbettmaths.com

www.mathsgenie.co.uk

www.drfrostmaths.com



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Area & Volume Number	Real-Life Graphs, Return Decimals & Ratio Lines & Angles	Straight-Line Graphs Combined Calculating with Fractions
Skills Focus	Add, Subtract, Multiply, Divide Rounding, Significant Numbers & Estimation Powers, Roots and Index Notation Factors, Multiples & Primes Negative Numbers Areas of Triangles Areas of Quadrilaterals Volumes of Cuboids Nets Surface Area Converting Units	Using Conversion Graphs Distance-Time Graphs Line Graphs Interpreting Real-Life Graphs Curved Graphs Ordering & Rounding decimals Calculating with decimals Ratio and proportion with decimals Quadrilaterals Angles in parallel lines Interior & Exterior Angles in Polygons	Ordering fractions Multiplying Fractions Fractions, Decimals & Reciprocals Dividing Fractions Mixed Numbers & Improper Fractions Equivalent Fractions
Assessment	Combined Unit Assessments	Combined Unit Assessments	Unit Assessments End of Year Exams
2nd Half: Topic	Statistics, Graphs & Charts Expressions & Equations	Transformations Straight Line Graphs	Calculating with Fractions Percentages, Decimals & Fractions
Skills Focus	Averages & Range Pie Charts, Two-way Tables, Frequency Tables Grouped and ungrouped data Stem & Leaf Diagrams Comparing Data Scatter Graphs Simplifying & factorising expressions Forming & Solving Equations	Transformation of shapes using reflection rotation, symmetry, enlargement and translation Straight Line Graphs including: $y = mx + c$ Gradient Equation of the Line	Compare Fractions, Decimals & Percentages One number as a percentage of another Percentage of an amount End of Year Revision
Assessment	Combined Unit Assessments	Combined Unit Assessments	Unit Assessments

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

1. Encourage them to review their work by looking at examples & 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).

Science

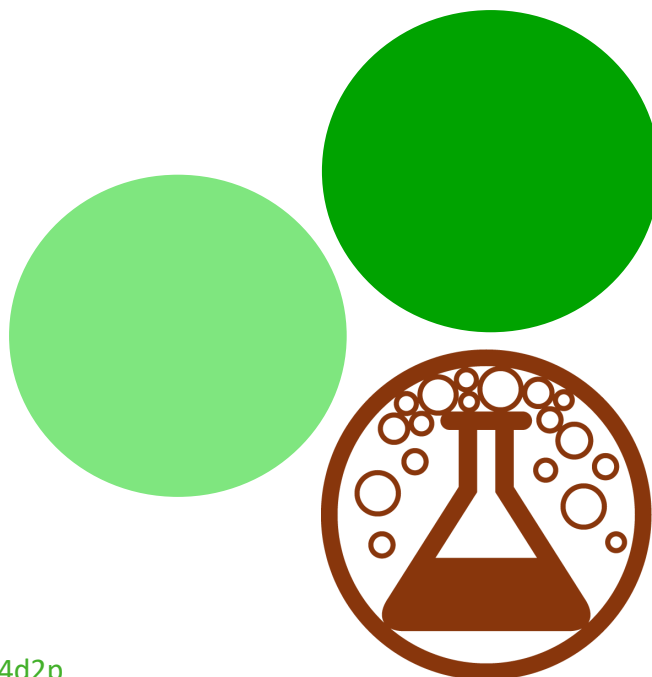
“Discover the unknown, create the future”

Subject Lead: Miss English

Useful Websites:

BBC Bitesize - KS3 Science:

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Mixtures and The Atom	Waves	Space
Skills Focus	To be able to apply and understanding of atoms, molecules, compounds and elements, to chemical processes and the structure of the periodic table	To be able to describe the properties and behaviour of sound and light, and how humans use and manipulate them as waves.	To be able to describe and explain day and night, the seasons, eclipses and orbits. To describe the solar system.
Assessment	End of topic test, extended response questions & weekly prep tasks	End of topic test, extended response questions & weekly prep tasks	End of topic test, extended response questions & weekly prep tasks
2nd Half: Topic	Respiration	Reactions	Photosynthesis
Skills Focus	Be able to apply the different word equations for respiration to biological processes and the characteristics of living things.	To be able to form and balance symbol equations and describe and explain chemical changes.	To be able to explain the importance of the photosynthesis equation to all life on Earth.
Assessment	End of topic test, extended response questions & weekly prep tasks	End of topic test, extended response questions & weekly prep tasks	End of topic test, extended response questions & weekly prep tasks

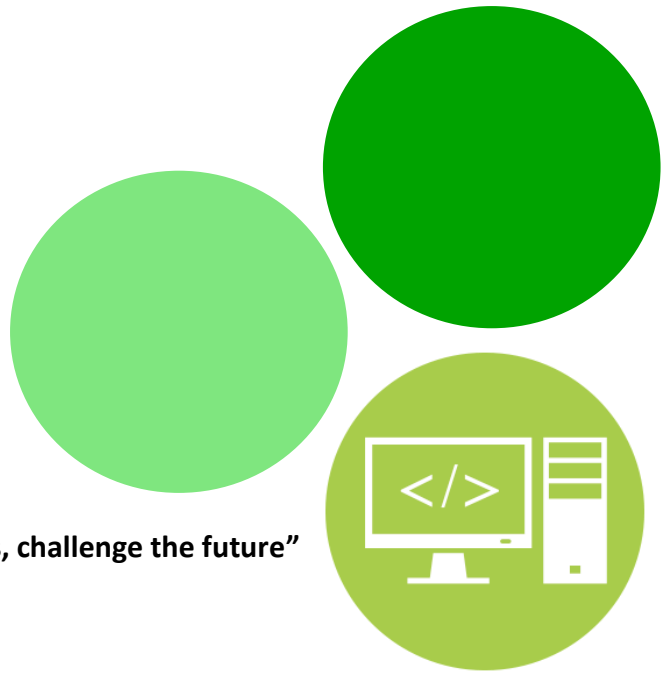
What three things should I be doing to support my child at home?

1. Sharing with them anything you read in the papers related to Science
2. Encourage your child to watch documentaries in Science e.g. 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

- Computer Science
- Creative Arts
- Drama
- French
- Geography
- German
- History
- Music
- PE
- PSHE & Citizenship
- RE
- Spanish
- Work Ready
- Community

Computer Science



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

Subject Lead: Mr Cummins

Useful Websites:

www.w3schools.com

www.python.org

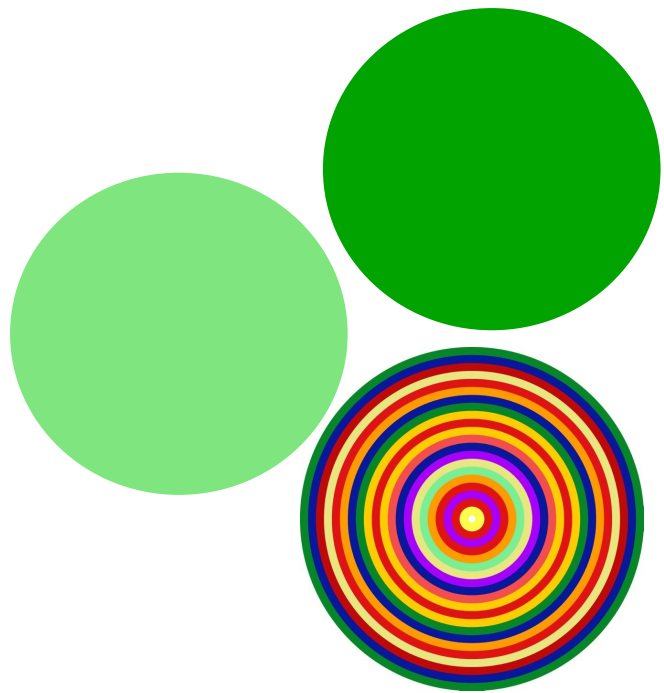
www.bbc.co.uk/education (both KS3 and GCSE pages)

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	How a Computer Works/ Computing History	Databases	Graphic Design
Skills Focus	Identify a few key points in the development of computers. Understand some of the hardware components, software programs that are used. Understand what the internet is and how cloud technology is being used as well as knowing what a computer network is.	The purpose of databases. The main components of a database, data types. Creating queries with search criteria and creating forms and records.	Create various advertising documents learning how to manipulate images, shapes and text in graphic design applications.
Assessment	Knowledge based assessment	Knowledge based assessment	Assessed project
2nd Half: Topic	Chess	Python & Boolean Logic	Climate Change Software Tools
Skills Focus	Different types of thinking skills. Rules of fair play. Basics of Chess. Chess notation and the need for self evaluation Opening moves. Mid game and end game strategies.	Understand variables, declaring the appropriate data types for variables created. Understanding the need for selection statements to make a decision. Creating iteration loops of code within programs.	Students will learn how to use various online climate change tools to assess the various environmental impacts of climate change.
Assessment	Knowledge based assessment	Knowledge based assessment	Assessed project

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! An example of a question could be 'what does CPU stand for and what does it do?'
3. Explore google classrooms together and encourage students to respond to the questions

Creative Arts



“ Skills for Life”

Subject Lead: Mrs August

Useful Websites:

- www.technologystudent.com
- www.designandtech.com
- www.sketchup.com
- <http://www.tate.org.uk/>
- <https://www.thoughtco.com/art-art-history-4132955>
- <https://www.thelightbox.org.uk/>
- <https://www.proko.com>

	Art	Textiles	Design Technology	Food
1st Half: Topic	Clay dragon eye	Animal Hats	Bird Box	Healthy Eating
Skills Focus	Designing and making a clay dragon eye	Pattern adaption, sewing machine skills.	Use a range of workshop tools, marking out, measuring and cutting accurately, different types of joint, treatments for various soft and hard woods	Use of the hob, use of the oven, safe and accurate knife skills
Assessment	Clay outcome	Final Make	Written Assessment	Practical and written assessment
2nd Half: Topic	Curious Creatures Digital Illustration	Textile Theory	Timbers Theory	Nutritional Needs
Skills Focus	Working with a range of mediums to create art based on literature.	Sustainability, origins of materials, techniques to manipulate materials, health and safety	Sustainability, origins of materials, techniques to manipulate materials, health and safety	Recipe adaption, work with pastry, developing consistency in presentation
Assessment	Digital Illustration	Written Assessment & Design Challenge	Written Assessment & Design Challenge	Knowledge assessment

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

1. Having some scrap fabric, a needle & thread will help your child to practise their hand embroidery work at home. There are a variety of Youtube videos showing further stitches.
2. The ability to use TinkerCAD and Sketchup - both can be accessed for free online.
3. Encourage them to practise observational drawing in a sketchpad.

Drama

“Dream, achieve, succeed”

Subject Lead: Miss Vogler

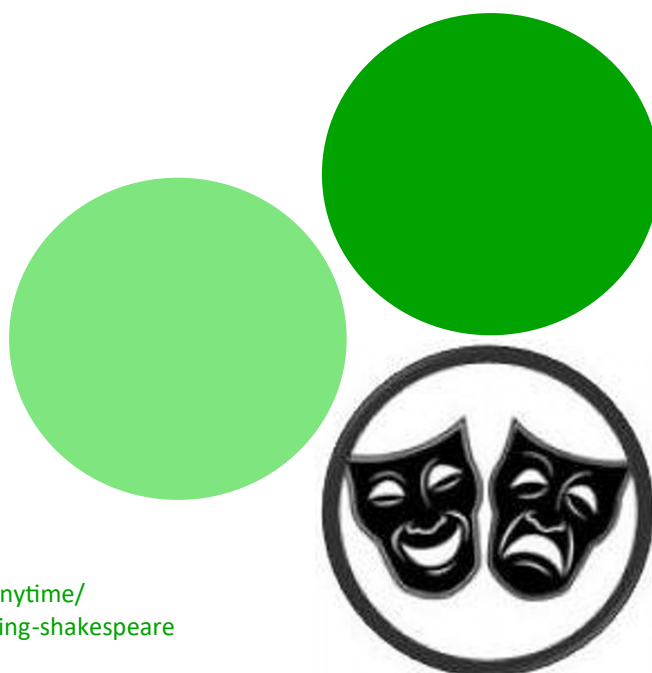
Useful Websites:

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

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

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

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Horror genre: Murder Mystery	Design Unit	Issue based: Theft
Skills Focus	Genre, Hot-seating, Imagination, Mime, Physical Theatre, Still images, improvisation, Physical skills, Vocal skills, Improvisation, Confidence, Creativity & Mime	Design lighting, set, sound, props and costumes	Theft: Improvisation Accountability Peer-pressure Staging
Assessment	End of topic: Rehearse, perform, evaluate	End of topic: Create, perform, evaluate	End of topic: Rehearse, perform, evaluate
2nd Half: Topic	Our Day Out: Script Genre: Popular culture Improvisation	Melodrama and Silent Movies: Costume and Props	The Island: End of year project
Skills Focus	Comedy, Characterisation, Contrast, Script work, Styles of Melodrama and Naturalism	Style- melodrama, Comedy, Physicalisation, Timing, Slapstick, Characterisation, Design - costume/props	Co-operation, Confidence, Communication, Creativity, Leadership, Problem-solving, Devising
Assessment	End of topic—Script: Rehearse, perform and evaluate	End of topic: Create, perform, evaluate	End of topic: Rehearse, perform, 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

French

“ Confident, effective, global communicators”

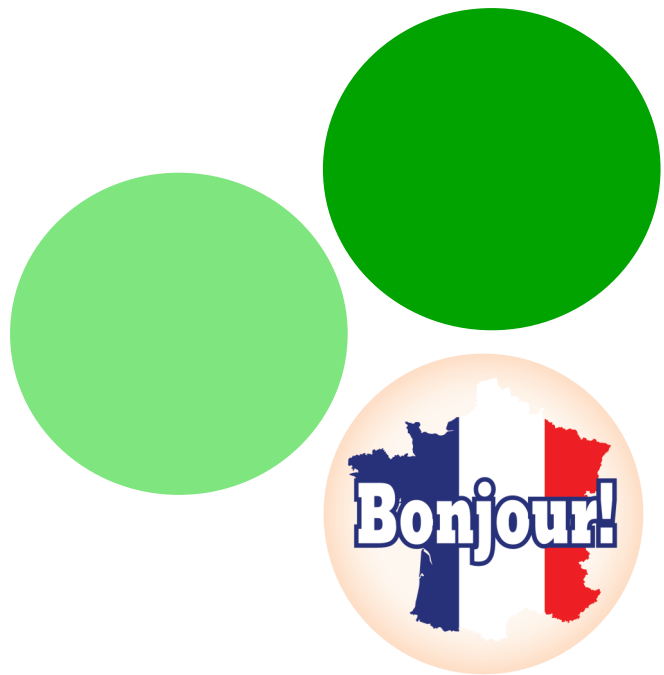
Subject Lead: Mrs Boniface

Useful Websites:

www.atantot.com

www.languagesresources.co.uk

www.wordreference.com



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	All about me! Recap KS2 French knowledge Introductions about myself, family and friends.	School Talk about school subjects, likes and preferences. Research the differences between the English & French school systems Collaborate internationally	Role Models People who inspire me and why. The role of Medecins Sans Frontières
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	My Hobbies Talk about hobbies and interests that you have taken part in and describe a past or future weekend	Town & Local Area Talking about my house, room and town. How I would improve my local area. Global issues - clean water for all	Recap and Revision ahead of End of Year Exams. Film Project - we will study a French film linked in with the topics we have covered this year.
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 French.	Regular vocabulary quizzing

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

1. Test vocab regularly via www.quizlet.com—every student has been assigned a class
2. Watch French t.v. or French films with subtitles in English and listen to the French radio; www.radiofrance.fr
3. Encourage your child to us www.linguascope.com to practise new vocabulary

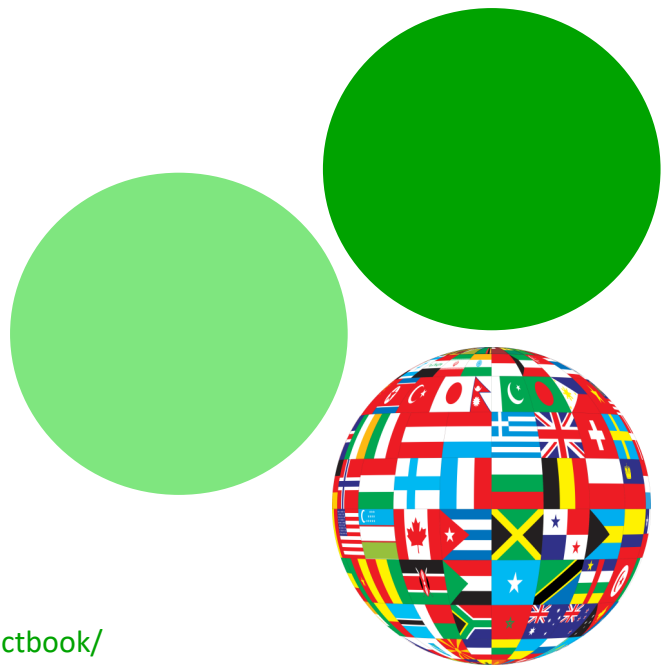
Geography

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

Subject Lead: Mrs Sparke

Useful Websites:

- www.bbc.co.uk/education/levels/z4kw2hv
- www.cia.gov/library/publications/the-world-factbook/
- www.gapminder.org



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Weather and Climate: How does Wild Weather Affect People?	Forests	Super Powers
Skills Focus	Interpreting and drawing climate graphs. Explanation of causes of weather and evaluation of responses.	Describing the distribution and location of major forests. Focus on plan and animal adaptations, as well as native communities who have learnt to survive in these environments.	Investigating the rise of super powers after World War II and how this has shaped the geo political and economic climates around the world.
Assessment	End of topic assessment	End of topic assessment	End of topic assessment
2nd Half: Topic	Climate Change: What is the Earth's future?	Urbanisation	Cross Curricular Local Study
Skills Focus	Examination of evidence for and causes of climate change, case study on the Antarctica	Research into why urban areas grow and the sustainability - the resources available and to whom.	A project incorporating History, Geography and Religion in the local area.
Assessment	End of topic assessment	End of topic assessment	

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 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. 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. You could also watch some of the many interesting documentaries and have an engaging discussion about the content.

German

“ Confident, effective, global communicators”

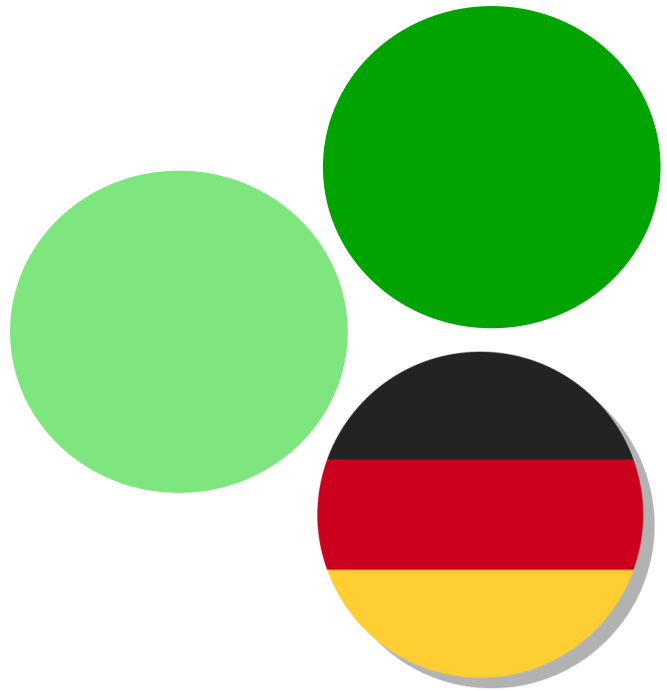
Subject Lead: Mrs Boniface

Useful Websites:

<https://quizlet.com>

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

www.linguascope.com



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Holidays Talk about your holidays	Clothes Clothes, descriptions, preferences. Design Outfit Sustainable Clothing	My House The Diary of Anne Frank My town Describe your home and local area. Think about how you would improve your town
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Low stakes vocabulary testing and grammar quizzing in class / via Google Form.	Low stakes vocabulary testing and grammar quizzing in class / via Google Form.	Listening and Reading assessment. Writing assessment. Translation of key phrases.
2nd Half: Topic	Berlin Berlin! Learn about the beautiful city of Berlin, as well as its history as a backdrop to teaching the past tense. Discover German architecture, German role models and opportunities in the German speaking world.	My Virtual World Phones, Social Media New technologies Using technology to communicate internationally	Factfile: Cologne Transactional Language End of Year Exams Recap & Revison ahead of End of Year Exams
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Writing assessment Speaking assessment.	Listening and reading via Google Form. Respond to 4 bullet points in writing.	Speaking assessment

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

1. Test vocab regularly via www.quizlet.com - every student has been assigned a class
2. Watch German films with subtitles in English
3. Encourage your child to use www.linguascope.com

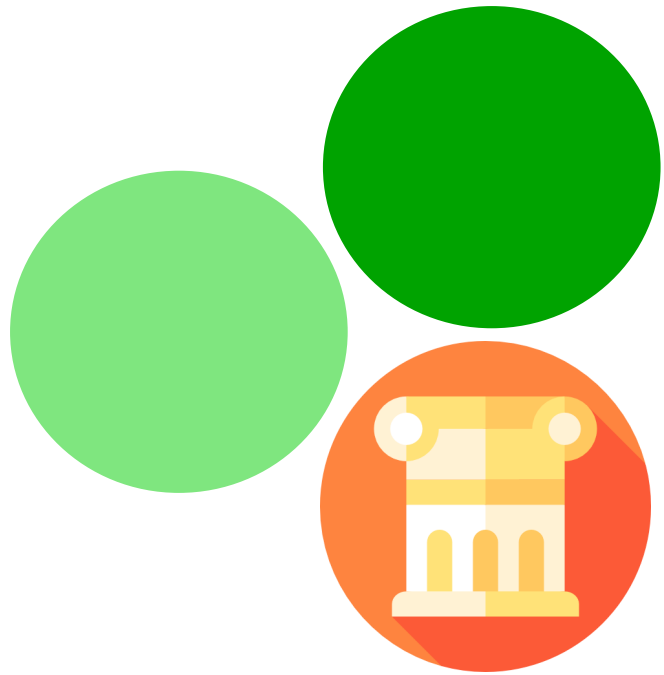
History

“ 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.schoolhistory.co.uk
www.spartacus.schoolnet.co.uk/



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Why did the World go to War? WW1 WW1: Causes, key events and consequences	What happened during the Russian Revolution? Falling of the Tsars, 1917 Revolution and the Rise of Stalin	To what extent is America the “Land of the Free”? Slavery in the Americas and Civil Rights Movement
Skills Focus	Causation - looking at sources and understanding why events happened.	Significance - understanding the impact of key events on the world around us.	Interpretation - looking at different sources and coming to a conclusion.
Assessment	Explain Why Knowledge and skills assessment.	Narrative account Knowledge and skills assessment.	Source Inference Explain why
2nd Half: Topic	Why did the World go to War? WW2 WW2: Causes, key events and consequences Holocaust	Herstory - How has the role of Women Changed?	KS3 Cross Curriculum—History in Watching
Skills Focus	Significance - understanding the impact of key events on the world around us.	Change and Continuity - seeing how things can change over time	Change and Continuity - seeing how things can change over time.
Assessment	Analytical Narrative Knowledge and skills assessment.	Inference Consequences Knowledge and skills assessment.	Project based work Describe two features

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 if they are stuck
2. Encourage your child to check their work (including key spellings, punctuation etc.) and respond to the feedback in their History book (answering questions and correcting mistakes). This is the best way for them to develop their skills and progress in the subject
3. Read with your child. Developing their literacy is one of the quickest ways to improve their work in History.

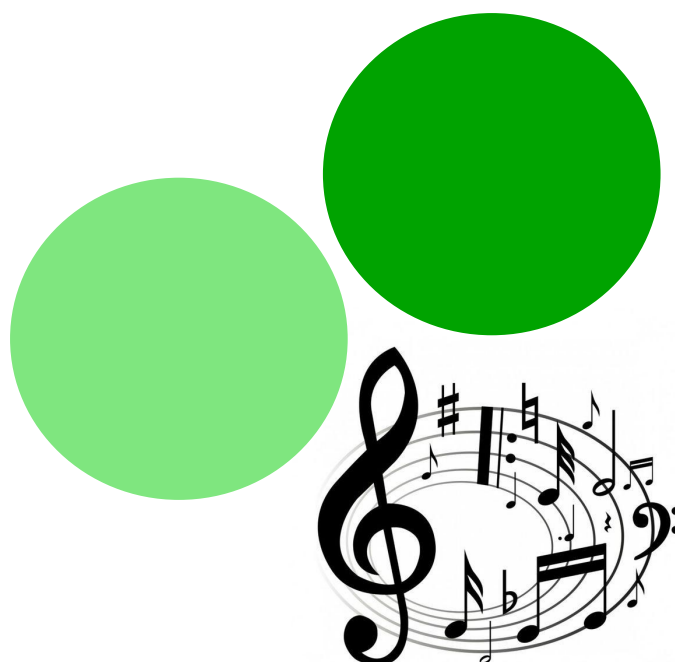
Music

"Music can change the World" - Beethoven

Subject Lead: Miss Rixon

Useful Websites:

- www.bbc.co.uk/bitesize <https://>
- www.dallassymphony.org/
- <https://www.teoria.com/>
- <https://www.musictheory.net/>
- <https://philharmonia.co.uk/resources/>

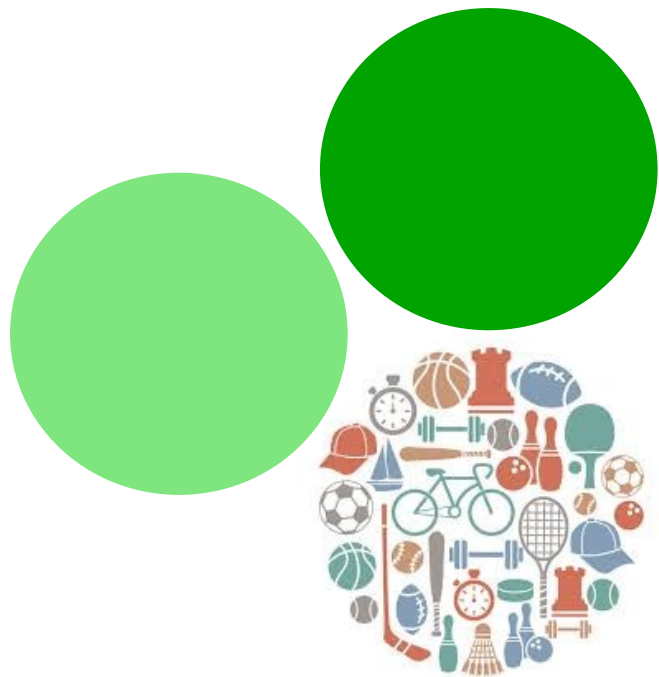


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Horror Music	Latin American Music	Minimalism
Skills Focus	Continues to develop composition skills, focusing on leitmotifs and creating tension Explores new harmonic features DAW and performance skills	Continues to develop an understanding of rhythmic features and notation skills Explores how to compose in an authentic style Performance & ensemble skills	Continues to develop an understanding of hooks and loops Continues to develop an understanding of how to compose in an authentic style using appropriate sonorities DAW and performance skills
Assessment	In class listening/dictation tests Performance	In class listening/dictation tests Performance	In class listening test/dictation tests Performance
2nd Half: Topic	The Blues	The Planets	EDM
Skills Focus	Continues to develop an understanding of chords and chord progressions within the 12-bar-blues Explores how to compose in an authentic style, including composing lyrics Live performance skills	Continues to develop an understanding of leitmotifs with students composing their own Continues to develop an understanding of orchestral roles and sonorities DAW and performance skills	Continues to develop an understanding of hook and how to create catchy music Explores how to create covers using DAW Learn how samples are used DAW skills
Assessment	In class listening/dictation tests Performance	In class listening/dictation tests Performance	In class listening/dictation tests Summer Exam

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

1. Encourage students to attend extra-curricular activities
2. Go to see a live music performance
3. Describe your response to music that you hear; try to pick out what creates the feeling.

Physical Education



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

Subject Lead: Ms Still

Useful Websites:

www.activesurrey.com

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

<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: Physical health and well-being Games: Physical health and well-being	PE: Diet and nutrition Games: Diet and nutrition
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: Health and fitness Anaerobic and aerobic exercise Heart rate Long term effects of exercise Components of fitness 2 House competition</p> <p>Games: Warming up Breathing rate Short term effects of exercise Components of fitness 1 Triple A assessment House competition</p>	<p>PE: Balanced diet Protein Fibre Water hydration Sugar House competition</p> <p>Games: Carbohydrates Fats Vitamins and minerals Calories and nutritional information Triple A assessment House competition</p>

Assessment

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

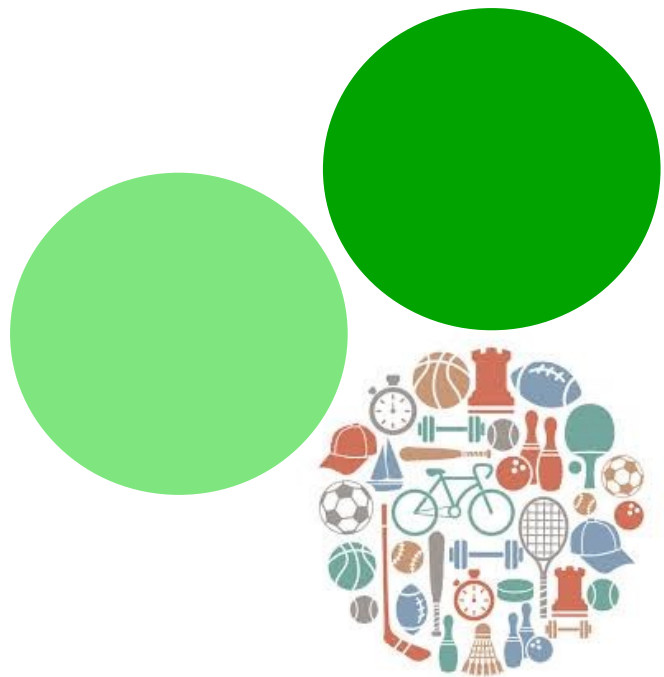
Hands: Focus on their practical ability in each physical activity

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

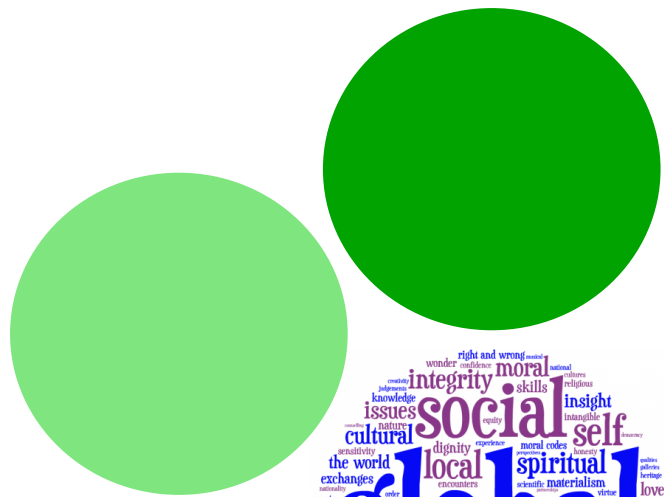


	Autumn Term	Spring Term	Summer Term
2nd Half: Topic	PE: Mental health and well-being Games: Mental health and well-being	PE: Social health and well-being Games: Social health and well-being	PE: Tailored learning session Games: House competitions
Skills Focus	PE: What is mental health Anxiety Take a break Stay active Ask for help Friends of mental health House competition Games: Signs of mental health Depression Accept who you are Care for others Triple A assessment House competition	PE: What is social health The Importance of social health Respect for others Communication skills Unit summary House competition Games: Signs of social health Effective communication Being a good friend Social health and PE Triple A assessment House competition	PE: The class teacher will select key lessons that they feel the class need to focus their improvement on and re-address the learning. 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 attend enrichment clubs and an activity outside of school, use Active Surrey to help.
3. Encourage healthy eating and an active lifestyle

PSHE & Citizenship



“Learning about ourselves and others”

Subject Lead: Mr MacCarron

Useful Websites:

- www.citizenshipfoundation.co.uk
- www.bbc.co.uk/schools/citizenx
- www.pshe-association.org.uk
- <https://www.proko.com/>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Mental and Physical Health Looking at phobias, the meaning of mental health, depression, anti social behaviour, self esteem and stress.	Families, Relationships & Being Safe In depth analysis of who we are as individuals and how others may perceive us. Looking at who is important in our lives, how to make good friends, family life, marriage and young carers.	Intimate Relationships including; To have respect for other faiths, cultures and sexual orientation. To understand different types of relationships with a focus on friendships and family. To know what a healthy relationships including consent regarding physical consent. To understand the law regarding marriages.
CIRCLE Values / Subject Links	Courtesy Resilience Integrity Healthy Eating and exercise Science	Courtesy Integrity Resilience	Courtesy Resilience Enthusiasm Integrity Science Religious Studies
Assessment	Audit of lesson objectives using student PSHE booklets.	Audit of lesson objectives using student PSHE booklets.	Audit of lesson objectives using student PSHE booklets.

PSHE & Citizenship

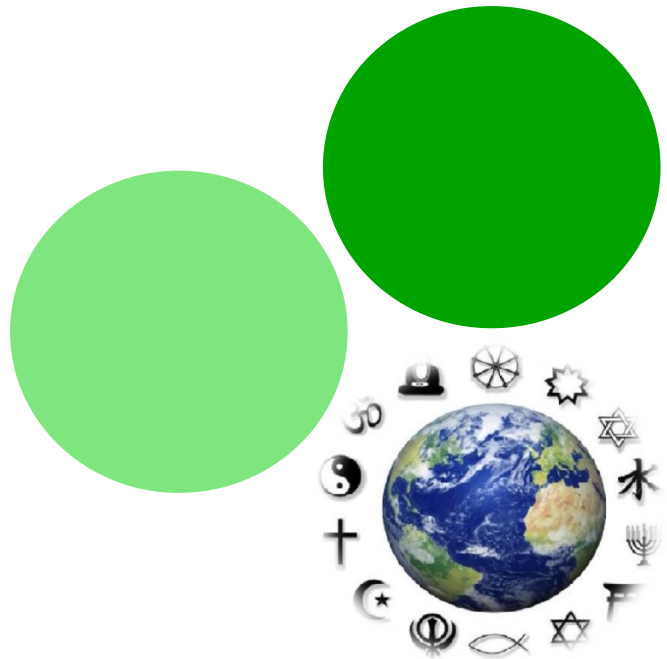


	Autumn Term	Spring Term	Summer Term
2nd Half: Topic	Mental and Physical wellbeing; including; To talk about types of mental wellbeing including phobias and depression. To know coping strategies for mental health and where to get help. To recognise what affects self-esteem including body image. To understand the importance of a balanced diet and fitness in maintaining good overall health.	Internet safety. Families, relationships and being safe; including; To be able to identify harmful behaviour online. To understand online bullying and know how to strategies of how to deal with his. To understand the importance of passwords and the role of CEOP. To recognise how media can perpetuate stereotypes.	Financial Wellbeing Introducing students to different types of accounts, credit cards, insurance, credit scores and thinking about how to avoid and manage debt.
CIRCLE Values / Subject Links	Courtesy Resilience Integrity Healthy Eating and exercise Science	E-Safety Courtesy Integrity Resilience	Numeracy Personal Organisation Resilience Business Studies
Assessment	Audit of lesson objectives using student PSHE booklets.	Audit of lesson objectives using student PSHE booklets.	Audit of lesson objectives using student PSHE booklets.

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

1. Discuss the topics studied with your child and ask them to explore the legal, social and economic context around each one
2. Discuss mental and physical wellbeing with an equal balance
3. Ask them to reflect on their behaviours and emotions with you and identify triggers for behaviours

Religious Studies



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

Subject Lead: Mr Lyons

Useful Websites:

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

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

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Islam	Introduction to Philosophy	Pilgrimage
Skills Focus	An introduction to the key beliefs, values, practices and traditions of Islam, with an emphasis on the Five Pillars, life of Muhammed and the importance of the Qur'an. 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 basic philosophical arguments, including utilitarianism, situation ethics and how these relate to religious ethics. These will be taught on the foundation of hypothetical case studies.	An exploration religious pilgrimages, across Christianity, Islam, Hinduism and Buddhism, considering the reasons pilgrims make these journeys, and what they gain from their journeys, spiritually and physically.
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	Islam	Festivals	Local Project
Skills Focus	Continuation work from 1st Half Term topic	An overview of several religious festivals, exploring the meaning behind the traditions, and how different religious believers practise these throughout the world. There will be a student-led research project.	
Assessment	Short quiz and an extended writing task	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; it is important to emphasise that it is possible to understand another point of view without having to agree with it fully
3. Engage with your child when they ask you 'big questions' about life, death and belief systems.

Spanish

“ Confident, effective, global communicators”

Subject Lead: Mrs Boniface

Useful Websites:

<https://quizlet.com>
www.español-extra.co.uk/
www.linguascope.com



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Mi familia y yo To introduce myself, to talk about my family and pets, describe people (physical and personality description) Meeting the Foreign Language Assistant for Spanish.	Pasatiempo Your hobbies; what do you enjoy doing? Talking about games, free time activities and instruments	Mi ropa What clothes do you wear at home/school; talk about your uniform, go shopping for clothes, discuss designer clothes
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	¿Dónde vives? Where I live and where you are from, describe your house/flat. numbers to 100, talking about weather Learning about Christmas and other traditions in Spain and Spanish speaking countries.	La comida Talking about food; ordering food in a restaurant/café/ tapas bar. Talk about healthy eating. Numbers up to 1000. Finding out about typical dishes in the Spanish speaking world.	Las vacaciones Where I go on holiday, holiday activities, booking a room in a hotel room. Talking about and planning a dream holiday. Recap & Revision ahead of Year 8 End of Year Exams
Skills Focus	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation	Listening, reading, speaking and writing. Translation
Assessment	Writing assessment Speaking assessment with FLA.	Listening and reading via Google Form. Respond to 4 bullet points in writing.	Regular vocab quizzing.

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

1. Test vocab regularly via www.quizlet.com - every student has been assigned a class
2. Watch Spanish films or Spanish TV with subtitles in English
3. Encourage your child to use www.linguascope.com to practise new vocabulary

Work Ready

“Opening up a World of Opportunity”

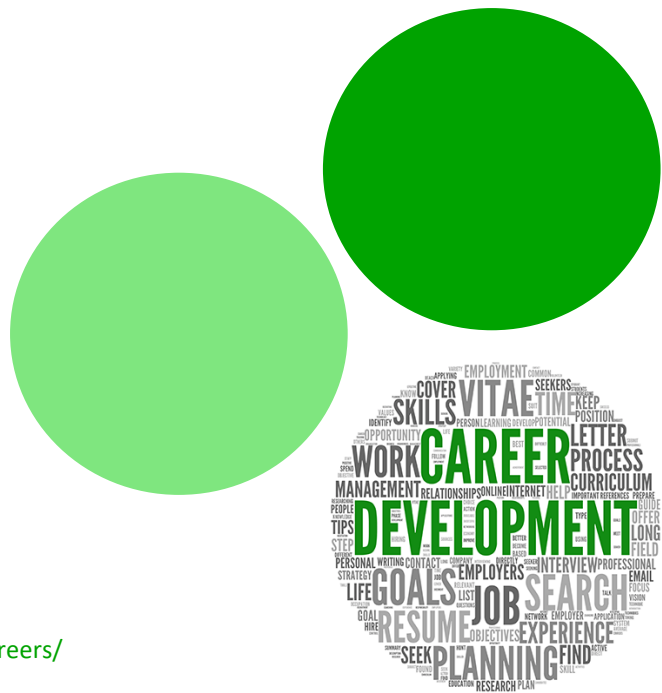
Subject Lead: Mr Inglis

Useful Websites:

<https://unifrog.org>

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

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



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

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

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

At the heart of our Year 8 Work Ready offer is support to students as they start to choose subjects for their GCSE courses. All students will spend lesson time with a qualified careers advisor to explore their options and where they could lead.

We also continue our focus on the Work Ready Skills:

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

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

Community

" A community that learns together,
grows together"

Subject Lead: Mrs Sweryt

The Community Agenda is one of Hoe Valley School's founding principles, placing the school firmly in the heart of the local community and developing the school's reputation.

From the moment of Primary school transition, our students are encouraged to foster and grow a sense of community within the school and are exposed to vibrant and exciting learning opportunities via links with the local area.

They will be encouraged to have a deeper understanding of their local area, such as in regards to local businesses, Woking Borough Council, charities, biodiversity; focusing on the variety of opportunities on their doorstep.

Lessons across all departments will promote the Community vision wherever possible and will deliver meaningful community development. Businesses will be invited to work with staff and students for the benefit of all those involved. This will be extended via the organisation of relevant trips, visits from relevant speakers and visitors, and enrichment programmes.

Links with Primary schools will continue to promote ongoing collaborative learning. 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>

