



Area of Learning Experience: Literacy, Language and Communication

Subject: English

Learning Intentions

Our Year 7 Autumn term study builds upon the communication skills that pupils have developed in primary school. Pupils will explore a range of literature linked to the Gothic genre, including audio-visual/print-based media, fiction, non-fiction, drama and literary heritage texts: examples of text types include travel blogs, screenplays, film trailers, advertising posters, novel extracts and short stories. During this term, pupils will develop the following key aspects of reading, writing and oracy, through a series of core lessons that are delivered across the English department:

- Reading strategies: retrieval and selection
- Comprehension: inference and deduction
- Structure and organisation: descriptive writing
- Writing accurately: parts of speech
- Speaking: drama and confidence

In addition to this core study, pupils will also study a Gothic companion text that has been selected by their class teacher to meet the learning needs of each learning group. Through whole-class, guided, reciprocal and independent reading, pupils will deepen their knowledge about the Gothic genre and will be encouraged to develop positive attitudes to reading. Examples of companion texts that may be chosen for study include 'The Woman in Black', 'Seaglass', and 'A Christmas Carol'. Pupils will develop their integral skills of planning and organising through the application of 'High5', a 5-part structural device that will inform their approaches to writing in a range of different contexts. In conjunction with co-constructed success criteria, a range of opportunities to assess, edit and refine their own work and the work of their peers will also encourage pupils to develop their personal effectiveness.

How we will assess progress towards these intentions

Tracking Task 1: Mock National Reading Test

Skills assessed:

- Reading strategies: retrieval and selection
- Comprehension: inference and deduction

Tracking Task 2: Descriptive Writing, based on a Gothic stimulus

Skills assessed:

- Structure and organisation: descriptive writing
- Writing accurately: parts of speech

Pupils will be assessed on their:

- Knowledge and understanding of **gothic conventions**;
- Use of a range of **descriptive techniques**;
- Knowledge and use of interesting, **ambitious vocabulary**;
- Written **accuracy** of spelling, punctuation and grammar.



Area of Learning Experience: Literacy, Language and Communication Subject: French	
Learning Intentions	To be able to express (in the spoken and written forms) and understand (listening and reading) familiar language to introduce myself and ask, or answer, familiar questions. (Name, where I live, nationality, age, birthday (numbers/days and months). Students will also encounter cultural traits of France/the French speaking world (Greeting habits, the geography of France). The students will develop their integral skills of Critical thinking and Problem Solving through evaluating the credibility of a source; Planning and Organising through researching, synthesising and analysing information; Creativity and Innovation through effectively communicating ideas; and Personal Effectiveness through working independently and managing their time.
How we will assess progress towards these intentions	Content will be assessed through reading, writing and speaking tasks whilst the integral skills progress will be assessed by a Homework project about a French speaking country and a Digital vocabulary list to assist with revision.
Area of Learning Experience: Literacy, Language and Communication Subject: Welsh/Cymraeg	
Learning Intentions	Year 7 pupils will study the theme 'Fi' (Me) in the first term at Bryntirion. They will build on previous knowledge from Primary School and express familiar language when introducing themselves and asking questions. Pupils will build progressively on the skills of speaking, listening, reading and writing as they become confident with a wider range of language patterns developed during the term. Pupils will have a brief introduction to the history and origins of the Welsh language and learn to engage critically with languages and literature in order to help them develop a sense of their own identity. A variety of tasks have been created that enable pupils to use cross curricular and integral skills effectively to develop and progress as ambitious capable learners.
How we will assess progress towards these intentions	Term 1 content will be assessed by a range of reading, writing and oracy tasks. The integral skills will be assessed when pupils digitally present their oracy task 'Fi' on Flipgrid. This will be uploaded to their one-drive and may be used as evidence in their 'Taith dysgu'.



Area of Learning Experience: Mathematics and Numeracy Subject: Mathematics	
	<p>During the Autumn term pupils will develop their number and shape skills through work on multiplying and dividing, estimating and rounding, fractions, percentages and perimeter & area. They will develop data handling skills, looking at reading graphs and analysing data in numerous forms. Experiences will include applications of mathematics to the real-world and opportunities for learners to collaborate whilst investigating and solving problems. Pupils will develop modelling skills using spreadsheets and use the number and data skills they have developed throughout the term whilst completing a multi-lesson project on 'Into the Wild'. Pupils will develop mathematical investigation skills through a 'Word length' task. Throughout lessons and tasks pupils will develop many of the integral skills and develop their mathematical proficiencies.</p>
How we will assess progress towards these intentions	<p>Progress will be assessed regularly throughout the term, with pupils reflecting on their own progress using reflection sheets. The following key assessment tasks will also be used to measure attainment and progress:</p> <ul style="list-style-type: none">• Spreadsheet task• Test• National Procedural test• National Numerical Reasoning test• Word Length Investigation



Area of Learning Experience: Science and Technology Subject: Science	
Learning Intentions	<p>In the Autumn term of year 7 pupils will study two units;</p> <p><u>Science Skills unit</u></p> <p>Pupils will learn how to keep themselves and others safe, while developing an understanding of the investigative process. They will be able to hypothesise, plan, obtain data, conclude, and critically evaluate their findings. This will allow them to appreciate how reliable data is sought to give backing to scientific theory in the modern world. Pupils will develop their integral skills of critical thinking & problem solving by overcoming flaws in their methods. Planning and organising skills by establishing methods and variables in advance, while utilising creativity and innovation by suggesting improvements or alternate methods. In managing their time, working independently, and reflecting on their work pupils will hone their personal effectiveness.</p> <p><u>Energy & waves</u></p> <p>Pupils will develop knowledge of the types and uses of energy, while gaining a holistic view of energy from a consumer perspective. They will consider the implications of energy use and the ethics of new energy generation methods. They will have opportunity to debate and present their views and findings on various energy resources before considering how energy types impact their lives at a physical level by examining parts of the body and how they function through energy. Pupils will develop their creativity and innovation during a wind turbine focus task. Personal effectiveness and planning & organisation skills will be developed during research and presentation preparation where they will be required to work independently, discussing found information, managing their time effectively and communicating with others as they develop their presentation.</p>
How we will assess progress towards these intentions	<p><u>Science Skills unit</u></p> <p>Verbal and written tasks during lessons will allow teachers to gain a professional judgement of pupils' progress. Understanding will be assessed through numerical, written, and oral tasks. Formal data will be gathered through a focused written task about hypothesising & planning, a unit test and recall homework.</p> <p><u>Energy & waves</u></p> <p>Tasks during lesson will inform staff of individual progress. Students will be assessed on obtaining and presenting investigative data during a focus task on</p>



	wind turbines. Students will complete a unit test to assess formal knowledge and understanding of scientific concepts covered during the unit.
Area of Learning Experience: Science and Technology Subject: Design Technology	
Learning Intentions	Pupils will study, through a carousel of 3 rotations, three aspects of design technology this year. In Graphics they will follow a brief to design a product, in this case, packaging for a soft drink, for an intended user and purpose. In Resistant Materials they will follow a brief in order to design and make a Phone Holder to assist yourselves to partake in the technological advances afforded us today, by supporting your phone to watch tv, without straining your body position or neck, and in Catering they will learn how to recognise the importance of a healthy balanced diet by planning dishes that can boost our '5-a-day' intake of fruit and vegetables and considering special diets, whilst demonstrating that they can use hygiene and safety in their cooking. Aspects of this rotation also cover areas of learning from Health and Well-Being.
How we will assess progress towards these intentions	In the 3 rotations pupils will be assessed on their ability to identify key features of the unit, e.g. key features of successful packaging, identify key material properties, and key features of a successful recipe. Throughout each rotation their creative ability and their ability to design for someone other than themselves will be assessed,
Area of Learning Experience: Science and Technology Subject: ICT/Computer Science	
Learning Intentions	The purpose of this unit is to introduce learners to the concepts of computational thinking and allow them to develop basic programming skills. It is part of the DT carousel and will last for 9 weeks. This will be implemented initially by completing an exercise where learners break down the task of making a cup of tea into the smallest possible sub-tasks. Learners will then plan/design a game and an original character to be included in the game, helping to develop their planning and organisational skills and their creativity and innovation skills. Learners will then use the Scratch platform to develop their practical programming skills by creating the original game, including the original character created on the piskel.com website. The programming tasks will provide the opportunity for learners to develop



	<p>numeracy skills, as much of the coding requires the use of mathematical constructs. Learners will then provide peer feedback to other learners in their group and receive peer feedback from other learners in their group. They will utilise the feedback to redraft and improve their game. Finally, learners will complete a self-evaluation of the task which will provide an opportunity to develop their personal effectiveness skills as well as developing their literacy skills.</p>
How we will assess progress towards these intentions	<p>Skills developed will be assessed using a RAG system. The assessment is broken down into eight sub-tasks covering planning, creating, refining, and evaluating, with the following skills assessed – ‘planning and organisation,’ ‘creativity and innovation,’ ‘critical thinking and problem solving,’ and ‘personal effectiveness.’ The teacher will select a traffic light colour of Red, Amber, or Green for each sub-task. Red will be selected if the sub-task has not been attempted, Amber if the sub-task has been attempted but requires further development and Green will be selected if the sub-task has been attempted and completed to a high standard.</p>
Area of Learning Experience: Expressive Arts Subject: Art	
Learning Intentions	<p>Integral Art Skills - Theme/Brief: Ways of Recording – Formal elements of Art & Design</p> <p>Pupils will be introduced to a range of materials and techniques based on the theme of Segments and Shapes. Pupils will be developing the formal elements of Art & Design. The focus will be exploring line, shape, colour blending and development of tone. Pupils will learn about artists who use the formal elements in their work.</p>
How we will assess progress towards these intentions	<p>Practical - Geometrical Shapes - Medium control experiments:</p> <p>Confident control of line. Able to achieve accurate shapes which show correct proportion. Evidence of controlled shading techniques, developing depth and gradual tonal contrast. Ability to achieve smooth transitions of contrasting tones with colour blending techniques.</p> <p>Literacy - Artist Evaluation - CJ Hendry – Colour Pencil Blending Hyper-Realism:</p> <p>Ability to understand and describe the mediums / style / technique used by the artist. Ability to analyse and evaluate the formal art elements of a piece of the artist’s work. Use of artistic vocabulary and language. Pupil’s ability to extend their writing / Use correct and varied sentence starters and connectives. Can link the artist’s work to their own effectively. Articulate how this artist’s work will influence and help develop their own practice.</p>



Area of Learning Experience: Expressive Arts Subject: Performing Arts	
Learning Intentions	At KS3 our intentions in Performing Arts are to engage and inspire learners to be creative, confident, innovative, and independent. Learners will understand music and drama through studying a variety of genres, styles, techniques, materials, and practices. Our aim is for learners to develop an appreciation for Performing Arts and nurture their talent as performers and increase their self-confidence and enjoyment of the subject. In the Autumn term of year 7 pupils will develop their use of the elements of music, will be refining performance skills and introduced to musical theatre through the study of Mamma-Mia.
How we will assess progress towards these intentions	Progress will be assessed towards these intentions through the following methods: Tracking, Focus Task Teacher feedback and Self-evaluation. In the Focus Task Teacher Feedback there is a WWW and Targets for improvement given by the teacher
Area of Learning Experience: Humanities Subject: Geography	
Curriculum Intentions	In the Autumn term of year 7, students will begin to develop a broader awareness or PLACES at a variety of scales. Initially they will carry out an enquiry to develop a 'Sense of Place' within their new school surroundings. This will introduce them to the sequence of a geographical enquiry/investigation with the aim that they will then become more independent in each of the 6 enquiry stages as they progress through the course over several years. This will include planning their investigation, carrying out their data collection, presenting their data, analysing their results, drawing conclusions and finally evaluation the whole enquiry. Students will then go on to broaden their awareness of a range of both human and physical places and features at a variety of scales, from the Glamorgan Heritage Coastline to the many 'Wonders of the World'. Initially, they will develop their literacy skills and ICT skills through creating an article on the oceans of the world before going on to learning about the many countries of Europe and the geographical features of the UK and Wales. Throughout the above sequence of lessons, pupils will develop the ability to describe distributions. They will learn to use longitude and latitude figures to do



	this effectively and will also learn names and features of different regions of the world that goes beyond simply continents, and countries.
How we will assess progress towards these intentions	<p>Pupils will be assessed in a variety of ways. This will be ongoing each lesson in a formative way, but summative tasks will also be used to assess overall progress. The focus of our assessments will come from:</p> <ol style="list-style-type: none">1. A base-line test which will allow us to assess prior learning, upon which we can build future learning from.2. A rich task which will be based on primary data, will cover several lessons and will be based on 'The Bryntirion Sense of Place Enquiry'.3. Several formative pieces of work such as 'describing distinctive features of places' and 'describing distributions' (spatial patterns) will be the focus of our marking in exercise books. This will also feed into our overall assessment of a pupil's attainment.4. During the second half of the Autumn term another rich task will be carried out using secondary data. This Global Enquiry will begin to assess pupils' independence in carrying out a geographical enquiry.5. A summative test will be sat before the Christmas break on 'Places & Locations'.
Area of Learning Experience: Humanities Subject: History	
Learning Intentions	<p>Pupils will study two units this term;</p> <p><u>Introduction to History:</u></p> <p>The learning intention of this unit is to develop pupils' understanding of and proficiency in historical skills. This unit also introduces pupils to the application of historical skills through the following enquiries:</p> <ul style="list-style-type: none">- The Mystery of Tollund Man- Was Richard III killed by a Welshman? <p><u>Identity & Belonging:</u></p> <p>The learning intention of this unit is to develop pupils' historical enquiry skills. This unit introduces pupils to a range of evidence, which they will be required to engage with and make inferences from. Pupils will also have to form, express and discuss interpretations based on the evidence.</p>
How we will assess progress towards these intentions	<p><u>Introduction to History:</u></p> <ul style="list-style-type: none">• A baseline assessment will be used as a 'pre-assessment task, which will provide a marker from which progress in historical skills can be measured. [Self-assessment]



	<ul style="list-style-type: none">• ‘What is History?’ test – to be completed after a series of lessons focussed on the development of historical skills – will be the key assessment task that should allow pupils to demonstrate visible progress. [Peer-assessment]• The Mystery of Tollund Man final write up will be used as a ‘pre-assessment’ task during which pupils will use structure strips and follow step-by-step guidance. [Self-assessment]• The Richard III final write up should allow pupils to demonstrate visible progress, as less support will be provided and pupils will be expected to utilise feedback from the ‘pre-assessment’ task. [Teacher assessment – pupils to highlight/annotate work based on teacher feedback sheet]• <u>Identity & Belonging:</u><ul style="list-style-type: none">• The Glyndwr factors essay will be used as a ‘pre-assessment’ task during which pupils will use structure strips and follow step-by-step guidance. [Self-assessment]
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Area of Learning Experience: Humanities

Subject: Religious Studies

Learning Intentions	Year 7 learners will study the theme of ‘Identity’ during the Autumn Term. Learners will explore what makes people who they are, and understand what can form identity (relationships, lifestyles, beliefs, and place) and how these influence people and their communities. Learners will also consider religious and non-religious beliefs on what it means to be human. By the end of the term, learners will understand that they are part of various groups and communities and what identity and belonging looks like.
How we will assess progress towards these intentions	Learners have 3 tasks to complete during this term. Each task will focus on one of the Cross Curricular or Integral Skills. 1) Learners will develop their Numeracy and DCF skills by conducting an enquiry into the number of religious followers in Bridgend, Wales, and the wider world. 2) Learners will develop their creativity and innovation skills by designing a piece of work that represents their identity and belonging. 3) Learners will develop their literacy skills by evaluating the statement - ‘We are more than just bodies.’

Area of Learning Experience: Health and Well-Being

Subject: Health and Well-Being



Learning Intentions	<p>During year 7 pupils will study two main areas in their Health and Well-Being lessons.</p> <p><u>Rights and Equalities</u></p> <p>Pupils will be able to identify the key members of staff in school who are responsible for supporting well-being and safeguarding. They will develop an understanding that there are laws and conventions that protect our rights and provide safeguards for children and for aspects of identity; to understand the purpose of these laws, the background to their development, and examples of rights violations throughout history and around the world.</p> <p>Pupils will know and understand the significance of gender norm and gender stereotypes, how these have developed over time and differ around the world; to identify the impact of gender norms and stereotypes on men and women's life choices and wellbeing.</p> <p>Pupils will understand how people with autism are protected under the Protected Characteristic of Disability in the Equality Act (2010); to identify how people with disabilities have experienced stereotyping, discrimination and harassment over time and around the world; to identify characteristics of autism and how members of the school community are able to support autistic peers.</p> <p><u>RSE</u></p> <p>Pupils to know and understand the role and purpose of ground rules and appropriate behaviour when discussing issues related to puberty and human reproduction. Pupils to know and understand how media representations of male and female bodies – related to gender norms and stereotypes – can influence wellbeing; to recognise the diversity of male and female bodies. Pupils to understand the changes that take place to male and female bodies during puberty and how this relates to the processes of human reproduction; to understand the law in relation to sexual consent, the making, sending, requesting, sharing and saving of self-generated sexual images and related online behaviours.</p>
How we will assess progress towards these intentions	<p>Using 'Forms' on Teams to identify knowledge and understand prior and subsequent to the units delivered.</p> <p>'Best work' rich assessment task (on the subject of autism or gender stereotypes, contextualised by historical and geographical understanding and on the subject of human reproduction and how this relates to changes to the male and female body) uploaded to their one drive.</p>



Area of Learning Experience: Health and Well-Being Subject: Dysgu Byw	
Learning Intentions	Dysgu Byw is a new experience in the Year 7 curriculum. It offers the opportunity for learners to develop skills for life and work alongside developing their ICT skills. During the Autumn half term 1 learners will focus on the theme 'My safety' specifically considering the expectations of 'Be Bryntirion', staying safe online, aspects of personal and physical safety and monitoring their use of time. Learners will develop their Microsoft Office skills, experience simultaneously collaborating on a document and independent production of documents using different programs. The theme for half term 2 will be 'My community' and will include learning about the local community as well as practical contributions to a local charity and linking with the 'Big Bocs Bryntirion'. Learners will be developing their research skills, financial literacy and experiencing opportunities to collaborate and develop their integral skills.
How we will assess progress towards these intentions	Within the Dysgu Byw curriculum learners will be regularly undertaking self-assessment and checking their progress against learning objectives and success criteria. There will be opportunities for peer-assessment and peer to peer feedback and dialogue. Dysgu Byw will also offer learners opportunities to reflect on their progress across the curriculum and identify and highlight their achievements and focus on areas for future progress.
Area of Learning Experience: Health and Well-Being Subject: Physical Education	
Learning Intentions	<p>Pupils will understand what confidence is and work on building and improving confidence through participation in a variety of activities.</p> <p>The Pupil - will know what confidence is and evaluate their own confidence within various contexts.</p> <p>The Person - will be encouraged to feel comfortable and connected in their own confidence.</p> <p>The Performer - will be able to demonstrate and apply what confidence looks like within various contexts.</p>
How we will assess progress towards these intentions	<p>Baseline assessment - Self assessment of ability to engage confidently in physical activity.</p> <p>Teacher assessment of ability to confidently take part in physical activity.</p> <p>Self-assessment of own progress</p>