



**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



	<p>Pupils will be assessed on their:</p> <p>Knowledge and understanding of <b>gothic conventions</b>;          Use of a range of <b>descriptive techniques</b>;          Knowledge and use of interesting, <b>ambitious vocabulary</b>;          Written <b>accuracy</b> of spelling, punctuation and grammar.</p>
<p><b>Area of Learning Experience: Literacy, Language and Communication</b>  <b>Subject: French</b></p>	
<b>Learning Intentions</b>	<p>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 <b>effectively communicating ideas (focus)</b>; and Personal Effectiveness through working independently and managing their time.</p>
<b>How we will assess progress towards these intentions</b>	<p>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.</p>
<p><b>Area of Learning Experience: Literacy, Language and Communication</b>  <b>Subject: Welsh/Cymraeg</b></p>	
<b>Learning Intentions</b>	<p>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 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.</p>
<b>How we will assess progress towards these intentions</b>	<ul style="list-style-type: none"> <li>• Term 1 content will be assessed by a range of reading, writing and oracy tasks.</li> <li>• Pupils will write a piece of work entitled 'Fi' and submit to the Welsh learners magazine law.</li> </ul>



	<ul style="list-style-type: none"> <li>Pupils will research the Urdd, its history and its importance amongst young people today.</li> </ul>
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**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 &amp; 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>
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<b>How we will assess progress towards these intentions</b>	<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"> <li>Spreadsheet task</li> <li>Test</li> <li>National Procedural test</li> <li>National Numerical Reasoning test</li> <li>Word Length Investigation- Data Cycle task</li> </ul>
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**Area of Learning Experience: Science and Technology**

**Subject: Science**

<b>Learning Intentions</b>	<p><u>Science Skills unit</u></p> <p>To be able 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.</p> <p>Pupils will develop their integral skills of critical thinking &amp; problem solving by overcoming flaws in their methods, concluding and evaluating. 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</p>
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	<p>will hone their personal effectiveness. A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy. Numeracy skills will be based around handling and presenting data, pupils will learn the criteria of how to present data.</p> <p><u>Physical &amp; chemical change</u></p> <p>To be able to use the particle model to explain the properties and behaviours of substances in different states. Pupils should be able to describe different types of chemical reactions, explain their uses and identify any effects of the products formed. Understand how chemical equations are used to represent changes during reactions. This will allow pupils to appreciate how new materials are made to enhance and shape our lives.</p> <p>Integral skills will be developed as pupils undertake practical tasks, use critical thinking to analyse results, and progress personal effectiveness through independence and reflection of their work.</p> <p>A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy and develop their ability to infer. Numeracy skills will be based around handling and presenting data, pupils will advance this by drawing conclusions from the data obtained.</p>
<p><b>How we will assess progress towards these intentions</b></p>	<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 scientific investigation, a unit test and recall homework.</p> <p><u>Physical &amp; chemical change</u></p> <p>Verbal, written and oracy tasks during lessons will allow teachers to gain a professional judgement of pupils’ progress. Understanding will be assessed through a rich task on changes of state, recall homework tasks and a unit test to explore their understanding of the topic.</p>
<p><b>Area of Learning Experience: Science and Technology</b>  <b>Subject: Design Technology</b></p>	
<p><b>Learning Intentions</b></p>	<p>Pupils will study two projects in Design Technology this year which aim to develop a range of practical skills. The projects will be delivered through a carousel rotation.</p> <p>In one project, learners will focus on producing a promotional key tag for an intended user and purpose by following the design process.</p> <p>The other project requires learners to follow a brief to design and make a Phone Holder. Learners will gain knowledge and understanding of how to use simple joining technique, how to work safely in a workshop, and safely use equipment and facilities. Learners will use the design theme Coats of Arms to decorate their phone holders.</p>



	<p>In both projects, pupils will gain knowledge and understanding of the design process and develop their skills in researching, generating designs, developing ideas, planning and making a product, and evaluating.</p>
<p><b>How we will assess progress towards these intentions</b></p>	<p>In the 2 DT 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. Throughout each rotation their creative ability and their ability to design for someone other than themselves will be assessed. Focused tasks on evaluating the design process will allow progress to be measured.</p>
<p><b>Area of Learning Experience: Science and Technology</b>  <b>Subject: ICT/Computer Science</b></p>	
<p><b>Learning Intentions</b></p>	<p><b>Year 7 carousel (approximately 15 lessons)</b>          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 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>
<p><b>How we will assess progress towards these intentions</b></p>	<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>
<p><b>Area of Learning Experience: Expressive Arts</b></p>	



<b>Subject: Art</b>	
<b>Learning Intentions</b>	<p><b>Integral Art Skills - Theme/Brief: Ways of Recording – Formal elements of Art &amp; Design</b></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 &amp; 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>
<b>How we will assess progress towards these intentions</b>	<p><b>Practical - Geometrical Shapes - Medium control experiments:</b></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><b>Literacy - Artist Evaluation - CJ Hendry – Colour Pencil Blending Hyper-Realism:</b></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>
<b>Area of Learning Experience: Expressive Arts</b>	
<b>Subject: Performing Arts</b>	
<b>Learning Intentions</b>	<p>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 and script work through the study of Matilda and Mamma-Mia.</p>



<p><b>How we will assess progress towards these intentions</b></p>	<p>Progress will be assessed towards these intentions through:</p> <ul style="list-style-type: none"> <li>• Tracking data analysis</li> <li>• Self-evaluation within focus task sheet</li> <li>• Teacher Formal assessment on a performance of a scripted extract from Matilda.</li> </ul>
<p><b>Area of Learning Experience: Humanities</b>  <b>Subject: Geography</b></p>	
<p><b>Curriculum Intentions</b></p>	<p>In the Autumn term of year 7, students will begin to develop a broader awareness or <b>PLACES</b> at a variety of scales. Initially they will carry out an <b>enquiry</b> to develop a <b>'Sense of Place'</b> 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 framing questions, present and interpret their enquiry results, developing their cartographical skills and use their evidence to construct and justified judgement.</p> <p>Pupils will then study their <b>local</b> area, Bridgend and its <b>'Distinctive Places'</b> with a focus on developing their wider subject specific vocabulary, whilst also developing their ability to effectively describe and compare localities. To develop a greater understanding of the world pupils will move into <b>global</b> scale studies, mapping Regions of the World which builds upon their primary school studies on continents and oceans.</p> <p>Pupils will then discover a range of <b>'Fantastic Places'</b> around the world, allowing them to develop a deeper understanding and awareness of the world, places and other people and their values. Within this unit of study pupils will refine and enhance, with growing sophistication, their use and application of subject specific skills such as graphicacy and cartography.</p>
<p><b>How we will assess progress towards these intentions</b></p>	<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"> <li>1. A base-line test which will allow us to assess prior learning, upon which we can build future learning from.</li> <li>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'.</li> <li>3. During the second half of the Autumn term pupils will sit an end of topic test, covering the skills covered this term</li> </ol> <p>All of the above will help inform attainment tracking grades.</p>



<b>Area of Learning Experience: Humanities</b>	
<b>Subject: History</b>	
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>• The learning intention of the ‘History Mysteries’ unit is to begin to develop pupils’ understanding of and proficiency in enquiry, exploration and investigation.</li> <li>• This unit introduces pupils to the application of historical enquiry skills through the following enquiries:               <ul style="list-style-type: none"> <li>- Was Richard III killed by a Welshman?</li> <li>- The Mystery of Tollund Man</li> <li>- How and why did the Kingdom of Mali rise and fall?</li> </ul> </li> </ul>
<b>How we will assess progress towards these intentions</b>	<ul style="list-style-type: none"> <li>• The ‘Was Richard III killed by a Welshman?’ final write up will be a rich task during which pupils will use scaffolding with some paragraphs being co-constructed. [Peer-assessment]</li> <li>• 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]</li> <li>• The ‘How and why did the Kingdom of Mali rise and fall?’ final write up should allow pupils to demonstrate visible progress, as less support and less prescriptive instructions will be provided. Pupils will be expected to utilise feedback from the rich task and ‘pre-assessment’ task. [Teacher assessment]</li> </ul>
<b>Area of Learning Experience: Humanities</b>	
<b>Subject: Religious Studies</b>	
<b>Learning Intentions</b>	<p>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.</p>
<b>How we will assess progress towards these intentions</b>	<p>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</p>





	<p>belonging. 3) Learners will develop their literacy skills by evaluating the statement - 'We are more than just bodies.'</p>
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**Area of Learning Experience: Health and Well-Being**

**Subject: Health and Well-Being**

<b>Learning Intentions</b>	<p>To identify the key members of staff in school who are responsible for supporting well-being and safeguarding.</p> <p>To 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>To 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>To 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>
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<b>How we will assess progress towards these intentions</b>	<p>Using 'Forms' on Teams to reflect on progression of learning.</p>
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**Area of Learning Experience: Health and Well-Being**

**Subject: Dsygu Byw**

<b>Learning Intentions</b>	<p>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, using ICT to simulate and model the spread of a disease 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</p>
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	<p>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, use of Excel and experiencing opportunities to collaborate and develop their integral skills.</p>
<p><b>How we will assess progress towards these intentions</b></p>	<p>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.</p>
<p><b>Area of Learning Experience: Health and Well-Being</b>  <b>Subject: Physical Education</b></p>	
<p><b>Learning Intentions</b></p>	<p><b><u>Confidence</u></b></p> <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>
<p><b>How we will assess progress towards these intentions</b></p>	<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>



**Area of Learning Experience: Health and Well-Being**

**Subject: Catering**

**Learning Intentions**

In Catering, learners will gain knowledge and understanding of how to plan, prepare and make basic dishes, how to work safely, follow correct personal and food safety and hygiene practices and safely use equipment and facilities. Learners will develop their understanding of the importance of nutrition and have an awareness of the need for a balanced/varied diet.

**How we will assess progress towards these intentions**

In Catering, the teacher will assess the 'planning a recipe' task which will demonstrate visible progress by consolidating the pupil knowledge and understanding gained in both practical and theory lessons.