



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, with an emphasis on foundational writing accuracy and an introduction to literary conventions. Pupils begin by exploring 'School Life' through contemporary and canonical texts like *Matilda* and *The Great Mouse Plot* to master basic grammar. The term then shifts to the Gothic genre, where pupils analyse audio-visual and fiction excerpts such as *Dracula* and *Wednesday* to understand how writers establish mood and atmosphere.

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, comprehension, sequencing and proofreading
- Comprehension: context and explain
- Writing accurately: word classes, parts of speech, clauses, sentence, parenthesis, paragraphing, editing and punctuating speech
- Structure and organisation: PALL and descriptive writing
- Listening: collaborative speaking, engaging with others and confidence building

Speaking: engaging a listener

How we will assess progress towards these intentions

Progress towards these learning intentions will be assessed through a range of evidence gathered over time, including all work produced by pupils in class, their self-assessments and peer assessments, their responses to feedback from both peers and staff, and the completion and quality of tasks undertaken during lessons and beyond the classroom. This evidence will be considered alongside performance in the designated tracking tasks (identified below) to form an overall judgement of the progress each pupil has made towards achieving the learning intentions.

Tracking Task 1: National Reading Test

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

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 (focus)**; 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 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. • Pupils will research the Urdd, its history and its importance amongst young people today.
Area of Learning Experience: Mathematics and Numeracy Subject: Mathematics	
	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.
How we will assess progress towards these intentions	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: • Spreadsheet task



	• Test • National Procedural test • National Numerical Reasoning test • Word Length Investigation- Data Cycle task
Area of Learning Experience: Science and Technology Subject: Science	
Learning Intentions	<u>Science Skills unit</u> 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. Pupils will develop their integral skills of critical thinking & 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 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. <u>Physical & chemical change</u> 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. 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. 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.
How we will assess progress towards these intentions	<u>Science Skills unit</u> 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.



	<u>Physical & chemical change</u> 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.
Area of Learning Experience: Science and Technology Subject: Design Technology	
Learning Intentions	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. In one project, learners will focus on producing a promotional key tag for an intended user and purpose by following the design process. 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. 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.
How we will assess progress towards these intentions	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.
Area of Learning Experience: Science and Technology Subject: ICT/Computer Science	
Learning Intentions	Year 7 carousel (approximately 15 lessons) 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.
How we will assess progress towards these intentions	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.
Area of Learning Experience: Expressive Arts Subject: Art	
Learning Intentions	Integral Art Skills - Theme/Brief: Ways of Recording – Formal elements of Art & Design 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.
How we will assess progress towards these intentions	Practical - Geometrical Shapes - Medium control experiments: 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. Literacy - Artist Evaluation - CJ Hendry – Colour Pencil Blending Hyper-Realism: 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.



Area of Learning Experience: Expressive Arts Subject: Performing Arts	
Learning Intentions	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.
How we will assess progress towards these intentions	Progress will be assessed towards these intentions through: • Tracking data analysis • Self-evaluation within focus task sheet • Teacher Formal assessment on a performance of a scripted extract from Matilda.
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 framing questions, present and interpret their enquiry results, developing their cartographical skills and use their evidence to construct and justified judgement. Pupils will then study their local area, Bridgend and its 'Distinctive Places' 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 global scale studies, mapping Regions of the World which builds upon their primary school studies on continents and oceans. Pupils will then discover a range of 'Fantastic Places' 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.
How we will assess progress towards these intentions	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: 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. During the second half of the Autumn term pupils will sit an end of topic test, covering the skills covered this term All of the above will help inform attainment tracking grades.
Area of Learning Experience: Humanities Subject: History	
Learning Intentions	The learning intention of the 'Medieval Study' unit is to begin to develop pupils' understanding of and proficiency in enquiry, exploration and investigation. This unit introduces pupils to the application of historical enquiry skills through the following enquiries: • How was Wales ruled in the Medieval period? • How was the Kingdom of Mali ruled in the Medieval period?
How we will assess progress towards these intentions	Pupils will complete two rich tasks over the course of the enquiry – focusing on 'Describe...' and 'Explain...' questions. One of the tasks will be peer-assessed and one will be self-assessed; after which pupils will be given the opportunity to respond to feedback and make improvements prior to teacher assessment.
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	To identify the key members of staff in school who are responsible for supporting well-being and safeguarding. 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. 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. 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.
How we will assess progress towards these intentions	Using 'Forms' on Teams to reflect on progression of learning.



Area of Learning Experience: Health and Well-Being Subject: Dysgu Byw	
Learning Intentions	Dysgu Byw is a unique Bryntirion 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, self-regulation 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. Learners will be developing their research skills, financial literacy, use of Excel 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	Pupils will develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. They will engage confidently in regular physical activity and sport and be aware of their own progress. Throughout this term pupils will – • Know the impact that warming up and cooling down can have when engaging in physical activity and why this is important. • Motivate themselves to engage confidently in regular physical activity and sport. • Know how to create success criteria and understand how this can help them to evaluate achieve their goals.



How we will assess progress towards these intentions	Progress will be assessed regularly throughout the term, with pupils - - o Demonstrating and applying relevant skills and techniques in a variety of sports and physical activities. - o Analysing and evaluating performance in a variety of sports and physical activities. - o Using self & peer assessment.
Area of Learning Experience: Health and Well-Being Subject: Catering	
Learning Intentions	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	Learners will be assessed using multiple methods, with regular formative evaluations conducted during each lesson, and summative tasks used to gauge overall progress. Learners will reflect on their own progress using DIRT (Dedicated Improvement and Reflection Time) activities. At the conclusion of the project, students will complete a final test that encompasses the skills acquired in both theoretical and practical sessions.