



Area of Learning Experience: Literacy, Language and Communication Subject: English	
Learning Intentions	<p>Our Year 7 Spring term study builds upon the communication skills that pupils have developed in primary school, and at the start of Year 7. Pupils will explore a range of literature linked to the genre of ‘Myths and Legends’, including audio-visual/print-based media, fiction, non-fiction, drama and literary heritage texts: examples of text types include short stories, archaic texts, articles and novel extracts.</p> <p>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:</p> <ul style="list-style-type: none"> - Comprehension: allusion and etymology - Reading strategies: impressions - Meaning, purposes and readers: writing for different purposes and audiences - Writing accurately: structure and paragraphing - Speaking: engaging a listener in storytelling <p>In addition to this core study, pupils will also study a thematic 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 myths and legends genre and will be encouraged to develop positive attitudes to reading. Examples of companion texts that may be chosen for study include ‘Percy Jackson’, ‘Holes’, and ‘The Unmorrow Curse’.</p> <p>Pupils will develop their integral skills of critical thinking and problem solving through the application of ‘What/How/Why+TEA’, a structural approach to inference-based reading responses. 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.</p>
How we will assess progress towards these intentions	<p>Tracking Task 1: Narrative (short)</p> <p style="padding-left: 40px;">Skills assessed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meaning, purposes and readers: writing for different purposes and audiences <input type="checkbox"/> Writing accurately: structure and paragraphing <input type="checkbox"/> Comprehension: allusion



	<p>Pupils will be assessed on their:</p> <p>Ability to write in a mature, engaging manner; Use of literary techniques to create tension; Written structure; Use of ambitious, precise vocabulary; Range of sentence structures; Written accuracy.</p> <p>Tracking Task 2: Impressions</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> ☐ Comprehension: allusion and etymology ☐ Reading strategies: impressions <p>Pupils will be assessed on their:</p> <p>Inference skills; Ability to discuss a range of impressions created; Use of evidence to support inferences; Analysis of a writer’s use of language to create specific effect.</p>
<p>Area of Learning Experience: Literacy, Language and Communication Subject: French</p>	
<p>Learning Intentions</p>	<p>To be able to express (in the spoken and written forms) and understand (listening and reading) familiar language to do with what I have, and to understand French grammatical concepts (Articles in the masculine/feminine/plural and the agreement of adjectives. (THE/MY/A, family members, objects, colours). Students will also encounter cultural characteristics of France (Claude Monet). The students will develop their integral skills of Critical thinking and Problem Solving through evaluating the credibility of a source; Planning and Organising through synthesising information and making connections with other disciplines; Creativity and Innovation through effectively communicating ideas; and Personal Effectiveness through working independently and managing their time. (focus)</p>
<p>How we will assess progress towards these intentions</p>	<p>Content will be assessed through listening, reading, writing and speaking tasks whilst the integral skills progress will be assessed by a series of activities on Claude Monet and work completed on the Digital vocabulary list to assist with revision.</p>



Area of Learning Experience: Literacy, Language and Communication Subject: Welsh/Cymraeg	
Learning Intentions	<p>In term 2, Year 7 pupils will study the theme ‘Ysgol’ School with a particular focus on the present tense. Pupils will build progressively on the skills of speaking, listening, reading and writing as they become confident with subject specific vocabulary using a range of language patterns in the present tense and expressing opinion. They will also deepen their knowledge of the language through the learning of grammatical rules i.e. the soft mutation. Pupils will work independently creating, producing and editing a video on the soft mutation using an app of their own choice. This part of the SOL is designed to implement the integral skills critical thinking, problem solving, personal effectiveness, and creativity and innovation. These skills will be developed effectively through a variety of home and class-based tasks enabling pupils to become healthy, confident individuals.</p>
How we will assess progress towards these intentions	<p>Term 2 content will be assessed by a range of reading, writing and oracy tasks.</p> <p>Pupils will produce a video on the soft mutation (on an app of their choice). Pupils will develop their understanding of history of the Welsh language by looking at the introduction of the ‘Welsh Not’ and research the effect that it had on education in Wales.</p>
Area of Learning Experience: Mathematics and Numeracy Subject: Mathematics	
Learning Intentions	<p>During the Spring term pupils will develop their number and shape skills through work on decimals, metric measure, probability, shape, angles, negative numbers, sequences and substitution. They will continue to 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 use the number and data skills they have developed throughout the term whilst completing a mini project on ‘Wacky Races’. Pupils will develop mathematical investigation skills through a ‘Rods and Triangles’ task and interpret and present data using infographics relating to ‘Healthy Eating’. 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"> • Test • Investigation task



	<ul style="list-style-type: none"> • Probability task • Infographic task
<p>Area of Learning Experience: Science and Technology Subject: Science</p>	
<p>Learning Intentions</p>	<p><u>The Human Body 1</u> To understand that humans are made of cells and how the cells are organised. To learn about the heart and lungs, their function and how keep them healthy. To investigate the effect of exercise on the lungs and breathing rate. To understand different chemicals in food and what makes a healthy diet. To carry out experiments of foods to find out if they contain sugar and protein. The topics covered will give the learners the ability to choose a healthy lifestyle as well as developing study skills.</p> <p>A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy. Numeracy skills will be based around Reading and interpreting data by analysing published data.</p> <p><u>Energy & waves</u> To 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.</p> <p>Pupils will develop their creativity and innovation during a wind turbine 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. A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy. Numeracy skills will be based around performing calculations and using quantities to represent energy & waves.</p>
<p>How we will assess progress towards these intentions</p>	<p><u>The Human Body 1</u> Verbal, written and oracy tasks during lessons will allow teachers to gain a professional judgement of pupils' progress. Understanding will be assessed through numerical, and written tasks. Formal data will be gathered through an investigation into a healthy heart, unit test and two recall homework tasks.</p>



	<p><u>Energy & waves</u></p> <p>Tasks during lesson will inform staff of individual progress. Students will complete a rich task focused on insulating buildings, whereby they will justify their choice of insulation based upon their learning. Students will complete a unit test to assess formal knowledge and understanding of scientific concepts covered during the unit.</p>
<p>Area of Learning Experience: Science and Technology Subject: Design Technology</p>	
<p>Learning Intentions</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>How we will assess progress towards these intentions</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>Area of Learning Experience: Science and Technology Subject: ICT/Computer Science</p>	
<p>Learning Intentions</p>	<p>Year 7 carousel (approximately 15 lessons)</p> <p>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</p>



	<p>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>How we will assess progress towards these intentions</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>Area of Learning Experience: Expressive Arts Subject: Art</p>	
<p>Learning Intentions</p>	<p>During this term the topic will be ‘Medieval Art’. Pupil’s will learn about Fashion Design and the skills and careers within the creative design industry. Pupil’s will learn about fashion designers and craft workers who use recycled materials in their work. Pupil’s will draw medieval patterns to develop practical skills in line, shape, tone and pattern. Pupils will learn about new techniques using different media and materials such as metal embossing, print-making and felt embroidery.</p>
<p>How we will assess progress towards these intentions</p>	<p>Practical – Contemporary Individual Coat of Arms: 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 – Val Hunt – Recycled Metal Embossing: 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</p>



	<p>artist's work to their own effectively. Articulate how this artist's work will influence and help develop their own practice.</p>
<p>Area of Learning Experience: Expressive Arts Subject: Performing Arts</p>	
<p>Learning Intentions</p>	<p>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 Spring term of year 7 pupils will develop their use of the elements of music, will be refining performance skills, and develop their composition skills using Gothic music as a stimulus.</p>
<p>How we will assess progress towards these intentions</p>	<p>Progress will be assessed towards these intentions through the following tasks:</p> <ul style="list-style-type: none"> • Teacher formal composition assessment • Self-evaluation within focus task sheet • Tracking data analysis
<p>Area of Learning Experience: Humanities Subject: Geography</p>	
<p>Curriculum Intentions</p>	<p>In the Spring term of year 7, students will begin by learn names and features of different regions of the world that go beyond the concept of continents. They will investigate key features that give the places their identities. Students then go on to broaden their awareness of places around the world by describing and explaining the distinctive features of places, spaces and landscapes through looking at a range of 'Fantastic Places' at a global scale. They will also begin to explain why people live where they do and to explain why places, spaces and landscapes are significant for social, economic, cultural, religious, spiritual and wellbeing reasons.</p> <p>During the second part of this term and into the start of the summer term, students will develop their O.S. map reading skills. They will learn to recognise symbols, use compass directions, find and give grid references and interpret the relief of the land from contour lines.</p>
<p>How we will assess progress towards these intentions</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 several formative pieces of work such as 'describing distinctive features of places' and 'describing distributions' (spatial patterns). These may be self, peer or teacher assessed. They will help feed into our overall assessment of a pupil's attainment.</p>



	O.S. Map Skills will also be assessed formatively, but pupils will also sit a summative test prior to Easter.
Area of Learning Experience: Humanities Subject: History	
Learning Intentions	<p><u>Depth study: Why did women gain the right to vote in 1918?</u></p> <p>The learning intention of this depth study is to further develop pupils' understanding of and proficiency in enquiry, exploration and investigation. This unit allows pupils to further develop the application of historical enquiry skills through the increased use of primary source material.</p>
How we will assess progress towards these intentions	<p>Pupils will complete source-based rich tasks within this depth study:</p> <ul style="list-style-type: none"> - What can be learnt from Sources A and B about how women gained the right to vote in 1918? Pupils will use scaffolding with some paragraphs being co-constructed. [Self-assessment] - Use Source C and your own knowledge to describe how women gained the right to vote in 1918? Pupils will use structure strips and follow step-by-step guidance. [Teacher assessment]
Area of Learning Experience: Humanities Subject: Religious Studies	
Learning Intentions	<p>Year 7 learners will study the theme of 'Journeys' during the Spring Term. Learners will explore the following topics: the meaning and purpose of life, their roles, and responsibilities, and rites of passage from religious and non-religious contexts. By the end of the term, learners can examine challenges encountered in their lives and others, evaluate relevant philosophies of time from religious and non-religious perspectives, and critically consider the interconnectedness of journeys, landscapes, and people across place and time.</p>
How we will assess progress towards these intentions	<p>Learners are expected to complete the following tasks: a creativity task that explores their life journey (past, present, and future), research on a place of pilgrimage, designing a Mexican Day of the Dead Mask, and evaluation of the following statement: 'Marriage is outdated'.</p>
Area of Learning Experience: Health and Well-Being Subject: Health and Well-Being	
Learning Intentions	<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</p>



	<p>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>
<p>How we will assess progress towards these intentions</p>	<p>Using ‘Forms’ on Teams to reflect on progression of learning.</p>
<p>Area of Learning Experience: Health and Well-Being Subject: Dysgu Byw</p>	
<p>Learning Intentions</p>	<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. Due to the new nature of this subject, curriculum intentions may evolve as the year progresses. The theme for half term 3 will be ‘My Communication’. During the Spring half term 3 learners will focus on learning sign language. Learners will be collaborating and using online videos to build their sign language skills of communication. There will be an opportunity to reflect on their time management skills and conduct a time audit, as well as consider their organisational skills. They will create a digital copy of their autumn term reflection of their progress in Bryntirion so far and make a plan for progress. The theme for half term 4 will be ‘My future’. During this half term, learners will consider their aspirations for the future and consider technology in the world of work.</p>
<p>How we will assess progress towards these intentions</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>



Area of Learning Experience: Health and Well-Being Subject: Physical Education	
Learning Intentions	<p><u>Resilience</u></p> <p>Pupils will understand how to remain resilient in the face of struggle.</p> <p>The Pupil - will know how remaining positive can support resilience.</p> <p>The Person - will feel motivated to be resilient.</p> <p>The Performer - will be able to demonstrate and apply examples of resilience within various contexts.</p>
How we will assess progress towards these intentions	<p>Baseline assessment - Self assessment of ability to demonstrate resilience in physical activity.</p> <p>Teacher assessment of ability to demonstrate resilience in physical activity.</p> <p>Self-assessment of own progress.</p>
Area of Learning Experience: Health and Well-Being Subject: Catering	
Learning Intentions	<p>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.</p> <p>Learners will develop their understanding of the importance of nutrition and have an awareness of the need for a balanced/varied diet.</p>
How we will assess progress towards these intentions	<p>Learners will be assessed using multiple methods, with regular formative evaluations conducted during each lesson, and summative tasks used to gauge overall progress.</p> <p>Learners will reflect on their own progress using DIRT (Dedicated Improvement and Reflection Time) activities.</p> <p>At the conclusion of the project, students will complete a final test that encompasses the skills acquired in both theoretical and practical sessions.</p>