



Area of Learning Experience: Literacy, Language and Communication

Subject: English

Learning Intentions

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.

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:

- 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

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'.

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.

How we will assess progress towards these intentions

Tracking Task 1: Narrative (short)

Skills assessed:

- Meaning, purposes and readers: writing for different purposes and audiences
- Writing accurately: structure and paragraphing



	<ul style="list-style-type: none">- 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 Structure their writing purposefully 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 effects.</p>
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 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.
How we will assess progress towards these intentions	Content will be assessed through listening, reading, writing and speaking tasks whilst the integral skills progress will be assessed by a similes presentation and work completed on the Digital vocabulary list to assist with revision.



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> <p>.</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>At the end of the term pupils will begin their A3 infographic poster which will be an independent task on the theme Ysgol.</p> <p>Pupils will also produce and edit a video on the soft mutation (on an app of their choice). They will save the video as MP4 and upload to Teams. Audience - Welsh second language students.</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 multi-lesson 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 'Health 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">• Tests• National Numerical Reasoning test• Investigation• Data cycle task• Infographic task
Area of Learning Experience: Science and Technology Subject: Science	
Learning Intentions	<p>Health 1</p> <p>To be able to describe how the structures and functions of living things enables allows them to grow, develop and reproduce successfully.</p> <p>To understand the factors which affect the health and success of organisms allows us to make informed decisions about our physical health and how we impact the natural world, including about the prevention and treatments of diseases.</p> <p>The topics covered will give the learners the ability to choose a healthy life-style as well as developing study skills.</p> <p>Physical & chemical change</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 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 plan practical tasks, use critical thinking to analyse results, and progress personal effectiveness through independence and reflection of their work.</p>
How we will assess progress towards these intentions	<p><u>Health 1</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 numerical, and written tasks. Formal data will be gathered through a focused written task about analysing & evaluating, unit test and two recall homework tasks.</p> <p><u>Physical & 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</p>



	through numerical, and written tasks. Formal data will be gathered through a focused written task about hypothesising & planning, unit test and two recall homework tasks.
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 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	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.
How we will assess progress towards these intentions	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. 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 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	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 using Welsh and Gothic music as a stimulus.
How we will assess progress towards these intentions	Progress will be assessed towards these intentions through the following tasks: Keyboard assessment Composition Teacher feedback and self-evaluation will be used to measure progress.
Area of Learning Experience: Humanities Subject: Geography	
Curriculum Intentions	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 then develop the skill of both plotting and reading longitude and latitude figures whilst becoming familiar with the location of some major world cities. Students then go on to broaden their awareness of 'Distinctive Places' at a global scale, before returning to look at ones a little closer to home. They will improve their knowledge of the geographical features of the UK and Wales, including our local Glamorgan Heritage Coastline. In the second half of the term, pupils will be guided through conducting their own Global Enquiry. Pupils will have ownership over what they choose to investigate and will use secondary data from the World Population Reference Bureau to conduct their enquiry.
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. Several formative pieces of work such as 'describing distinctive features of places', 'describing distributions' (spatial patterns) and plotting longitude and latitude coordinates on a global scale will be the focus of our marking in exercise books. These may be self, peer or teacher assessed. They will help feed into our overall assessment of a pupil's attainment. 2. During the second half of the Spring term pupils will be assessed on completion of their rich task using secondary data from the World Population Reference Bureau. This Global Enquiry will begin to assess pupils' independence in carrying out a geographical enquiry. All of the above will help inform attainment tracking grades.
Area of Learning Experience: Humanities Subject: History	
Learning Intentions	<u>Journeys:</u>



	<p>The learning intention of this unit is to further develop pupils' historical enquiry skills. This unit provides pupils with added opportunities to access a range of evidence, which they will be required to engage with and make inferences from. Pupils will also continue to form, express and discuss interpretations based on the evidence. The learning intention of this unit also includes the introduction of source analysis and evaluation.</p>
How we will assess progress towards these intentions	<p><u>Journeys:</u></p> <p>The women's suffrage factors essay 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 completed at the end of the previous enquiry. [Teacher assessment – pupils to highlight/annotate work based on teacher feedback sheet]</p> <p>The Titanic disaster source evaluation will be used as a 'pre-assessment' task during which pupils will use structure strips and follow step-by-step guidance. [Self-assessment]</p> <p>** The key assessment task will be completed at the end of the next enquiry.</p>
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 know and understand the role and purpose of ground rules and appropriate behaviour when discussing issues related to puberty and human reproduction.</p> <p>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.</p> <p>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 scheme of work (January and June).</p> <p>'Best work' rich assessment task on the subject of human reproduction and how this relates to changes to the male and female body uploaded to the Digital Portfolio.</p>
Area of Learning Experience: Health and Well-Being Subject: Dysgu Byw	
Learning Intentions	<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 create a digital copy of their autumn term reflection of their progress in Bryntirion so far. The theme for half term 2 will be 'My Working Life'. During this half term, learners will consider their aspirations for the future and consider technology in the world of work.</p>
How we will assess progress towards these intentions	<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

Resilience

Pupils will understand how to remain resilient in the face of struggle.

The Pupil - will know how remaining positive can support resilience.

The Person - will feel motivated to be resilient.

The Performer - will be able to demonstrate and apply examples of resilience within various contexts.

How we will assess progress towards these intentions

Baseline assessment - Self assessment of ability to demonstrate resilience in physical activity.

Teacher assessment of ability to demonstrate resilience in physical activity.

Self-assessment of own progress