



Area of Learning Experience: Literacy, Language and Communication Subject: English	
Learning Intentions	<p>Our Year 8 Autumn term study builds upon the communication skills that pupils have developed in Year 7. Pupils will explore a range of literature linked to the theme of conflict, including audio-visual/print-based media, fiction, non-fiction, drama, poetry and literary heritage texts: examples of text types include journals, novel extracts, reviews, war poetry and textbook entries.</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">• Response and analysis: character study• Comprehension: summary• Structure and organisation: exposition writing• Writing accurately: academic register• Speaking: individual presentation <p>In addition to this core study, pupils will also study a companion text featuring the theme of conflict, that has been selected by their class teacher to meet the learning needs of each learning group. Through whole-class reading, guided reading, reciprocal reading and independent reading, pupils will deepen their knowledge about thematic and character development, and will be encouraged to develop positive attitudes to reading. Examples of companion texts that may be chosen for study include 'The Hunger Games', 'Noughts and Crosses', and 'The Recruit'.</p> <p>Throughout the term, learning experiences will encourage pupils to develop the integral skills of creativity and innovation, for example in creation of an individual presentation. 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: Extended Essay</p> <p>Skills assessed:</p> <ul style="list-style-type: none">• Response and analysis: character study• Comprehension: summary• Structure and organisation: exposition writing• Writing accurately: academic register <p>Tracking Task 2: Individual Presentation</p> <p>Skills assessed:</p> <ul style="list-style-type: none">• Comprehension: summary• Structure and organisation: exposition writing• Writing accurately: academic register• Speaking: individual presentation <p>Pupils will be assessed on their ability to:</p> <ul style="list-style-type: none">• Give reasons for a point of view;• Use ambitious vocabulary;• Structure talk clearly and logically;• Prepare and use bullet-pointed notes to support talk;• Speak with appropriately formal register.



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 discuss hobbies (Sports, likes and dislikes, reasons why, how often I play or do a sport, what I like DOING, weather, clothes) and encounter new grammatical concepts (Verbs, infinitives, partitive article: DU DE LA etc). Students will also encounter cultural characteristics of France/the French speaking world (Paris 2024) and take an interest in environmental issues in France. The students will develop their integral skills of Critical thinking and Problem Solving through evaluating the credibility of a source; Planning and Organising through researching, synthesising and analysing information; Creativity and Innovation through effectively communicating ideas; and Personal Effectiveness through working independently and managing their time.
How we will assess progress towards these intentions	Content will be assessed through speaking, reading and writing tasks whilst the integral skills progress will be measured by the MY WORLD CHALLENGE work and the homework speaking task. (weather fashion show).
Area of Learning Experience: Literacy, Language and Communication Subject: Welsh/Cymraeg	
Learning Intentions	In term 1, pupils will study the theme 'Gwyliau' Holidays with a particular focus on the past tense. Pupils will build progressively on the skills of speaking, listening, reading and writing as they become confident with subject specific vocabulary and a range of language patterns in the past tense. Pupils will have the opportunity to learn about Welsh speaking communities in the wider world, thus, increasing pupils' awareness of culture, heritage, language and identity. Pupils will develop cross curricular skills whilst looking at countries and flags. Integral skills will be developed effectively through a variety of home and class-based tasks enabling pupils to become healthy, confident individuals.
How we will assess progress towards these intentions	Term 1 content will be assessed by a range of reading, writing and oracy tasks. The integral skills will be assessed when pupils study the Welsh speaking settlement in Patagonia. They will research, plan and create a collage independently and discuss using the past tense.



Area of Learning Experience: Mathematics and Numeracy

Subject: Mathematics

Learning Intentions

During the Autumn term pupils will develop their number and shape skills through work on multiplying and dividing, use of equal sign, estimating and rounding, decimals, 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 'Red Dragon'. Pupils will develop mathematical investigation skills through a mini-correlation project; 'Body in the Bog'. 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
- Correlation task



Area of Learning Experience: Science and Technology Subject: Science	
Learning Intentions	<p>In the Autumn term of year 8 pupils will study two units;</p> <p><u>Humans & the environment</u></p> <p>Pupils will learn that the world around us is full of living things which depend on each other for survival. Learners will study biodiversity and the effect the rising human population is having on the environment. We will be studying areas such as pollution and recycling. During the course we shall be developing cross-curricular skills. Literacy will be developed through comprehension tasks, along with passages of extended writing. Numeracy will be developed during the quadrat calculations. Digital skills will be developed by using Chromebooks to research such topics as classification and biodiversity. Integral skills will also be developed, e.g. planning and organisation. This particular area will be given time to develop in many lessons, but especially during practicals.</p> <p><u>Circuitry & magnetism</u></p> <p>Pupils will learn to understand some advanced components and their functions, as well as the physical processes of circuit construction. Students will be able to apply prior learning of series and parallel circuits to develop an understanding of derived electrical quantities (power and resistance) and their impact on the functioning of circuits. During practicals pupils will taking measurements of electrical quantities in order to calculate resistance.</p> <p>Pupils will develop digital competence using CAD to develop an understanding of breadboard, digitally designing a circuit of choice. Students will investigate electrical safety devices and their importance and the physical functioning of electrical quantities (current and voltage). Students will develop their knowledge and understanding of magnetism through practical tasks, constructing and investigating electromagnets.</p>
How we will assess progress towards these intentions	<p><u>Humans & the environment</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 hypothesising & planning, unit test and two recall homework tasks.</p> <p><u>Circuitry & magnetism</u></p> <p>Verbal, written and oracy tasks during lessons will allow teachers to gain a professional judgement of pupil's progress Numeracy will be assessed via calculations of resistance with supplied and collected data. Planning & organising skills will be developed during the series of lessons on planning and designing a purposeful. The focus task on electromagnets will be used to develop students' skills of obtaining and presenting results and the end of unit test will be used to formally assess knowledge and understanding of scientific concepts and principles.</p>



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 product design they will follow a design brief to enable them to design and make a prototype product, in this case a pizza cutter handle, for a specific user. In resistant materials they will follow a brief to make a Paper Bridge to show how creative and innovative thinking and problem-solving skills. In catering they will learn how to select a staple product/ingredient from two countries and make a "Fusion" dish from this staple. They will also consider allergies and intolerances in the planning. 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. on their ability to empathise with the client, to be able to produce a prototype that solves the specific problem, model, test, and redesign using their critical thinking and problem solving skills, to identify key features of a successful recipe, and their ability to design a recipe for someone other than themselves considering specific dietary requirements. Throughout each rotation their creative ability and their ability to design for someone other than themselves will be assessed for progress.
Area of Learning Experience: Science and Technology Subject: ICT/Computer Science	
Learning Intentions	<p>Learners will plan/design, create and evaluate a website with the theme of 'Visit Wales,' helping to develop their planning and organisational skills and creativity and innovation skills. Learners will then also 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 website.</p> <p>Learners will also use the Logo platform to further develop their coding skills. They will start with using simple commands to draw basic shapes and will then practice using simple procedures before developing their own complex procedures to draw complex shapes they have designed themselves. The programming tasks will provide the opportunity for learners to develop numeracy skills, as much of the coding requires the use of mathematical constructs</p>
How we will assess progress towards these intentions	Skills developed during the 'Visit Wales' exercise will be assessed using a RAG system. The assessment is broken down into 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>Skills developed during the Logo exercises will be assessed using a RAG system. The assessment is broken down into sub-tasks covering planning, creating, refining, and evaluating, with the following skills assessed – ‘planning and organisation,’ ‘creativity and innovation,’ ‘critical thinking and problem solving,’ and ‘personal effectiveness.’ The teacher will select a traffic light colour of Red, Amber, or Green for each sub-task. Red will be selected if the sub-task has not been attempted, Amber if the sub-task has been attempted but requires further development and Green will be selected if the sub-task has been attempted and completed to a high standard.</p>
Area of Learning Experience: Expressive Arts Subject: Art	
Learning Intentions	<p>Theme/Brief: Graphic Design – Welsh Heritage – Poster for the National Trust.</p> <p>During this term the topic will be based on the theme of ‘Welsh Heritage’. Pupil’s will learn about Graphic Design and the skills and careers within the creative design industry. Draw Welsh objects to develop practical skills in line, shape and tone. Learn about styles of typography and hierarchy of image. Learn about Welsh Heritage and the National Trust.</p>
How we will assess progress towards these intentions	<p>Practical – Observational Drawing of a Welsh object:</p> <p>Confident control of line. Able to achieve accurate shape which shows correct proportion. Evidence of controlled shading techniques, developing depth and gradual tonal contrast. Ability to achieve smooth transitions of contrasting tones with attention for finer details.</p> <p>Literacy - Artist Evaluation – Bill Brandt – Photography Composition:</p> <p>Ability to understand and describe the mediums / style / technique used by the artist. Ability to analyse and evaluate the formal art elements of a piece of the artist’s work. Use of artistic vocabulary and language. Pupil’s ability to extend their writing / Use correct and varied sentence starters and connectives. Can link the artist’s work to their own effectively. Articulate how this artist’s work will influence and help develop their own practice.</p>
Area of Learning Experience: Expressive Arts Subject: Performing Arts	
Learning Intentions	<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 Autumn term of year 8 pupils will develop their use of the elements of music, with a focus on composition and performing</p>



	and continue to develop musical theatre skills through rap, hip-hop and the musical Hamilton.
How we will assess progress towards these intentions	Progress will be assessed towards these intentions through the following methods: Tracking, Focus Task Teacher feedback and Self-evaluation. In the Focus Task Teacher Feedback there is a WWW and Targets for improvement given by the teacher
Area of Learning Experience: Humanities Subject: Geography	
Curriculum Intentions	<p>During the Autumn term of year 8, pupils will discover the natural history of planet Earth. Their learning will follow a documentary called 'The Story of Earth'. Throughout this, they will learn a wide variety of skills and will also develop a broad knowledge and understanding of a variety of physical processes which have led to humans walking the earth. They will discover the structure of earth and will be able to describe and account for the global distribution of earthquakes and volcanoes. They will learn how landforms such as mountains, volcanoes and rift valleys are formed due to processes at different plate margins. They will also gain an awareness of long-term climate change and begin to understand the human causes of the current climate emergency (short-term anthropogenic climate change).</p> <p>Throughout this unit of work, they will develop and refine a variety of skills, such as the ability to describe trends and relationships on line and scatter graphs. They will begin to draw annotated diagrams, and produce 'note style' work, which will then be developed further into a well-produced piece of literacy work.</p>
How we will assess progress towards these intentions	<p>Ongoing assessment will take place throughout this term by assessing of pupils' ability to describe trends and relationships on graphs, and global distributions on maps. In the second half of the Autumn term, pupils will produce a piece of work over a number of lessons, which summarises 'The Story of Earth'. This is where pupils will be able to evaluate their note-taking skills, as these will be needed to produce their final piece of work. Within this task, they should aim to provide explanations and show links between processes, events and creations (both living and non-living). This rich task will be peer, self and teacher assessed. Finally, pupils will sit a summative test based on plate tectonics and Climate Change.</p>
Area of Learning Experience: Humanities Subject: History	
Learning Intentions	<u>Introduction to History:</u>



	<p>The learning intention of this unit is to further develop pupils' understanding of and proficiency in historical skills. This unit allows pupils to further develop the application of historical skills through the following enquiries: How did Hitler gain control of Germany? What was life like in Nazi Germany?</p> <p><u>Morality:</u> The learning intention of this unit is to further develop pupils' historical enquiry skills. This unit encourages pupils to utilise a range of evidence, which they will be required to engage with and make inferences from. Pupils will also have to form, express and discuss interpretations based on the evidence.</p>
How we will assess progress towards these intentions	<p><u>Introduction to History:</u> The 'What is History?' recap test will be a key assessment task that should allow pupils to demonstrate visible progress from when these historical skills were assessed in Year 7. [Peer-assessment] The Hitler and control final write up will be used as a 'pre-assessment' task during which pupils will use structure strips and follow step-by-step guidance. [Self-assessment] The life in Nazi Germany final write up should allow pupils to demonstrate visible progress, as less support will be provided and pupils will be expected to utilise feedback from the 'pre-assessment' task. [Teacher assessment – pupils to highlight/annotate work based on teacher feedback sheet] Pupils should also be able to demonstrate visible progress from when they applied historical skills to enquiries in Year 7.</p> <p><u>Morality:</u> The Holocaust 'pre-assessment' task will provide pupils with the opportunity to develop their Creativity and Innovation. [Peer-assessment] The Jack the Ripper factors essay will be used as a 'pre-assessment' task during which pupils will use structure strips and follow step-by-step guidance. [Self-assessment] ** The key assessment task will be completed at the end of the next enquiry. ** Pupils should be able to demonstrate visible progress from when they completed factors essays in Year 7.</p>
Area of Learning Experience: Humanities Subject: Religious Studies	
Learning Intentions	<p>Year 8 learners will study the theme of 'Morality' during the Autumn Term. Learners will gain an understanding of Morality and what influences people to make decisions. Learners will then use this knowledge to explore moral issues of love and forgiveness.</p>
How we will assess progress towards these intentions	<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 creativity and innovation skills by designing a piece of work that shows what they value and love in life. 2) Learners will develop their Numeracy skills by conducting a survey</p>



	on issues of forgiveness. 3) Learners will develop their literacy skills by evaluating the statement – ‘Everyone has a duty to forgive.’
Area of Learning Experience: Humanities Subject: Big Bocs Bryntirion	
Learning Intentions	The intention is that through the use of Big Bocs Bryntirion pupils will plan and take an active role in the response to challenges and opportunities in their local community, doing so individually or as part of a team. These challenges and opportunities will vary depending on the class, the economic context we find ourselves in, and the possible connections pupils have to the community. This will be part of the Design Technology rotation.
How we will assess progress towards these intentions	In this rotation pupils will be assessed on their ability to plan, take an active role, reflect upon, and evaluate the impact of action they have taken in their local community.
Area of Learning Experience: Health and Well-Being Subject: Health and Well-Being	
Learning Intentions	<p>To know and understand the legal, physiological, social and ethical implications of using:</p> <ul style="list-style-type: none">• Nicotine – in cigarettes and vapes• Vapes• Nitrous oxide• Cannabis• Alcohol <p>To develop an awareness of exploitation in relation to cannabis in terms of people trafficking for cultivation and county lines for distribution.</p> <p>To understand the nature and signs of Child Sexual Exploitation.</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 (September and December).</p> <p>‘Best work’ rich assessment task on the subject of a substance of their choice, contextualised by legal, physiological and ethical implications, uploaded to their one-drive.</p>
Area of Learning Experience: Health and Well-Being Subject: Physical Education	
Learning Intentions	<p><u>Positivity</u></p> <p>Pupils will gain an understanding of positivity to ensure they get the most from their PE lessons.</p>



	<p>The Pupil - will understand how to apply positivity to PE. The Person - will develop a positive attitude towards PE. The Performer - will be able to demonstrate and apply positivity within various contexts.</p>
How we will assess progress towards these intentions	<p>Baseline assessment - Self assessment of ability to demonstrate positivity in physical activity. Teacher assessment of ability to demonstrate positivity in physical activity.</p> <p>Self-assessment of own progress</p>