



<b>Area of Learning Experience: Literacy, Language and Communication</b> <b>Subject: English</b>	
<b>Learning Intentions</b>	<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"><li>▪ Response and analysis: character study</li><li>▪ Comprehension: summary</li><li>▪ Structure and organisation: exposition writing</li><li>▪ Writing accurately: academic register</li><li>▪ Speaking: individual presentation</li></ul> <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>
<b>How we will assess progress towards these intentions</b>	<p>Tracking Task 1: Extended Essay Skills assessed:</p> <ul style="list-style-type: none"><li>▪ Response and analysis: character study</li><li>▪ Comprehension: summary</li><li>▪ Structure and organisation: exposition writing</li><li>▪ Writing accurately: academic register</li></ul> <p>Tracking Task 2: Individual Presentation Skills assessed:</p> <ul style="list-style-type: none"><li>▪ Comprehension: summary</li><li>▪ Structure and organisation: exposition writing</li><li>▪ Writing accurately: academic register</li><li>▪ Speaking: individual presentation</li></ul>



	<p>Pupils will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>▪ Give reasons for a point of view;</li> <li>▪ Use ambitious vocabulary;</li> <li>▪ Structure talk clearly and logically;</li> <li>▪ Prepare and use bullet-pointed notes to support talk;</li> <li>▪ Speak with appropriately formal register.</li> </ul>
<b>Area of Learning Experience: Literacy, Language and Communication</b> <b>Subject: French</b>	
<b>Learning Intentions</b>	<p>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 <b>researching, synthesising and analysing information (focus)</b>; Creativity and Innovation through effectively communicating ideas; and Personal Effectiveness through working independently and managing their time.</p>
<b>How we will assess progress towards these intentions</b>	<p>Content will be assessed through speaking, reading and writing tasks whilst the integral skills progress will be measured by the MY WORLD CHALLENGE work.</p>
<b>Area of Learning Experience: Literacy, Language and Communication</b> <b>Subject: Welsh/Cymraeg</b>	
<b>Learning Intentions</b>	<p>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.</p>
<b>How we will assess progress towards these intentions</b>	<ul style="list-style-type: none"> <li>• Term 1 content will be assessed by a range of reading, writing and oracy tasks.</li> <li>• The integral skills will be assessed when pupils study the Welsh speaking settlement in Patagonia. They will research, plan and create a collage independently.</li> </ul>
<b>Area of Learning Experience: Mathematics and Numeracy</b> <b>Subject: Mathematics</b>	
<b>Learning Intentions</b>	<p>During the Autumn term pupils will develop their number and shape skills through work on multiplying and dividing, use of equal sign, estimating and</p>



	<p>rounding, decimals, percentages and perimeter &amp; area. They will develop data handling skills, looking at reading graphs and analysing data in numerous forms. Experiences will include applications of mathematics to the real-world and opportunities for learners to collaborate whilst investigating and solving problems. Pupils will develop modelling skills using spreadsheets and use the number and data skills they have developed throughout the term whilst completing a multi-lesson project on '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.</p>
<b>How we will assess progress towards these intentions</b>	<p>Progress will be assessed regularly throughout the term, with pupils reflecting on their own progress using reflection sheets. The following key assessment tasks will also be used to measure attainment and progress:</p> <ul style="list-style-type: none"><li>• Spreadsheet task</li><li>• Test</li><li>• National Procedural test</li><li>• National Numerical Reasoning test</li><li>• Correlation task</li></ul>
<b>Area of Learning Experience: Science and Technology</b> <b>Subject: Science</b>	
<b>Learning Intentions</b>	<p><u>Forces</u></p> <p>To be able to understand and apply scientific principles associated with forces and plan, design and develop a model vehicle. Students will create and trial a model vehicle prior to learning, using the experience to inform of the basic performance of their design. Students will develop investigative skills, using equipment to gather data, applying knowledge of quantities to perform calculations. They will plan, organise and present a progressive presentation charting the development of their model, highlighting improvements and changes and using their knowledge and understanding to justify their choices.</p> <p>Pupils will develop their integral skills of critical thinking &amp; problem solving by refining and rebuilding their vehicle after reflecting on its suitability. Pupils will be developing their oracy skills using a series of verbal tasks and a presentation about their design project. A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy, the texts will target Year 8 readers. Numeracy skills will be based around performing calculations and using quantities to represent forces. This will include compound measures.</p> <p><u>Acids &amp; Alkalis</u></p> <p>To appreciate the everyday nature of acidic and alkaline substances and how they are part of everyday life. In addition to this, an awareness will be established of the hazardous nature of some chemicals. Pupils will understand how to identify the strength of these chemicals and how to keep themselves and others safe. Neutralisation and the benefits of the process will be experienced both practically and in theory.</p>



	<p>Pupils will develop their integral skills of critical thinking &amp; problem solving by overcoming difficulties with their methods. In managing their time, working independently and collaboratively, 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, the texts will target Year 8 readers. Numeracy skills will be based around handling and presenting data, pupils will be able to justify their choice of graph.</p>
<b>How we will assess progress towards these intentions</b>	<p><u>Forces</u> Tasks during lesson will inform staff of individual progress. Students will be assessed on hypothesising and planning during a focus task on resistive forces. Students will complete a recall test to test their recall of key ideas and definitions, and a unit test to assess formal knowledge and understanding of scientific concepts covered during the unit.</p> <p><u>Acids &amp; Alkalis</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 written task about obtaining &amp; processing, a unit test and recall homework.</p>
<b>Area of Learning Experience: Science and Technology</b> <b>Subject: Design Technology</b>	
<b>Learning Intentions</b>	<p>Learners will engage in two areas of design technology this year, rotating between them in a carousel format. In one rotation, they will follow a design brief to create a prototype product—specifically, a pizza cutter handle—tailored to a specific user.</p> <p>In the other rotation, they will work on designing a structure that demonstrates creative and innovative thinking, as well as their problem-solving abilities.</p> <p>In both projects, students will deepen their knowledge of the design process and enhance their skills in researching, generating designs, developing concepts, planning and creating a product, and conducting evaluations.</p>
<b>How we will assess progress towards these intentions</b>	<p>Learners will be assessed through a variety of tasks on the depth of their research and how effectively they apply it in their design work. They will also be assessed on their ability to create the product according to their design plan, as well as the thoroughness of their testing and evaluations, based on the success criteria established by the class</p>
<b>Area of Learning Experience: Science and Technology</b> <b>Subject: ICT/Computer Science</b>	
<b>Learning Intentions</b>	<p>Learners will use the Logo platform to further develop their coding skills. They will start with using simple commands to draw basic shapes and will then</p>



	<p>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> <p>Learners also will plan/design, create and evaluate a website-style slideshow with the theme of 'Promoting an event in Wales,' helping to develop their planning and organizational 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 slideshow.</p>
<b>How we will assess progress towards these intentions</b>	<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>
<b>Area of Learning Experience: Expressive Arts</b> <b>Subject: Art</b>	
<b>Learning Intentions</b>	<p><b>Theme/Brief: Graphic Design – Welsh Heritage – Poster for the National Trust.</b></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>
<b>How we will assess progress towards these intentions</b>	<p><b>Practical – Observational Drawing of a Welsh object:</b></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><b>Literacy - Artist Evaluation – Bill Brandt – Photography Composition:</b></p> <p>Ability to understand and describe the mediums / style / technique used by the artist. Ability to analyse and evaluate the formal art elements of a piece of the artist's work. Use of artistic vocabulary and language. Pupil's ability to extend their writing / Use correct and varied sentence starters and connectives. Can link the artist's work to their own effectively. Articulate how this artist's work will influence and help develop their own practice.</p>



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 8 pupils will develop their use of the elements of music, with a focus on film music and develop composition skills through the use of music apps such as band lab.
How we will assess progress towards these intentions	Progress will be assessed towards these intentions through the following methods: <ul style="list-style-type: none"><li>• Tracking analysis</li><li>• Self-evaluation through focus task sheet</li><li>• Teacher Formal assessment – film composition</li></ul>
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 <b><i>'The Story of Earth'</i></b> to develop a greater understanding of the world at different times and how it has been shaped. Throughout this, they will learn a wide variety of skills and will also develop a broad knowledge and understanding of a variety of <b><i>physical processes</i></b> which have led to humans walking the earth. They will discover the <b><i>structure of earth</i></b>, and will be able to <b><i>describe and account for the global distribution</i></b> 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 <b><i>human causes of the current climate emergency</i></b> (short-term anthropogenic climate change).</p> <p>In the second half of the Autumn term of year 8, students carry out an <b><i>enquiry on 'Deadly Earthquakes'</i></b>. This will further develop their effectiveness as a learning through the completion of a geographical enquiry. This will include framing questions, making informed predictions, gathering suitable information to then present and interpret. They will use their understanding of concepts to identify connections between new and previous learning to help them construct justified conclusions. This task will enhance their digital competency skills, as pupils will use excel to create graphs and present their findings.</p> <p>All aspects of this unit will form an increasing breadth and depth of knowledge and an understanding of underlying physical concepts through patterns and processes. Pupils will also develop and refine a variety of subject specific skills,</p>





	such as the ability to <b>describe trends and relationships</b> on a line and scatter graphs.
<b>How we will assess progress towards these intentions</b>	<p>Pupils will be assessed in a variety of ways. This will be ongoing each lesson in a formative way, but summative tasks will also be used to assess overall progress. The focus of our assessments will come from:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Pupils will sit a summative test based on plate tectonics and Climate Change.</li> <li>3. Pupils will complete an enquiry based on secondary data – 'Deadly Earthquakes'</li> </ol> <p>All of the above will help inform attainment tracking grades.</p>
<b>Area of Learning Experience: Humanities</b> <b>Subject: History</b>	
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>• The learning intention of the 'First World War' unit is to further develop pupils' understanding of and proficiency in enquiry, exploration and investigation.</li> <li>• This unit allows pupils to further develop the application of historical enquiry skills through the following 'big questions': <ul style="list-style-type: none"> <li>➤ What caused the First World War?</li> <li>➤ How was the First World War fought?</li> <li>➤ What was the impact of the First World War?</li> </ul> </li> </ul>
<b>How we will assess progress towards these intentions</b>	<ul style="list-style-type: none"> <li>• Pupils will complete three rich tasks over the course of the enquiry.</li> <li>• Two of the tasks will be self-assessed and one will be peer-assessed; after which pupils will be given the opportunity to respond to feedback and make improvements prior to teacher assessment.</li> </ul> <p>Pupils should also be able to demonstrate visible progress from when they applied historical skills to enquiries in Year 7.</p>
<b>Area of Learning Experience: Humanities</b> <b>Subject: Religious Studies</b>	
<b>Learning Intentions</b>	<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>
<b>How we will assess progress towards these intentions</b>	<p>Learners have 3 tasks to complete during this term. Each task will focus on one of the cross Curricular or Integral Skills. 1) Learners will develop their creativity and innovation skills by designing a piece of work that shows what they value and</p>



	love in life. 2) Learners will develop their Numeracy skills by conducting a survey on issues of forgiveness. 3) Learners will develop their literacy skills by evaluating the statement – ‘Everyone has a duty to forgive.’
<b>Area of Learning Experience: Health and Well-Being</b> <b>Subject: Dysgu Byw</b>	
<b>Learning Intentions</b>	<p>Dysgu Byw is a unique Bryntirion experience in the Year 8 curriculum rotation. It builds on the Year 7 Dysgu Byw curriculum offering an opportunity for learners to further develop skills for life. During the series of lessons, learners will focus on aspects of first aid and physical safety, both in a theoretical and practical way that progresses the Year 7 learning intentions. Another focus is on careers and learner effectiveness and the attitudes and tools required to help them to be ambitious and capable learners. They will experience opportunities to collaborate and develop their integral skills.</p> <p>It builds on the foundations of the Year 7 Dysgu Byw programme, giving learners the chance to further develop essential skills for life.</p> <p>Throughout this series of lessons, learners will:</p> <ul style="list-style-type: none"><li>• Explore aspects of first aid and physical safety, both in theory and through practical activities that extend their Year 7 learning</li><li>• Focus on careers and learner effectiveness, gaining the tools, attitudes, and confidence needed to become ambitious and capable learners</li><li>• Take part in opportunities to collaborate with others, strengthening their teamwork and integral skills</li></ul>
<b>How we will assess progress towards these intentions</b>	<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>
<b>Area of Learning Experience: Health and Well-Being</b> <b>Subject: Health and Well-Being</b>	
<b>Learning Intentions</b>	<p>To know and understand the legal, physiological, social and ethical implications of using:</p> <ul style="list-style-type: none"><li>• Nicotine – in cigarettes and vapes</li><li>• Vapes</li><li>• Nitrous oxide</li><li>• Cannabis</li><li>• Alcohol</li></ul> <p>To develop an awareness of exploitation in relation to cannabis in terms of people trafficking for cultivation and county lines for distribution.</p>





	To understand the nature and signs of Child Sexual Exploitation.
<b>How we will assess progress towards these intentions</b>	Using 'Forms' on Teams to reflect on progression of learning.
<b>Area of Learning Experience: Health and Well-Being</b> <b>Subject: Physical Education</b>	
<b>Learning Intentions</b>	<p><b><u>Positivity</u></b></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.</p> <p>The Person - will develop a positive attitude towards PE.</p> <p>The Performer - will be able to demonstrate and apply positivity within various contexts.</p>
<b>How we will assess progress towards these intentions</b>	<p>Baseline assessment - Self assessment of ability to demonstrate positivity in physical activity.</p> <p>Teacher assessment of ability to demonstrate positivity in physical activity.</p> <p>Self-assessment of own progress</p>
<b>Area of Learning Experience: Health and Well-Being</b> <b>Subject: Catering</b>	
<b>Learning Intentions</b>	<p>Learners will gain knowledge and understanding of how to plan, prepare and make medium skill dishes, how to work safely, and understand the control measures to prevent food-induced ill health.</p> <p>Learners will develop their understanding of menu planning and how hospitality and catering provisions adapt to satisfy the ever-changing customer climate, for example, dietary needs.</p>
<b>How we will assess progress towards these intentions</b>	<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>



	At the conclusion of the project, students will complete a final test that encompasses the skills acquired in both theoretical and practical sessions.
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