



Area of Learning Experience: Literacy, Language and Communication Subject: English	
Learning Intentions	<p>Pupils will explore a range of Shakespearean plays through this unit of work, along with a range of linked non-fiction texts, for example infographics, articles and timelines. Shakespearean texts studied will include ‘A Midsummer Night’s Dream’, ‘Macbeth’ and ‘A Merchant of Venice’.</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: theme - Reading strategies: synthesis - Structure and organisation: language and layout for different writing forms - Writing accurately: parenthesis - Speaking: group presentation <p>In addition to this core study, pupils will also study a companion text 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 ‘Romeo and Juliet’, ‘The Recruit’, and ‘The Hate U Give’.</p> <p>Throughout the term, learning experiences will encourage pupils to develop the integral skills of planning and organisation, for example through the structural approach of Both/A/B in response to a synthesis question. 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: Group Presentation</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Reading strategies: synthesis • Structure and organisation: language and layout for different writing forms • Speaking: group presentation <p>Pupils will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Contribute to the preparation and delivery of a group presentation; • Use evidence to support their points of view; • Listen to others and respond appropriately; • Use a range of ambitious vocabulary;



	<ul style="list-style-type: none"> • Speak using a range of sentence structures and grammatical accuracy. <p>Tracking Task 2: Synthesis (reading)</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Reading strategies: synthesis • Structure and organisation: language and layout for different writing forms <p>Pupils will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Respond maturely and perceptively to a text; • Make a range of points in response to a reading question; • Support points with apt quotations.
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Area of Learning Experience: Literacy, Language and Communication
Subject: French

Learning Intentions	To be able to recognise and use language related to the “food and drinks” topic, namely order foods and discuss preferences. Students will also encounter cultural characteristics of France/the French speaking world (Regional specialties/gastronomy/eating habits). The students will develop their integral skills of Critical thinking and Problem Solving through evaluating the credibility of a source (Focus) ; 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 a speaking and a listening task whilst the integral skills progress will be measured by the Spring Homework project (on regional culinary specialties).

Area of Learning Experience: Literacy, Language and Communication
Subject: Welsh/Cymraeg

Learning Intentions	In term 2, pupils will study the theme ‘Amser Hamdden’ Leisure Time revisiting the present / past tense. Pupils will build progressively on the skills of speaking, listening, reading and writing as they become confident with subject specific vocabulary and the imperfect tense will be introduced. Pupils will recap the soft mutation with time and numeracy tasks have been created to deepen pupils’ thinking. Throughout the spring term, a variety of tasks have been created that enable pupils to use cross curricular and integral skills effectively to develop and progress as ambitious capable learners.
How we will assess progress towards these intentions	<ul style="list-style-type: none"> • Term 2 content will be assessed by a range of reading, writing and oracy tasks. • Pupils will research a Welsh celebrity from the world of sport, TV, complete a profile and present the information in Welsh.



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 fractions and ratios, metric and imperial measures, shapes and angles, probability, negative numbers, sequences, substitution, the use of the equal sign and basic inequalities. 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 use the skills they have developed throughout the term whilst completing a mini project on 'Go Ape'. Pupils will also develop mathematical investigation skills through an experimental probability task. 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 • Experimental Probability task • Go Ape Task
Area of Learning Experience: Science and Technology Subject: Science	
Learning Intentions	<p><u>The Human Body 2</u></p> <p>To build on the healthy diet work done in year 7 by looking at deficiency diseases. To carry out experiments to find out if foods contain vitamin C.</p> <p>To learn that humans are different from each other, this is called variation. To carry out an experiment to measure variation within the class.</p> <p>To describe and explain how humans reproduce, how children mature to adults and the human life cycle.</p> <p>To learn the basics about the menstrual cycle.</p> <p>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 & consider how robust their data is.</p> <p><u>Raw Materials</u></p> <p>Pupils will develop an appreciation for the Earth as a source of raw materials, and the finite nature of many things. Separation techniques will be used and practically applied to refine materials and separate mixtures. Ethical issues such as waste management and recycling will be tackled with pupils, looking towards</p>



	<p>a future we need to actively manage and the world they and their children will live in.</p> <p>Pupils will develop their integral skills of critical thinking & problem solving by overcoming flaws in their methods. Planning and organising skills by establishing methods and variables in advance, while utilising creativity and innovation by suggesting improvements or alternate methods. In managing their time, working independently, and reflecting on their work pupils will hone their personal effectiveness. A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy, the texts will target Year 8 readers. Numeracy skills will be based around performing calculations and using quantities to represent energy generated.</p>
<p>How we will assess progress towards these intentions</p>	<p><u>The Human Body 2</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 a focused written task about analysing & evaluating, a unit test and two recall homework tasks.</p> <p><u>Raw Materials</u> Teachers will form a judgement of pupils’ progress through tasks set in class. A variety of questioning techniques will be used to establish knowledge and understanding. This will be assessed through numerical, reading, writing, and oral tasks. Formal data will be gathered through a focused written task about hypothesising & planning, a unit test and recall homework.</p>
<p>Area of Learning Experience: Science and Technology Subject: Design Technology</p>	
<p>Learning Intentions</p>	<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> <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>



<p>How we will assess progress towards these intentions</p>	<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>
<p>Area of Learning Experience: Science and Technology Subject: ICT/Computer Science</p>	
<p>Learning Intentions</p>	<p>Learners will develop their knowledge of various aspects of online safety including personal safety and cybercrime. Learners will also start to consider aspects of how their data is used online by organisations and the impact of their digital footprint, as well as investigating some of the issues relating to the reliability of the information hosted online, including that created by generative AI and what techniques can be used to ensure that the information they consume is as reliable as possible.</p> <p>Learners will plan/design, create and evaluate an animation based on a theme of ‘Preventing Climate Change’, 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 animation. 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>Knowledge developed during the online safety exercises will be assessed through completing a quiz using Microsoft Forms. Multiple choice questions will be assessed automatically, and teachers will mark questions where a written response is required. Answers will be assessed both in terms of the accuracy of the answers and literacy skills will also be assessed as some answers will require technical terms to be spelt correctly.</p>
<p>Area of Learning Experience: Expressive Arts Subject: Art</p>	
<p>Learning Intentions</p>	<p>Theme Brief: Street Art – Welsh Heritage - Working as a Graffiti Artist.</p> <p>During this term the topic will be based on the theme of ‘Street Art’. Pupil’s will be introduced to different types and styles of Street Art. Pupil’s will be learning about Typography and Fonts. Pupil’s will be developing their own style of Graffiti writing. Pupil’s will design and create a graffiti stencil.</p>
<p>How we will assess progress towards these intentions</p>	<p>Practical – Graffiti style Name Tag:</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. Well thought-out composition and typeface choice</p>



	<p>for descriptive words. Ability to achieve smooth transitions of contrasting tones with colour blending techniques. Techniques have been well executed. Quality of the outcome.</p> <p>Literacy - Artist Evaluation – Banksy– Graffiti Stencil Art: 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>
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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 Spring term of year 8 pupils will develop their use of the elements of music, continuing to develop musical theatre skills through rap, hip-hop and the musical Hamilton.</p>
How we will assess progress towards these intentions	<p>Progress will be assessed towards these intentions through the following tasks:</p> <ul style="list-style-type: none"> • Teacher formal assessment – Rap music or musical theatre on the keyboard • Self-evaluation through focus task sheet

Area of Learning Experience: Humanities

Subject: Geography

Curriculum Intentions	<p>In the Spring term of year 8, students will begin by carrying out an <i>enquiry</i> on ‘Deadly Earthquakes’. 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.</p> <p>During the second half of the term, year 8 students will study the Worlds Biomes. They will begin by studying the variety of biomes that exist and their global distribution. They will then engage in group-work challenge, where they will be given some key global facts and a variety of images and information, that they need to order into a spatial pattern depending on latitude. Pupils will begin a more detailed program of work on just one biome. They will learn about its physical features, including its climate. They will learn about some of the natural</p>
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	<p>cycles that occur there, such as the nutrient and carbon cycle. Finally, pupils will begin to discover the anthropogenic impacts the biome is suffering from and how they can be managed.</p> <p>This terms work will increase students’ breadth and depth of knowledge and an understanding of underlying physical concept/patterns and processes. They will also consider human processes as both a cause and consequence of these. Pupils will also develop and refine a variety of subject specific skills, such as the ability to analyse and interpret relationships on a scatter graphs and describe trends on line graphs. They will have the opportunity to enhance their digital competency skills, as pupils will use excel to create graphs and present their findings.</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 this term will come from:</p> <ol style="list-style-type: none"> 1. The Deadly Earthquake Enquiry (rich task) 2. Descriptions of distributions. 3. Explanations of physical processes/cycles. 3. Analysis and interpretations of trends and relationships on graphs <p>All of the above will be assessed through a variety of self, peer and teacher feedback and they will help inform attainment tracking grades.</p>
<p>Area of Learning Experience: Humanities Subject: History</p>	
<p>Learning Intentions</p>	<p>Depth study: Who was to blame for the Titanic disaster?</p> <p>The learning intention of this depth study is to further refine 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>
<p>How we will assess progress towards these intentions</p>	<p>Pupils will complete source-based rich tasks within this depth study:</p> <ul style="list-style-type: none"> - Use Source A and your own knowledge to describe who was to blame for the Titanic disaster? Pupils will use scaffolding with some paragraphs being co-constructed. [Self-assessment] - To what extent does Source B explain who was to blame for the Titanic disaster? Pupils will use structure strips and follow step-by-step guidance. [Teacher assessment]
<p>Area of Learning Experience: Humanities Subject: Religious Studies</p>	
<p>Learning Intentions</p>	<p>Year 8 learners will study the theme of ‘Values and Ethics’ during the Spring Term. Learners will explore the following topics: what people value, conflict, war, and pacifism. By the end of the term, learners can review their ethical positions on matters of religious and non-religious significance (freedom of speech, pacifism, and war), evaluate the factors that influence their attitudes, behaviours,</p>



	and actions, and identify opportunities where appropriate moral action is needed in their communities, Wales, and the wider world.
How we will assess progress towards these intentions	Learners are expected to complete the following tasks: Diamond 9 on the causes of conflict, applying the Just War Theory conditions to a chosen war, designing a Peace Mala Bracelet, composing an 'I have a Dream Speech', and evaluating the statement: 'It is never right to fight.'
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	To know and understand the legal, physiological, social and ethical implications of using: <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	Using 'Forms' on Teams to reflect on progression of learning.



Area of Learning Experience: Health and Well-Being
Subject: Physical Education

Learning Intentions	<p><u>Integrity</u></p> <p>Pupils will understand what integrity is and be able to demonstrate integrity in a variety of activities.</p> <p>The Pupil - will understand the term integrity and review its importance within various contexts.</p> <p>The Person - will be able to demonstrate integrity while working alongside others.</p> <p>The Performer - will be able to demonstrate and apply integrity in sport and physical activity.</p>
How we will assess progress towards these intentions	<ul style="list-style-type: none"> Baseline assessment - Self assessment of ability to demonstrate integrity in physical activity. Teacher assessment of ability to demonstrate integrity in physical activity. Self-assessment of own progress

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 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>
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>