



<b>Area of Learning Experience: Literacy, Language and Communication</b> <b>Subject: English</b>	
<b>Learning Intentions</b>	<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"><li>- Response and analysis: theme</li><li>- Reading strategies: synthesis</li><li>- Structure and organisation: language and layout for different writing forms</li><li>- Writing accurately: parenthesis</li><li>- Speaking: group presentation</li></ul> <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 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>
<b>How we will assess progress towards these intentions</b>	<p>Tracking Task 1: Group Presentation</p> <p>Skills assessed:</p> <ul style="list-style-type: none"><li>- Reading strategies: synthesis</li><li>- Structure and organisation: language and layout for different writing forms</li><li>- Speaking: group presentation</li></ul> <p>Pupils will be assessed on their ability to:</p> <p>Contribute to the preparation and delivery of a group presentation; Use evidence to support their points of view; Listen to others and respond appropriately;</p>



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

**Subject: French**

<b>Learning Intentions</b>	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; 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.
<b>How we will assess progress towards these intentions</b>	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**

<b>Learning Intentions</b>	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.
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<b>How we will assess progress towards these intentions</b>	<p>Term 2 content will be assessed by a range of reading, writing and oracy tasks.</p> <p>The integral skills will be assessed when pupils create a blog about their leisure time. Pupils will research and choose a suitable design template(s) (Canva) to present their work. The best work will be published in Y Bryn (the school's bilingual magazine).</p>
<b>Area of Learning Experience: Mathematics and Numeracy</b> <b>Subject: Mathematics</b>	
<b>Learning Intentions</b>	<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 data skills they have developed throughout the term whilst completing a multi-lesson project on 'Welsh Breakfast'. Pupils will 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>
<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>• Test</li><li>• Experimental Probability task</li><li>• Welsh Breakfast task</li><li>• National Numerical Reasoning test</li></ul>



<b>Area of Learning Experience: Science and Technology</b> <b>Subject: Science</b>	
<b>Learning Intentions</b>	<p><u>Hormones &amp; body development</u></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 be able to describe changes in humans during puberty and how we reproduce. Learners will start to understand the ways that we are varied.</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><u>Forces &amp; motion</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>
<b>How we will assess progress towards these intentions</b>	<p><u>Hormones &amp; body development</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 &amp; planning, unit test and two recall homework tasks.</p> <p><u>Forces &amp; motion</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</p>



	<p>calculations of speed with supplied data, measuring and recording data as well as graphing during the focus task, and development of unit conversion.</p> <p>Hypothesising and planning skills will be assessed using the focus task on friction.</p> <p>Digital competency and oracy will be developed when creating and presenting their presentations.</p>
<b>Area of Learning Experience: Science and Technology</b> <b>Subject: Design Technology</b>	
<b>Learning Intentions</b>	<p>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.</p> <p>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.</p>
<b>How we will assess progress towards these intentions</b>	<p>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.</p>
<b>Area of Learning Experience: Science and Technology</b> <b>Subject: ICT/Computer Science</b>	
<b>Learning Intentions</b>	<p>Learners will develop their data handling skills through completing database and spreadsheet exercises. The database exercise will allow pupils to construct, refine and interrogate a data set and will be based around careers relating to ICT. The exercise will provide the opportunity for learners to develop database skills involving the use of tables, queries, reports, and forms. The spreadsheet exercise will be based around the theme of endangered species and will provide learners with the opportunity to practise using a range of spreadsheet functions and formulae, as well as using charts and graphs. The exercises will also provide opportunities for learners to develop literacy and numeracy skills.</p>
<b>How we will assess progress towards these intentions</b>	<p>Skills developed during the spreadsheet 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</p>



	solving.' 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.
<b>Area of Learning Experience: Expressive Arts</b> <b>Subject: Art</b>	
<b>Learning Intentions</b>	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.
<b>How we will assess progress towards these intentions</b>	<p><b>Practical – Graffiti style Name Tag:</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. Well thought-out composition and typeface choice 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><b>Literacy - Artist Evaluation – Banksy– Graffiti Stencil Art:</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>
<b>Area of Learning Experience: Expressive Arts</b> <b>Subject: Performing Arts</b>	
<b>Learning Intentions</b>	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, with a focus on pop music and performing and continue to develop musical theatre skills through the theme of gangs (West Side Story) devising and performing a group piece.



<b>How we will assess progress towards these intentions</b>	<p>Progress will be assessed towards these intentions through the following tasks:</p> <p>Focus written task on pop music Group performance</p> <p>Teacher and Self-evaluation will be used for feedback.</p>
<b>Area of Learning Experience: Humanities</b> <b>Subject: Geography</b>	
<b>Curriculum Intentions</b>	<p>In the Spring term of year 8, students will study the worlds Biomes. They will begin by studying the variety of biomes that exist, before going on to study 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. They then go on to research each biome independently before producing a summative piece of work (rich task) to display all their findings over this series of lessons. During the second half of the term, pupils will begin a more detailed program of work on just one biome: the Tropical Rainforests (TRF's). They will learn about the structure and features of the TRF's, including its climate. They will learn about some of the natural cycles that occur there, such as the nutrient and carbon cycle. Finally, pupils will begin to discover the anthropogenic impacts the TRF's have and are suffering.</p>
<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 this term will come from: 1. Descriptions of distributions. 2. The Global Biomes summative task – focus here is on the quality of factual detail gained through research and enquiry style learning. 3. Descriptions and comparisons of graphical trends 4. Explanations of physical processes/cycles. 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>
<b>Area of Learning Experience: Humanities</b> <b>Subject: History</b>	
<b>Learning Intentions</b>	<p><u>Values &amp; Ethics:</u></p> <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>
<b>How we will assess progress towards these intentions</b>	<p><u>Values &amp; Ethics:</u></p>



	<ul style="list-style-type: none"><li>The “Is it ever right to fight?” 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].</li><li>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]</li></ul> <p>** The key assessment task will be completed at the end of the next enquiry.</p>
<b>Area of Learning Experience: Humanities</b> <b>Subject: Religious Studies</b>	
<b>Learning Intentions</b>	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, and actions, and identify opportunities where appropriate moral action is needed in their communities, Wales, and the wider world.
<b>How we will assess progress towards these intentions</b>	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.’
<b>Area of Learning Experience: Humanities</b> <b>Subject: Big Bocs Bryntirion</b>	
<b>Learning Intentions</b>	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.
<b>How we will assess progress towards these intentions</b>	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.





<b>Area of Learning Experience: Health and Well-Being</b> <b>Subject: Health and Well-Being</b>	
<b>Learning Intentions</b>	<p>The pupils have this subject in the rotations with technology and Big Bocs.</p> <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> <p>To understand the nature and signs of Child Sexual Exploitation.</p>
<b>How we will assess progress towards these intentions</b>	<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>
<b>Area of Learning Experience: Health and Well-Being</b> <b>Subject: Physical Education</b>	
<b>Learning Intentions</b>	<p><b><u>Integrity</u></b></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>
<b>How we will assess progress towards these intentions</b>	<p>Baseline assessment - Self assessment of ability to demonstrate integrity in physical activity.</p> <p>Teacher assessment of ability to demonstrate integrity in physical activity.</p> <p>Self-assessment of own progress</p>