



Area of Learning Experience: Literacy, Language and Communication Subject: English	
Learning Intentions	Our Year 9 Autumn term study builds upon the communication skills that pupils have developed throughout their studies at KS3. The first half term begins with 'The Digital Age', where pupils interrogate media for bias and viewpoint. This is followed by Willy Russell's <i>Blood Brothers</i>, focusing on social context, class conflict, and the medium of drama as a precursor to GCSE study of play texts. During this term, pupils will develop the following key aspects of reading, writing and oracy: - Reading strategies: bias and impressions - Response and analysis: context and impressions - Writing accurately: sentences, punctuation, academic register, persuasion and speech form - Meaning, purposes and audiences: narrative form and persona writing - Listening: questioning in discussion Collaboration and discussion: mediation and responding
How we will assess progress towards these intentions	Progress towards these learning intentions will be assessed through a range of evidence gathered over time, including all work produced by pupils in class, their self-assessments and peer assessments, their responses to feedback from both peers and staff, and the completion and quality of tasks undertaken during lessons and beyond the classroom. This evidence will be considered alongside performance in the designated tracking tasks (identified below) to form an overall judgement of the progress each pupil has made towards achieving the learning intentions. Tracking Task 1: Persuasive speech Tracking Task 2: Reading (Drama focus) and Creative Writing
Area of Learning Experience: Literacy, Language and Communication Subject: French	
Learning Intentions	To be able to recognise and use language related to the "Holidays" topic, with a focus on past and future tenses. Students will also encounter cultural characteristics of France/the French speaking world (holiday destinations in mainland and overseas 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. As these skills have been developed discretely in Years 7 and 8, the tasks will enable pupils to show their independent application of the skills
How we will assess progress towards these intentions	Content will be assessed through a Writing and a Reading task whilst the integral skills progress will be measured by the Homework project (book a



	holiday in France) with a focus on revisiting/reinforcing all the skills developed in Years 7 and 8.
Area of Learning Experience: Literacy, Language and Communication Subject: Welsh/Cymraeg	
Learning Intentions	Year 9 pupils will study the theme Yr Ardal / Cymru. Pupils will be introduced to the conditional tense and pupils will build progressively on the skills of speaking, listening, reading and writing through a variety of tasks. Pupils will have a brief introduction to the history and origins of the Welsh language and learn to engage critically with languages in order to help them develop a sense of their own identity. 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	• Term 1 content will be assessed by a range of reading, writing and oracy tasks. • Create an advertisement / video advertising your area, what's it like to live in your area, what are the attractions, its historical significance.
Area of Learning Experience: Mathematics and Numeracy Subject: Mathematics Foundation	
Learning Intentions	During the Autumn term pupils will develop their number, algebra and shape skills through work on place value, types of numbers, product of prime factors, fractions, decimals, percentages, ratio and angle work including using bearings. They will develop financial literacy and complete a series of lessons and experiences which will include applications of mathematics to the real-world and opportunities for learners to collaborate whilst investigating and solving problems. Pupils will develop mathematical investigation skills through a mini-bus investigation. Pupils will be given the opportunity to develop their modelling skills using spreadsheets. They will also be given opportunities to develop their Organising, Communicating and Writing Skills through targeted lessons and opportunities to develop their reasoning skills. 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	• Test 1 and Test 2 • Skills Assessment 1 Non-Calculator • Skills Assessment 2 Non-Calculator • National Numerical Procedural and National Numerical Reasoning
Area of Learning Experience: Mathematics and Numeracy	



Subject Mathematics: Higher

Learning Intentions	During the Autumn term pupils will develop their number, algebra, shape and data skills through work on product of prime factors, standard form, significant figures and estimating, errors in measurement, substitution and rearranging and expanding brackets, forming and solving equations, forming and solving Inequalities, Decimals, fractions and ratio, Shape, Angles, Parallel lines and Bearings, Percentages and Collecting and Representing data. They will develop financial literacy and complete a series of lessons and experiences which will include applications of mathematics to the real-world and opportunities for learners to collaborate whilst investigating and solving problems. Pupils will be given the opportunity to develop their modelling skills using spreadsheets. They will also be given opportunities to develop their Organising, Communicating and Writing Skills through targeted lessons and opportunities to develop their reasoning skills. 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	• Test 1 and Test 2 • Skills Assessment 1 Non-Calculator • Skills Assessment 2 Non-Calculator • National Numerical Procedural and National Numerical Reasoning

Area of Learning Experience: Science and Technology

Subject: Science

Learning Intentions	Pupils will complete one full investigation for each specialism, utilising the full scientific enquiry process and building upon the investigative skills that they developed throughout year 7 and 8. This will be followed by topics in each scientific discipline that will enhance their understanding developed so far. <u>Biology</u> In the first investigation pupils will explore how the quantity of energy in food varies with the mass of the food. Pupils will then go on to learn about diabetes and disease. <u>Chemistry</u> Pupils will initially investigate how changing the volume of water affects the rise in temperature when heating. This will be followed by looking at solutions and deepening their understanding in this area by looking at more complex concepts such as solubility curves and supersaturation. <u>Physics</u> In the first investigation pupils will explore how the speed of a water wave can change, utilising knowledge of wave properties. This will then be followed by
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	looking at the behaviour of waves when they are incident on a reflective material or cross the boundary between two materials. Pupils will also develop their understanding of light as a spectrum and why surfaces appear different colours. Pupils will develop their integral skills of critical thinking & problem solving by overcoming flaws in their methods. Planning and organising skills will be developed 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. This year they will tackle all three areas of the scientific enquiry process: initially with a scaffolded help sheet. Pupils will continue to progress their literacy by dealing with more complex language and scientific terms. Being able to explain what is meant to peers or staff. Numeracy skills will be developed by performing multi-step calculations, while being able to justify their approach and why the steps are required.
How we will assess progress towards these intentions	<u>Chemistry/Biology/Physics</u> An initial investigation in each specialism with scaffolded support will provide a baseline for pupils. Feedback is provided to highlight areas which require improvement/development which can be acted upon. Further theoretical units will be assessed through topic tests.
Area of Learning Experience: Science and Technology Subject: Design Technology	
Learning Intentions	The aim of this unit is to revisit the skills learned in Year 7, including CAD/CAM and woodworking, while further developing students' critical thinking and evaluative abilities. The project is divided into two parts. In the first part, students will research six 20th-century design movements and use one of these movements as inspiration to create ideas for a clock face. They will select a client for whom they will design the clock, generating initial ideas by hand and then refining these concepts using computer software to be produced with a laser cutter. In the second part of the project, students will focus on advanced wood joining techniques to construct a box for housing the clock mechanism, onto which they will attach their designed clock face.
How we will assess progress towards these intentions	Learners will be assessed on their ability to apply their research to design within a given theme, create a product that meets the success criteria and aligns with the theme, and evaluate their designs and final product using critical thinking and problem-solving skills.



Area of Learning Experience: Science and Technology Subject: ICT/Computer Science	
Learning Intentions	Year 9 carousel The purpose of this unit is to build on several different aspects of the Year 7 & 8 curriculum and allow learners to further develop their computational thinking & programming skills and ICT skills. The activities in the project will also give learners the opportunity to further develop all the cross-curricular skills (literacy, numeracy and digital competence) and all the integral skills (creativity & innovation, planning & organising, critical thinking & problem solving and personal effectiveness). The project will also cover the theme of CWRE (running a business/organisation) and have a Welsh angle, with the organisation selected by the learner to be based in Wales. The lessons will borrow some aspects of the NEA controlled assessments that are available in the different qualifications offered by the department (GCSE Digital Technology, GCSE Computer Science and Level 1 / 2 Vocational Award) as a vehicle to allow learners to develop these skills. Learners will be given a scenario with user requirements and success criteria and asked to research, plan, design, create and evaluate digital products based around the scenario. Extension tasks will be included throughout for more able/faster working learners. 1. Learners will be firstly asked to select a business that is based in Wales and is small-to-medium sized. The business may be real or realistic/plausible. 2. Learners will then research, plan, design and create a logo for the business based on user requirements and fulfilling set success criteria. Learners will receive peer feedback on their logo and use the feedback to optimise their logo. Finally, the logo will be exported as a suitable file type and tested on a range of merchandise and digital products (eg dummy social media posts for the organisation). The software used for the logo will be Serif Draw Plus and learners will develop ICT skills in using the software's basic and advanced features (to the level required for the Level 1 / 2 Vocational Award). The logo created will also be used in the subsequent tasks (business webpage and profit & loss spreadsheet). 3. Learners will then plan, design and create a webpage for the organisation using HTML programming language, developing the basic computational thinking and programming skills acquired during Year 7 and 8, and writing extended code for the first time. Programming inherently involves the development of literacy as words have to be spelt precisely and accurately for the code to function, and also inherently involves the development of some aspects of numeracy eg understanding pixel size of images and implementing this correctly in the code. Given the nature of programming, problem solving skills are also naturally developed as learners must 'debug' their code by



	Identifying and rectifying any errors that prevent the code from running. 4. Learners will then plan, design and create a profit and loss spreadsheet for their organisation. This will further develop their data handling skills as they will use increasingly complex formulas and functions, without the use of a teacher-provided template (as provided in Year 8). Learners will need to plan very carefully and use their problem-solving skills to ensure functions and formulas are correct. Numeracy skills will be developed through the use of various functions and formulas and the creation of charts/graphs. Literacy skills will be developed eg use of capitals for brand names, products etc 5. Finally, learners will develop their personal effectiveness skills by completing a self-evaluation of the work completed for the project.
How we will assess progress towards these intentions	Skills developed during the project will be assessed through a criteria-based marks system with grades awarded. Marks will be awarded for developing skills in the separate tasks with the total mark generating an associated grade. Marks will be awarded for a variety of criteria including planning/designing, creativity, developing skills in the different software packages, literacy (spelling/capitals etc) and self-evaluation.
Area of Learning Experience: Expressive Arts Subject: Art	
Learning Intentions	The purpose of this unit is to build on knowledge and progress made throughout the Year 7 & 8 curriculum and allow learners to further develop their creative making skills. Our Aim is to deliver richly creative, focused tasks that facilitates purposeful, meaningful and authentic development of a broad range of practical skills, artistic techniques and mediums, writing and oracy skills, self-expression, independent learning and enjoyment. In Year 9 we will be delivering a concise project. This project will include elements of the WJEC GCSE Art & Design assessment objectives and content which can be later used towards their Art GCSE portfolio's if they chose to opt for this subject. The theme for this project will be "Identity" We focus on developing pupils' knowledge of the formal elements of Art & Design, through a wide variety of mediums and techniques. We begin by asking the pupils to reflect on their experiences and skills developed throughout Year 7 & 8 working in the various creative career pathway fields: Graphic Design, Textiles/Fashion Design, Graffiti Art, Illustration, Animation, Surface Pattern Design, Fine Art and Photography. Focusing on their strengths and interests, they will then further progress these skills to complete a personal and individual mixed-media outcome. Our essential integral art skills are recognised through the design and making process within each brief: Step 1 – Research and contextual understanding. Step



	2 – practical experiments and learning new techniques. Step 3 - planning and developing an answer to the set brief, Step 4 – making your final project and self-reflection/evaluation.
How we will assess progress towards these intentions	There are two types of assessment within the Art Department in Year 9 to monitor progress; Teacher assessment and self-assessment. At the start of each term, alongside Termly briefs, pupils are given assessment success criteria for up-coming “Rich Tasks” where formal teacher feedback will be given to students. Alongside this, pupils will have Self-reflective “DIRT” resources in the backs of their book where they can monitor and track their progress and development against the Art & Design “What matters statements”. The “Rich Tasks” are comprised of a practical outcome and a writing outcome.
Area of Learning Experience: Expressive Arts Subject: Performing Arts	
Learning Intentions	In the Year 9 carousel, 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 performing arts carousel, pupils will explore and hone their skills through a range of activities including music technology composition, a video production project, instrumental study and acting or design analysis and performance of ‘Macbeth’.
How we will assess progress towards these intentions	Progress will be assessed towards these intentions through: - Peer assessment on the music technology composition - Peer evaluation and teacher feedback on the video project - A teacher assessed performance on Macbeth (acting or design)
Area of Learning Experience: Humanities Subject: Geography	
Curriculum Intentions	In the Autumn term of year 9 , students will begin to discover the meaning of the term “ SUSTAINABILITY ” This is a key geographical concept which will be carried through each consecutive year and topic of studying the subject. In the first half of the term , they will be learning about: • The pillars of sustainability • the 17 United Nations’ Sustainable Development Goals • (SDGs) • how the goals relate to the seven well-being goals in the • Well-being of Future Generations Act (Wales) 2015 • how the goals relate to the three pillars of sustainability • how the goals can contribute to sustainable solutions.



	In the <i>second half of the term</i>, pupils will complete a rich task which is a decision-making exercise. They will be given a geographical issue and a number of possible solutions to it. Through reading and research, pupils will develop a detailed understanding of the issue and then write a report outlining and justifying their chosen solution. This will prepare them for the GCSE NEA should they chose to continue with geography at GCSE level.
How we will assess progress towards these intentions	Pupils will be assessed in a variety of ways: • Formatively by their teacher– ongoing during lessons • Summative assessment by their teacher– end of topic test • Sustainable Solutions Decision Making Exercise – an extended/rich task similar to a GCSE NEA • They will also receive peer assessment and engage in self-assessment throughout the term.
Area of Learning Experience: Humanities Subject: History	
Learning Intentions	The learning intention of the '<i>Changes in 1920s US society</i>' unit is to consolidate pupils' understanding of and proficiency in enquiry, exploration and investigation in readiness for GCSE level. This unit allows pupils to consolidate the application of historical enquiry skills through the following content areas: Race & immigration • The legacy of slavery • The treatment of indigenous people • The experience of immigrant communities The roaring 20s • The development of popular entertainment • The Harlem Renaissance
How we will assess progress towards these intentions	Pupils will complete two rich tasks over the course of the enquiry – focusing on 'Describe...' and 'Explain...' questions. One of the tasks will be peer-assessed and one will be self-assessed; after which pupils will be given the opportunity to respond to feedback and make improvements prior to teacher assessment.
Area of Learning Experience: Humanities Subject: Religious Studies	



Learning Intentions	Year 9 learners will study the theme of the 'Holocaust' during the Autumn Term. Learners will study the Holocaust and Human Rights. Learners will explore the Jewish religion and how Jewish identity was affected by the Holocaust. Learners will also consider ethical and philosophical issues raised by the Holocaust and ask questions about the purpose of evil and suffering and the nature of God.
How we will assess progress towards these intentions	Learners will have two tasks to complete during this term. Each task will focus on one of the Cross Curricular or Integral Skills. 1) Learners will develop their Literacy and DCF skills by planning and organising their group presentations on the Holocaust. 2) Learners will complete a creativity task on how best to remember the Holocaust. They will develop their evaluation and critical thinking skills in the planning of their task.
Area of Learning Experience: Humanities Subject: Business Studies	
Learning Intentions	The learning intention of the Business Studies unit is to develop students' understanding of key business concepts while enhancing essential skills in preparation for further study. This unit allows pupils to apply business principles through the following key tasks: - Understanding customer needs and wants: Pupils will explore how to identify and meet customer demands in designing a holiday package. - Planning and budgeting: Pupils will create a holiday itinerary within a set budget, practising critical thinking and problem-solving. - Marketing: Pupils will develop and present marketing strategies to promote their holiday package, emphasising creativity and innovation. Through these tasks, students will consolidate their skills in planning, organising, critical thinking, and personal effectiveness.
How we will assess progress towards these intentions	Throughout the unit, teachers will monitor students' understanding and application of business concepts during classroom activities, group discussions, and individual tasks. Regular feedback will be provided to guide improvements in planning, budgeting, and marketing strategies.



	Students will present their completed holiday packages to the class, demonstrating their ability to integrate all aspects of the project. This presentation will be assessed on the effectiveness of their communication, the coherence of their business strategy, and their ability to respond to questions and feedback. The final project, including all components of the holiday package, will be evaluated against clear criteria that encompass understanding of business concepts, application of skills, and overall presentation quality. This will provide a comprehensive measure of each student's achievement in the unit.
Area of Learning Experience: Health and Well-Being Subject: RSE/PSE	
Learning Intentions	Year 9 – Exploitation Learning Intentions To know and understand the concept of exploitation across a range of contexts including: ‘using people’ - what it means to treat others with respect; why people abuse others online; the role of algorithms and dopamine The different forms of exploitation including domestic servitude, forced labour, sweatshops and sexual exploitation The factors that make some groups of individuals vulnerable to exploitation The definition and nature of human trafficking Contrasting the representation of exploitation in media with the real life harms
How we will assess progress towards these intentions	Using ‘Forms’ on Teams to identify knowledge and understand prior and subsequent to the scheme of work (September and December). ‘Best work’ rich assessment task on the subject of an example of exploitation – historical or contemporary; in Wales or elsewhere in the world, contextualised by legal and ethical implications, uploaded to the Digital Portfolio.
Area of Learning Experience: Health and Well-Being	



Subject: Physical Education	
Learning Intentions	Pupils will independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety of stimuli. They will value the benefits of participation in regular physical activity and sport, seeking opportunities to develop their expertise. Throughout this term pupils will – • Value the benefit of participation in regular physical activity and sport, seeking opportunities to develop their expertise. • Appreciate there are wider opportunities to participate in competitive and non-competitive activities and not just physically taking part e.g. coach, referee, volunteer. • Critically evaluate performance of themselves and others and produce a plan for improvements e.g. setting short term and long-term goals, planning and implementing a training programme.
How we will assess progress towards these intentions	Progress will be assessed regularly throughout the term, with pupils - - o Demonstrating and applying relevant skills and techniques in a variety of sports and physical activities. - o Analysing and evaluating performance in a variety of sports and physical activities. - o Using self & peer assessment.
Area of Learning Experience: Health and Well-Being	
Subject: Catering	
Learning Intentions	Learners will acquire knowledge and skills in planning, preparing, and creating complex dishes, as well as understanding how pathogenic bacteria can lead to illness. They will also deepen their understanding of the role and responsibilities of Environmental Health Officers (EHOs). Additionally, students will explore the functions of nutrients, enhancing their understanding of both macro and micronutrients.
How we will assess progress towards these intentions	Learners will be assessed using multiple methods, with regular formative evaluations conducted during each lesson, and summative tasks used to gauge overall progress. Learners will reflect on their own progress using DIRT (Dedicated Improvement and Reflection Time) activities. At the conclusion of the project, students will complete a final test that encompasses the skills acquired in both theoretical and practical sessions.



Area of Learning Experience: Health and Well-Being

Subject:

Learning Intentions

**How we will assess
progress towards these
intentions**