



Ysgol Coedcae School



Lower School Curriculum & Assessment Handbook 2024-25

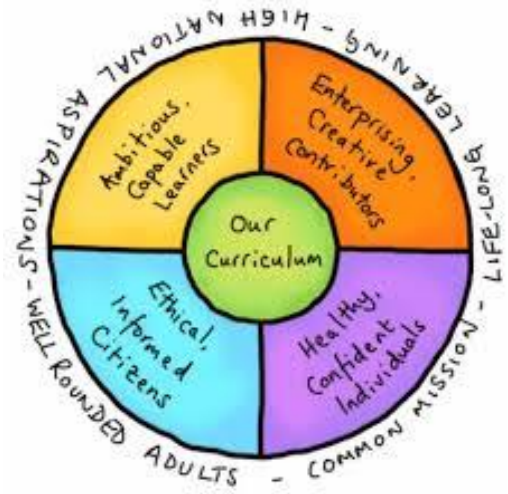


Curriculum for Wales

- Our Curriculum at Coedcae follows the guidance from the Curriculum for Wales and it will be **a journey of knowledge, skills and experiences**.
- Our curriculum is designed for **all** children. It will support your child with creative lessons with real-life meaning. It will suit their needs and help them reach their full potential. The world is more connected nowadays, so what they learn is more connected too.
- Knowledge is really important, and they will also be given the skills and experiences they need for a fast-changing world.
- Our key purpose is to inspire confident learners to thrive in an ever-changing world and we believe that we have designed a curriculum that encompasses that purpose.

We will be supporting your child to become:

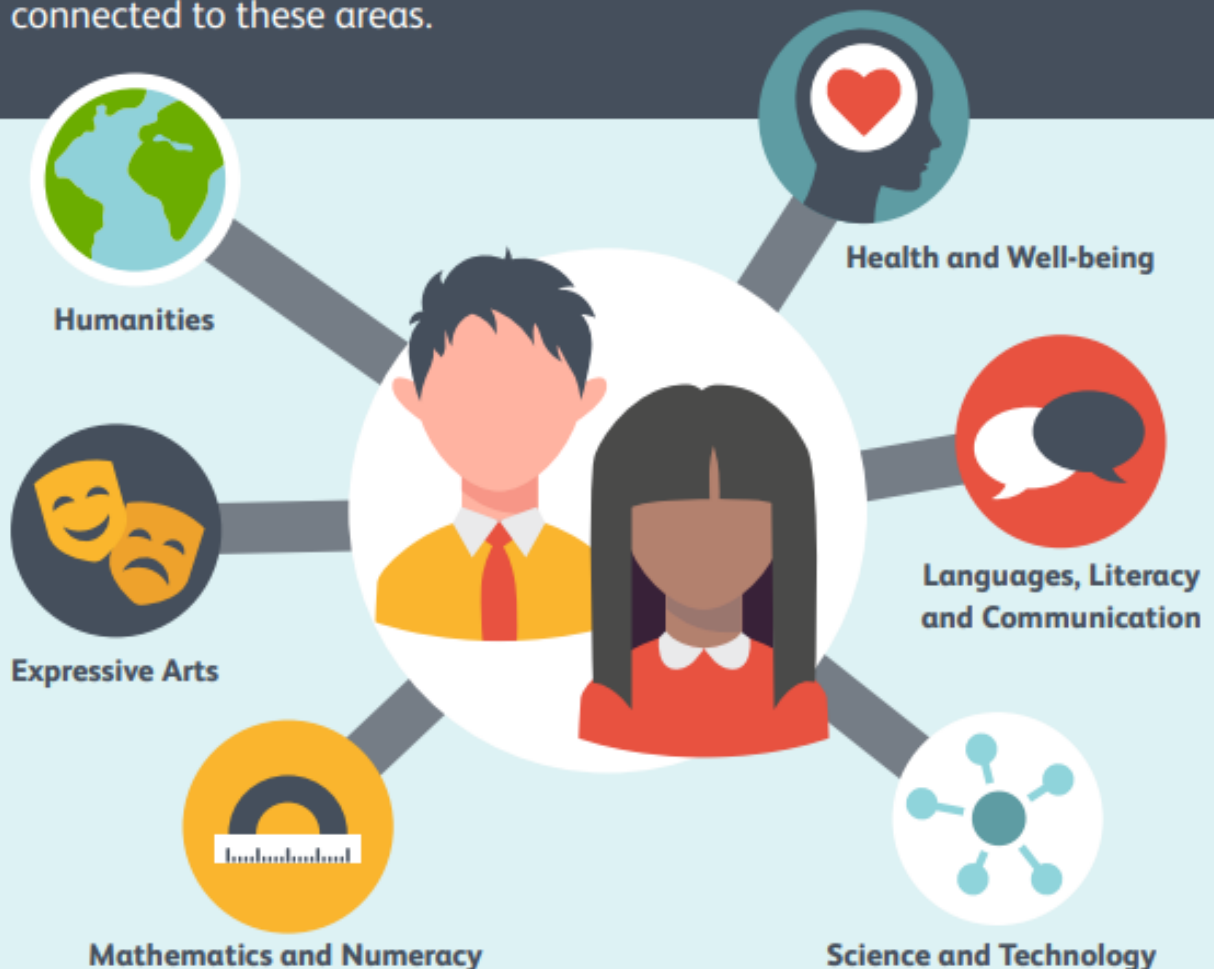
- an ambitious, capable learner, ready to learn throughout their life
- an enterprising, creative contributor, ready to play a full part in life and work
- an ethical, informed citizen, ready to take part in Wales and the world, and a
- a healthy, confident individual, ready to lead a fulfilling life as a valued member of society.
- These are called the 'four purposes' of the curriculum.



Areas of learning and experience



As well as literacy, numeracy and digital skills, there are **six areas of learning and experience**. Everything your child learns will be connected to these areas.



The curriculum also covers:

- human rights
- diversity and respecting differences
- experiences and skills for careers and the workplace
- learning about local, national and international contexts
- developmentally appropriate relationships and sexuality education.

Areas of learning and experience



In **Expressive Arts**, your child will explore art, dance, drama, film and digital media and music to develop their creative, artistic and performance skills.



In **Humanities** they'll learn about the world, society and events in the past and present. They'll explore the challenges and opportunities that face us, and what ethical action we can take to safeguard the world and its people in the future.



In **Mathematics and Numeracy**, your child will develop their understanding of numbers and use symbols in maths. They'll explore shapes and measurement and learn about statistics and probability.



Health and Well-being is about looking after their physical and mental health including emotional well-being. They'll learn about healthy eating and how to make good decisions, deal with influences and develop healthy relationships.



In **Languages, Literacy and Communication**, your child will learn about languages. They'll understand and use Welsh, English and other languages. They'll study and create literature, and communicate in spoken, written or visual ways. This could include poetry, drama and film.



In **Science and Technology** your child will learn about biology, chemistry, physics, computer science and design and technology. They'll learn about design and engineering, living things, matter, forces and energy, and how computers work.



Delivery of the Curriculum

There are a number of subjects in each Area of Learning and Experience. As the curriculum is delivered within a two-week, 50-period timetable, the number of lessons per subject per fortnight is as follows:

	E N G L I S h	M A T H S	S C I E N C E	A R T	D E S I G N T E C H	G E O G R A P H Y	H I S T O R Y	I C T	M F L	W E L S H	M U S I C	P E	B P E	D R A M A
Yr 7	7	7	6	2	3	2	3	2	3	4	2	4	3	2
Yr 8	7	7	6	2	3	3	2	2	4	4	2	4	3	1
Yr 9	7	7	6	2	3	3	3	2	4	4	2	3	2	2

What Matters

Your child's learning should focus on things that matter to them now and when they grow up. Each area of learning and experience contains statements of what matters which shape learning for children of all ages. These help your child think about what they're learning and how topics link to each other, to work and to life. They also support your child to progress each year as they build their understanding and skills.

There are progression steps linked to each Statement of What Matters which outline the expected outcomes for learners at five points in their education. **Progression Step 3 is what is broadly expected of our Year 7 pupils, Progression Step 4 is what is broadly expected of our Year 9 pupils and then Progression Step 5 is what is expected of our KS4 pupils.** However, the new curriculum recognises that learners progress at different rates and in different ways and it does not use levels or grades but instead takes a holistic approach that focuses on learners' strengths, areas for development and next steps.



How your
child's
progress is
assessed.

- Your child's teachers will use a range of evidence, such as participation in class activities, a range of completed tasks and their involvement in self and peer assessment to make a judgement of their progress in relation to the progression steps.
- Regular feedback is given and identifies pupils' strengths and areas for development. This is critical to ensuring that individuals' needs are met effectively.
- National Literacy and Numeracy tests are also undertaken for formative purposes and the results are used to identify where tailored support is required for pupils.





Opportunities to discuss your child's progress

- As parents/carers, you will be kept informed of your child's progress throughout the year with two interim reports and a more comprehensive report towards the end of the year.
- The reports are colour coded so you are able to see where your child's strengths are and where there are areas for improvement.
- You will see the following codes in your child's report. Your child will also be familiar with this system of tracking progression.

Attainment	
Exceeding expected progress	+
Making expected progress	@
Almost making expected progress	-
Working towards expected progress	W
Significant lack of progress being made	S

- You will also be given information on your child's Attitude to Learning in each

Attitude to Learning	
Excellent	1
Good	2
Satisfactory	3
Improvement Needed	4
Cause for concern	5

There is a Parents'/Carers' Evening for each year group during the school year. If, however, you have concerns at other times during the school year, please feel free to contact your child's Pupil Support Leader and arrange an appointment to come into school. It is only through regular and effective dialogue between home and school that your child can be fully supported to achieve to the best of their ability.



National Literacy and Numeracy Assessments

- Throughout the year, your child will complete online assessments focusing on their literacy and numeracy skills. These assessments help us track progress and put interventions into place, if needed, to support your child's progress.
- The results of these tests will be made available to the pupils and parents and carers.
- You will receive a standardised score. Age-standardised scores are worked out by comparing learners' assessment scores with the scores of other learners in their year group who were born in the same year and month. The score range is 70 – 130 and the average is 100. If a learner has a very high age-standardised score it may be shown as 'more than 130' (130+). If a learner's skills are developing more slowly, they may have a score of 'less than 70' (<70). A score from a personalised assessment is just one piece of information about how a learner's skills are developing.

Key dates for Reporting

Year 7 Interim reports: Friday 15th November 2024 and Friday 14th March 2025

Year 7 Parents' Evening: Thursday 20th March 2025

Year 7 Full Report issued: Friday 11th July 2025

Year 8 Interim reports: Wed 23rd October 2024 and Monday 10th March 2025

Year 8 Parents' Evening: Thursday 1st May 2025

Year 8 Full Report issued: Monday 23rd June 2025



Overviews of Learning

- In the following sections of this booklet, you will find more information on each of the subjects in each Area of Learning and Experience your child will study. You should gain a clear understanding of the broad themes to be covered per half-term and of the likely nature and regularity of the homework to be undertaken by your child.
- Our Welsh stream follows the same curriculum through the medium of Welsh which provides an immersive learning experience. This approach nurtures bilingualism, cultural enrichment, and a strong connection to the Welsh heritage, empowering students to thrive both academically and linguistically.





LANGUAGES, LITERACY AND COMMUNICATION ENGLISH



ENGLISH: Statements of What Matters

Languages connect us.

Understanding languages is key to understanding the world around us.

Expressing ourselves through languages is key to communication.

Literature fires imagination and inspires creativity.

OVERVIEW: These units are designed to develop pupils' ability to listen, respond and communicate by studying a wide range of literature, media and non-fiction texts. They will also develop their writing in a range of styles with clear understanding of audience and purpose.

SKILLS: Pupils will learn to speak with confidence and fluency, using Standard English. They will also use inference and deduction when reading and will learn to sustain and develop writing and redraft appropriately.

Y E A R	ENGLISH TERM ONE	ENGLISH TERM TWO	ENGLISH TERM THREE
7	This is Me Focus on autobiographical writing through a shared class novel and a variety of tasks based on the local area. Oracy will focus on a speech 'About Me' and producing an audio tour guide based on a local tourist attraction. Linked texts: leaflets, blogs and emails.	Animals and Us Study of a shared class novel with a range of creative and descriptive writing tasks. Range of texts on the theme of animals in captivity and how we can overcome ecological problems. Oracy tasks on the topic of 'Should zoos be banned?'	Healthy Living Reading of a class novel with the focus on the importance of health and well-being. Tasks include analysing non-fiction texts and creating persuasive texts.

Y E A R	ENGLISH TERM ONE	ENGLISH TERM TWO	ENGLISH TERM THREE
8	History of Language Argument reading, writing and oracy based on the theme of holidays. Focus on descriptive writing around bonfire night. History of the English Language Unit, leading to a study of Shakespeare.	Horror/Gaming Study of a range of short stories on the horror genre with a range of creative and descriptive writing tasks. A range of reading, writing and oracy tasks based on the theme of technology and video games.	Culture & Fairytales & Legends Study of a variety of fiction and non-fiction texts based on other cultures and traditional tales. An enterprise group task on a summer event for e.g the Olympics, the Eisteddfod etc

Y E A R	ENGLISH TERM ONE	ENGLISH TERM TWO	ENGLISH TERM THREE
9	Character/Fast Fashion A variety of fiction and non-fiction tasks including Character studies and creative writing. Group discussion on the topic of Fast fashion and expositional writing skills.	Spies Reading of a class novel and a range of non-fiction texts. Tasks include creative writing and email of application to be a spy. Persuasive texts relating to places to visit in Wales and class reading of a play based in Wales.	Shakespeare An introduction to the GCSE Literature course Study of 'Romeo and Juliet' by William Shakespeare. Completion of NEA on 'Romeo and Juliet.'

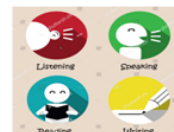
Homework:

How often: Set every Monday at 3pm on TEAMS and deadline is Sunday 8pm

Consists of: Revision of spelling words, grammar tasks and tasks to complement learning in class.



LANGUAGES, LITERACY AND COMMUNICATION WELSH



WELSH: Statements of What Matters

Languages connect us.

Understanding languages is key to understanding the world around us.

Expressing ourselves through languages is key to communication.

Literature fires imagination and inspires creativity.

OVERVIEW: The KS3 course is designed to enable pupils to express themselves effectively, to be open to other people's points of view and to develop positive relationships. The course also aims to instill in learners a pride in their sense of identity and belonging to Wales as well as the world.

SKILLS: Pupils will develop their listening, speaking, reading, and writing skills to communicate effectively in Welsh, with a clear understanding of audience and purpose.

Y E A R	WELSH TERM ONE	WELSH TERM TWO	WELSH TERM THREE
7	Who am I? Pupils will learn how to provide facts about themselves before completing an individual oracy presentation on 'Me'. They will be expected to compare the person they feel they are in everyday life to the image they portray of themselves online.	Our School After being taught key facts about school, pupils will be able to create an information leaflet about Coedcae School for year 5 / 6 pupils. Pupils will complete a group speaking task on the topic 'School', focusing on how to express their opinions / feelings on different subjects / clubs / school food, whilst listening to and considering the viewpoints of others.	The Area Pupils will learn general facts about their local area before researching a tourist attraction of their choice in the locality. Pupils will produce an advertisement for their chosen attraction, persuading others in their local community to visit.

Y r	WELSH TERM ONE	WELSH TERM TWO	WELSH TERM THREE
8	Wales and the World Close study of their local area alongside Cardiff, and Patagonia, will enable pupils to discover similarities in culture and language between Llanelli, Wales' capital and 'Y Wladfa' (Welsh community in Patagonia). This will aim to develop pupils' informative writing skills.	Welsh Culture Pupils will study what makes Wales unique (e.g., the language, culture, food etc.) They will consider the tradition of nursery rhymes in Wales before studying 'Mi Wela's Jac y Do' and developing their own creative writing skills.	Healthy Living The topic will focus on the different food categories and different ways to keep fit, thus enabling pupils to gain a clear understanding of what is good or bad for them. A group discussion at the end of the unit will enable pupils to gain confidence in supporting their opinions and feelings with reasons.

Y r	WELSH TERM ONE	WELSH TERM TWO	WELSH TERM THREE
9	Technology Through a series of reading tasks, pupils will acquire information on different technologies, focusing particularly on the history surrounding each one. Group discussion will allow pupils to listen, consider, agree with, and challenge others' viewpoints.	The Environment Pupils will be required to discuss and consider what they do at home and in school to recycle and care for the environment. Pupils will focus on developing their extended writing skills.	Bilingualism and the Workplace Pupils will learn about the different jobs available to them when they leave school and consider the skills they will require for the job market. They will study bilingualism in the workplace and the advantages of being bilingual.

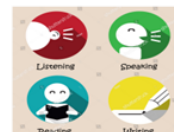
Homework:

How often: Weekly via Teams; set Monday at 3pm with a deadline of Sunday at 9pm

Consists of: Written tasks relating to the topic being studied, translating / correcting tasks, reading tasks, learning of key vocabulary and sentence structures, research, language games.



LANGUAGES, LITERACY AND COMMUNICATION MODERN FOREIGN LANGUAGES



MODERN FOREIGN LANGUAGES: Statements of What Matters

Languages connect us.

Understanding languages is key to understanding the world around us.

Expressing ourselves through languages is key to communication.

Literature fires imagination and inspires creativity.

Overview: The course is designed to develop learners' confidence and enjoyment in communicating in different Modern Foreign Languages, whilst also raising their cultural awareness of countries where the languages are spoken. Learners will work on their pronunciation and will use Sentence Builders to help them acquire a wide range of sentence structures and vocabulary. Learners will also explore the benefits of multilingualism and will learn to make links between their different languages.

Skills: Pupils will learn to listen attentively and to communicate confidently with others. Pupils will enhance their reading skills and learn to write accurately. They will develop their problem-solving skills whilst developing their grammar awareness both in their MFL and in their own language.

Y E A R	FRENCH TERM ONE	FRENCH TERM TWO	FRENCH TERM THREE
7	This is me Basic pronunciation rules and making links between sounds and words. Greeting and expressing personal information about ourselves and others: name, age, birthday, pets and family members.	This is me Describing ourselves and others using adjectives. Sports Expressing opinions and justifying opinions with adjectives whilst working on the topic of sports.	Hobbies Expressing opinions on hobbies and free time activities using the present tense and time phrases. Creating compound sentences by linking activities to the weather.

Y E A R	SPANISH TERM ONE	SPANISH TERM TWO	SPANISH TERM THREE
8	School Revision of expressing basic personal information. Expression of a wide range of justified opinions to talk about school subjects, including some complex phrases. Exploration of the schooling system in some Spanish speaking countries.	School Use of the present tense to describe activities in school. Last weekend Use of the preterite tense to describe past activities using a range of time phrases.	Last weekend Use of the past tense to express where pupils have been with a focus on extending sentences with extra details. Expression of opinions in the past tense.



Y E A R	FRENCH TERM ONE	FRENCH TERM TWO	FRENCH TERM THREE
9	Food Description of typical meals, meal preferences and habits, using the present tense and the past tense. Expression of justified opinions. Study of the poem: “Le petit déjeuner du matin” by Jacques Prévert, with a focus on the past tense.	Careers Use of the conditional tense and future tense to talk about the different types of jobs and aspirations for the future. Description of the features and skills involved in different careers.	Shopping Use of transactional vocabulary to purchase food and clothes. Practice of the role play task, which is an element of the MFL GCSE NEA.

Homework:

How often: Once a week

Consists of: Vocabulary learning on Quizlet, self-quizzing, completion of tasks in the booklet or on Teams to support the learning done in the lesson.





Mathematics and Numeracy



Maths: Statements of What Matters

The number system is used to represent and compare relationships between numbers and quantities.

Algebra uses symbol systems to express the structure of mathematical relationships.

Geometry focusses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Statistics represent data, probability models chance, and both support informed inferences and decisions.

OVERVIEW:

The course has been updated this year to support the introduction of the New Curriculum for Wales as well as the National Numeracy Framework and encourages learners to advance their understanding of new learning through practical applications and experiences wherever possible. In Years 7 and 8, class teaching is supported by the use of 'White Rose Maths' resources and 'Maths in Practise' textbooks, both which allow learners to challenge their knowledge & understanding using real-life applications at a level which allows all learners to be challenged appropriate to their ability.

All learners in Year 7 & 8 are registered with a MathsWatch account where further practice of skills can be completed, progress monitored, and feedback provided instantaneously.

In Year 9, the GCSE course begins for all learners. The course has been designed to cover the National Numeracy Framework for Year 9 as well as the initial parts of the GCSE Maths and Numeracy specification.

Pupils in Years 7,8 and 9 will complete National Numeracy tests at two points during the academic year to allow monitoring of progress and understanding.

Pupils will also be assessed at the end of each half term on topics covered over that period.

SKILLS:

- Developing Thinking, Communication, Numeracy & ICT.
- Increased understanding of Functional Maths (everyday maths in context.)
- Recall and use mathematical knowledge, apply mathematical methods and interpret, analyse and solve mathematical problems.
- Individual, paired & group work.

HOMEWORK HOW OFTEN:

1 written task per week

Each half term the pupils are set a series of online homeworks to be completed by an agreed date.

CONSISTS OF:

Tasks set for completion online, resources include; "MathsWatch" and "sumdog" websites (pupils will be given password and login details accordingly.)
Written text book exercises.
Problem solving mini projects.

Y E A R	MATHS TERM ONE	MATHS TERM TWO	MATHS TERM THREE
7	<u>Module 1 – The number system its applications</u> • Read and record numbers up to one million. • Multiplication facts. • Recognising and using integers, negatives, fractions and decimals. • Four operations with integers and decimals. • Inverse operations and approximations. • Rounding to the nearest 10, 100, 1000. • Factors, Multiples and Primes. • Square and Cube Numbers. <u>Module 2 – Using data and statistics.</u> • Collecting and classifying data. • Tally charts and frequency tables. • Pictograms and Bar Charts. • Line Graphs. • Using scales and interpreting data. • Averages and the range.	<u>Module 3 – Algebraic techniques and symbol systems.</u> • Patterns and Sequences. • Function Machines. • Simplifying Expressions. • Solving simple equations. • Forming expressions and equations. <u>Module 4 – Using probability to model chance.</u> • The language of probability. • Outcomes of an event. • Find all possible outcomes of two events. • Expressing probability as a fraction or a decimal.	<u>Module 5 – Geometrical relationships involving shape, space and position.</u> • Time and timetables. • Reflective symmetry. • Properties of two dimensional shapes (including angle facts). • Perimeters of two dimensional shapes. • Areas of two dimensional shapes (including squares, rectangles, triangles, parallelograms). • Inverse use of formulas for perimeter and area. <u>Module 6 – Comparing relationships between numbers and quantities.</u> • Expressing non-integer numbers as fractions and decimals. • Equivalent fractions, decimals and percentages. • Ordering numbers expressed in different forms. • Finding fractions of an amount. • Percentages of an amount. Using money (including income, expenditure, profit, loss and budget).

Y E A R	MATHS TERM ONE	MATHS TERM TWO	MATHS TERM THREE
8	<u>Module 1 – The number system and relationships between numbers and quantities.</u> - Review of understanding of Year 7 number topics. - Order of operations with integers, decimals, fractions and reciprocals. - Rounding numbers to decimal places and significant figures. - Estimation. - Ratio and proportion. - Map Scales. <u>Module 2 – Using data and statistics.</u> - Representing data in tally tables, bar charts, pictograms and line graphs. - Representing data in a pie chart and interpreting data expressed in a pie chart. - Organising data in a grouped frequency table and understanding the limitations and implications of grouping data. - Representing data in frequency polygons interpret data represented in frequency polygons and draw inferences. - Finding the modal group and the group that contains the median from a frequency table and grouped frequency table.	<u>Module 3 – Algebraic relationships and symbol systems.</u> - Sequences and linear nth term. - Understanding algebraic conventions including expressions, equations and inequalities. - Form linear expressions and inequalities to describe an event. - Expanding single brackets and simplifying. - Factorising expressions by identifying common terms. - Substitute into an expression and use understanding of algebraic conventions to find a value. - Solve linear equations involving brackets, fractions and variables that appear twice. <u>Module 4 – Using probability to model chance.</u> - Recap of year 7 probability concepts (including the language of probability, the probability scale, outcomes of an event, expressing probabilities as a fraction and decimal). - Mutually exclusive and independent events. - Applying and using probability facts (including using known probabilities and total probability). - Outcomes of a combination of events. - Completing and using probability spaces	<u>Module 5 – Using measurement to quantify the physical world.</u> - Coordinates and their applications. - Classifying units for length, mass and capacity. - Converting between metric units for length (mm, cm, m, km), mass (g, kg) and capacity (ml, L). - Use and apply the formula for speed. - Use and apply the formula for density. - Properties of 2D shapes and key terminology (including edge, vertex and face). - Nets of shapes. <u>Module 6 – Geometrical relationships involving shape, space and position.</u> - Recap of areas of basic shapes (including perimeters areas of 2D shapes). - Area of a trapezium. - Area of compound shapes. - Volume of Prisms (including cubes and cuboids). - Knowledge of units of length, area and volume. - Types of angles. - Drawing and measuring angles to an appropriate degree of accuracy. - Rotational symmetry

Y E A R	MATHS TERM ONE	MATHS TERM TWO	MATHS TERM THREE
9	Module 1 ~ Integers, Powers and Roots - Prime numbers and factors. - Writing a number as a product of its prime factors. - Highest common factors and lowest common multiples. - Multiplying and dividing by negative numbers - Powers and roots. - Reciprocals . Module 2 ~ Algebraic Manipulation - Revision of expanding brackets & combining terms. - Factorising. - Index notation with an algebraic base. Expanding pairs of brackets. Module 3 ~ Statistical Diagrams, Calculations & Comparing Data - Discrete & Continuous data. - Grouped data, choosing groups. - Frequency diagrams. - Frequency polygons. - Revision of scatter diagrams and correlation. - Line of best fit, Outliers. - Revision of Mean, Mode Median and Range. - Mean, Mode Median and Range from a frequency table, including grouped data. - Comparing two data sets. - Interpret graphs that describe real-life situations, including those used in the media, recognizing that some graphs may be misleading.	Module 4 ~ Financial Literacy. - Personal and household finance, including fuel and other bills, hire purchase, discount, VAT, taxation, best buys, wages and salaries, loan repayments, mortgages, budgeting, exchange rates and commissions. - Understand the risks involved in different ways of saving and investing. - Describe why insurance is important and understand the impact of not being insured. Module 5 ~ Constructions, Loci & Scale Drawings - Constructions: revision of triangles, quadrilaterals & 30°, 60°, 120°. Bisecting angles. Perpendicular bisector - Scale drawings, Bearings, Maps & Plans. Intersecting loci. Module 6~ Mental Methods - Mental strategies. - Rounding to a given number of significant figures. - Using n without a calculator. Module 7~ Planning, Collecting, Sampling & Interpreting Data. - Statistical questions. - Sampling & Bias. - Cumulative frequency diagrams. - Outliers and Box Plots. - Histograms (including Frequency Density for top sets) - Interpreting other graphs and diagrams. Module 8 ~ Solving Numerical Problems - Order of operations. - Estimating and checking. - Compound measures. - Time, including Speed, Distance & Time Calculations. - Solving problems.	Module 9 ~ Preparation & Revision for Numeracy Tests - Revision of Year 9 Numeracy Framework topics. Module 10 ~ Equations and inequalities - Revision of Simple equations. - Solving equations with brackets. - Equations with x on both sides. - Fractions in equations. - Inequalities and number lines. - Solving simple linear inequations. Module 11~ Pythagoras - Using Pythagoras' theorem. - Coordinates, Midpoints and distances. Pythagorean triples. Three-dimensional (3-D) coordinates. 3-D Pythagoras. Module 12 ~ Revision - Revision of Year 9 topics. Module 17 ~ End of Year Exam - Exam on topics 1 – 15. Module 18 ~ Formulae - Using formulae. Rearranging formulae. Revision of Trial and Improvement



SCIENCE AND TECHNOLOGY

SCIENCE



Science: Statements of What Matters

Being curious and searching for answers is essential to understanding and predicting phenomena.

The World around us is full of living things which depend on each other for survival.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe.

OVERVIEW: These units are designed to develop pupils' ability to use their scientific knowledge to investigate and test a range of scientific phenomena.

SKILLS: Pupils will learn to work safely in the science laboratory, using a range of practical equipment. They will develop a range of numeracy, literacy, and digital competency skills.

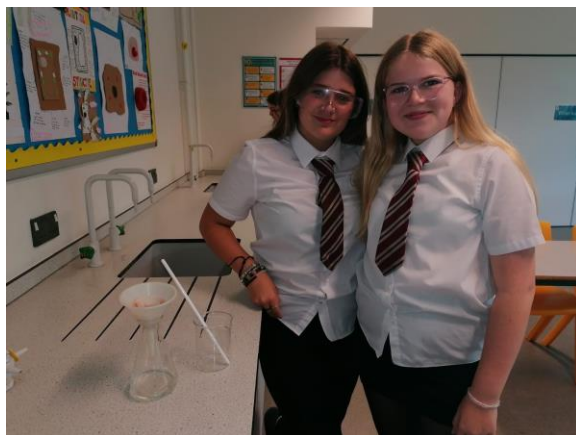
Homework:

How often:

Set every Monday at 9am on TEAMS and deadline is the following Monday at 9am.

Consists of:

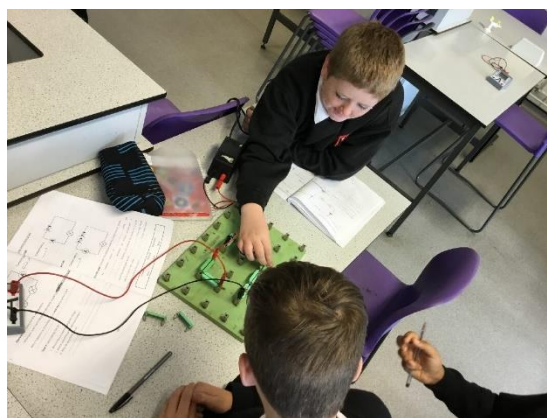
Scientific drawing tasks, investigative skills and tasks to complement learning in class.



Y e a r	SCIENCE TERM ONE	SCIENCE TERM TWO	SCIENCE TERM THREE
7	Introduction to Science Pupils will develop skills to work safely and become familiar with new scientific equipment. Investigative Skills Pupils will undertake a range of scientific investigations to help develop skills to help plan, collect and evaluate data. Matter Pupils will develop an understanding of the three states of matter, as well as the changes of state and the concept of expansion and contraction. Cells Pupils will develop an understanding that plants and animals are made of cells. They will learn the structure and function of cells and become familiar with new scientific equipment.	Energy Pupils will develop their understanding of where different forms of energy are found, how they can be changed from one form to another and the idea of the Law of Conservation of Energy. Separating mixtures Pupils will develop an understanding of separating mixtures, using the four techniques of filtration, evaporation, distillation and chromatography. They will also solve a crime scene using the skills they have gained.	Basic Electricity Pupils will develop an understanding of electrical charge and electrical currents. Pupils will observe and explain the behaviour of materials, using currents. Classification & Biodiversity Pupils will learn how to classify living things. They will consider a range of habitats and adaptations and describe how they are able to survive in their environment. Pupils will learn about biodiversity, the threats to biodiversity and how to help prevent extinction.



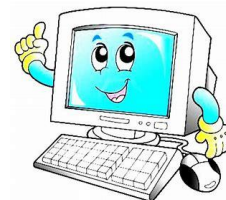
Y e a r	SCIENCE TERM ONE	SCIENCE TERM TWO	SCIENCE TERM THREE
8	Plants as Organisms Pupils will develop an understanding of the structure and function of plants. They will learn about and investigate the processes of germination and photosynthesis. Pupils will develop an understanding of the minerals that are necessary for healthy plant growth. Elements Compounds and Analysis Pupils will develop an understanding of matter, elements, and compounds. They will look at the structure of the periodic table and use symbols to write chemical formulae. Pupils will complete experiments to combine elements and to analyse materials to determine their composition.	Biological Processes Pupils will develop an understanding of the digestive, breathing, and circulatory systems. They will learn how the systems work together to help provide living things with the energy needed. Forces Part 1 Pupils will develop an understanding of forces, the impact of forces and the links between forces, energy and motion. They will observe and explain the behaviour of objects in terms of forces, focusing on reaction forces such as upthrust and friction.	Acids and Alkalis Pupils will develop an understanding of acids and alkalis, using the pH scale and neutralisation. Pupils will learn how to make salts from reacting acids with alkalis, bases and metals. Magnetism Pupils will develop an understanding of magnetism. They will observe and explain the behaviour of materials, using forces, for both permanent and electromagnets.



Y e a r	SCIENCE TERM ONE	SCIENCE TERM TWO	SCIENCE TERM THREE
9	Human Health Pupils will develop their understanding of how diseases are caused and treated. They will learn about the body's natural defences and how vaccinations can prevent the spread of disease. Pupils will understand the importance of fitness and a balanced diet. They will gain a deeper understanding of the effects of smoking and alcohol on health. Chemical Reactions Pupils will develop an understanding of chemical changes. They will observe and explain the different types of chemicals and identify how they are used in everyday situations. Pupils will write equations to represent chemical reactions. Pupils will identify way in which chemical reactions can be speeded up or slowed down. Waves Pupils will develop their understanding of longitudinal and transverse waves, through the study of sound and light waves. They will discover how sound waves travel, how our ears have evolved to receive audio waves, and then learn about the properties of light waves and how they can be manipulated.	Forces Part 2 Pupils will develop an understanding of forces, the impact of forces and the links between forces, energy and motion. Pupils will observe and explain the behaviour of objects and investigate the effects of forces during acceleration, falling objects and stopping objects. Variation, Reproduction and Evolution Pupils will develop an understanding of sexual and asexual reproduction. They will learn about variation and mutations and describe evolution by natural selection.	Pupils will start studying GCSE Science during this term. Further information will be available when the new specifications are released by the W.J.E.C.



SCIENCE AND TECHNOLOGY: ICT



ICT: Statements of What Matters

Being curious and searching for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Computation is the foundation for our digital world.

OVERVIEW: Pupils study a range of different software in ICT. They use creative software, to plan and create documents for an audience and purposes. Pupils also learn computer science or coding skills, starting with basic block-coding, using Scratch and App Lab, working up to HTML and Python. Pupils will have an opportunity to learn to use all the wonderful tools available in Hwb, such as Office and Adobe Spark, which will support them in other subject areas. This will enhance the digital work they complete in other curriculum areas. Pupils will develop their literacy and numeracy skills through the work that we do.

SKILLS: Pupils will learn about data collection, how to analyse data and display the data they have found • Pupils will learn computer science skills such as designing algorithms, iteration, selection and sequencing • Pupils will learn how to plan documents, develop house style using mood-boards and planning documents. They will create a wide range of documents and creations • Pupils will cover well-being topics such as 'Digital Empowerment' and 'Safe and Sensible Gaming', with the aim of producing well informed digital citizens • Pupils will learn to write evaluations; they will regularly use numeracy and literacy skills.

Y E A R	ICT TERM ONE	ICT TERM TWO	ICT TERM THREE
7	About me • Using Teams • Pupils plan, create and evaluate a suitable presentation about themselves • Pupils present to their class Artificial Intelligence and Machine Learning • What is AI? • Creating a machine learning model • Creating a chatbot	Fit for Coedcae, Fit for Life • Positive influencers online • How to manage your screen time • Analysing apps for health • Pupils use Microbits to create a pedometer	Computer Science and the World • Big Coedcae Bird Watch • Organising data • Creating visuals to display data • How Technology can help us track birds • Using Microbits to create radio waves

Y E A R	ICT TERM ONE	ICT TERM TWO	ICT TERM THREE
8	Safe and Sensible Gaming - Analysing the advantages and disadvantages of gaming - Researching skills • Planning and designing suitable documents	Creating games Analysing games • Planning games • Creating games	Coding - Creating programs in Python • Coding Microbits - Under the hood - Hardware and software

Y E A R	ICT TERM ONE	ICT TERM TWO	ICT TERM THREE
9	Digital Empowerment - Analysing the advantages and disadvantages social media • Researching skills; bias and fake news - Photo manipulation • Planning and designing suitable documents	Web-design Researching apps and their features • Planning your App • App creation	Options taster topics - Brand • Creating graphics - Marketing your product • Enterprise

Homework: A range of activities from research, planning, developing ideas to supporting work in lessons

How Often: Twice per half-term through Teams



HUMANITIES GEOGRAPHY



Geography: Statements of What Matters

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Our natural world is diverse and dynamic, influenced by processes and human actions	Human societies are complex and diverse, and shaped by human actions and beliefs	Informed, self-aware citizens engage with the challenges and opportunity that face humanity and are able to take considered and ethical action.
---	--	---	--	---

Overview: Pupils will be studying Geography as part of the new Curriculum for Wales. Each term, they will explore a variety of engaging topics, from natural landscapes to global issues like climate change and sustainability. Geography is a vital subject that helps pupils understand the world around them, develop critical thinking and become informed global citizens. The new curriculum focuses on equipping pupils with the skills and knowledge needed to thrive in a rapidly changing world, preparing them for future challenges and opportunities.

Skills: Studying geography in secondary school helps pupils develop a range of valuable skills, including critical thinking, spatial awareness, and problem-solving. It enhances their ability to research, interpret data, and communicate effectively. Geography also fosters global awareness, environmental responsibility, and cultural understanding. Pupils gain practical skills in using technology such as GIS, improve their numeracy, and learn to collaborate in teams. Through ethical reasoning, geography encourages students to engage with global challenges and promotes sustainable thinking for future careers and citizenship.

Homework:

For homework, pupils will be required to revise for a mid-term test once per half term. To help them prepare, they will be taught several effective revision strategies. These include creating mind maps to organize key topics visually, using flashcards for quick recall of important facts and terms, and practicing past quiz questions to familiarize themselves with the test format. Pupils will also learn how to break down their revision into manageable chunks over time, improving retention and reducing last-minute stress. Additionally, extra reading materials and activities will be available on Microsoft Teams to further aid their learning and revision.

How Often: once per half-term.

YEAR	GEOGRAPHY TERM ONE	GEOGRAPHY TERM TWO	GEOGRAPHY TERM THREE
7	Becoming a geographer: how sustainable is my local community? In the first term of Year 7, pupils will begin their Geography journey with the topic 'Becoming a Geographer.' They will explore key geographical skills and fieldwork techniques. As part of this, pupils will undertake an exciting investigation into the sustainability of both our school and the wider community. This project will help them develop their understanding of environmental issues and how we can work towards a more sustainable future. Their assessment will focus on offering practical solutions to make Llanelli a more sustainable community.	The Amazon Rainforest is disappearing. Why should I care? In the second term of Year 7, pupils will continue their Geography journey with the topic 'The Amazon Rainforest is disappearing. Why should I care?' They will study the rainforest ecosystem, its vital importance to both people and the planet, and the pressing challenges it faces, such as deforestation. Through a range of engaging activities, pupils will develop a deep understanding of these issues and will conclude the unit by delivering a persuasive speech on the negative impacts of deforestation.	Our Frozen Planet In the third term of Year 7, pupils will continue their Geography journey with the topic 'Our Frozen Planet,' focusing on the Earth's coldest regions. They will learn about the location, climate, the wildlife that inhabits them and their significance for scientific research. Pupils will also explore the challenges these fragile environments face due to climate change. To conclude, they will create a news report highlighting the critical issues facing the Antarctic.

YEAR	GEOGRAPHY TERM ONE	GEOGRAPHY TERM TWO	GEOGRAPHY TERM THREE
8	Our Volatile Planet In the first term of Year 8, pupils will begin their Geography journey with the topic 'Our Volatile Planet.' They will develop their understanding of the powerful forces shaping our planet. They will learn about the structure of the Earth, how tectonic plates move and why they cause natural hazards like earthquakes, volcanoes and tsunamis. They will investigate why some places are more prone to these disasters than others and examine real-life examples of major events. Additionally, they will explore the impacts these hazards have on people and the environment and how communities can prepare for and mitigate the risks. To conclude, pupils will produce a written report on an earthquake or volcanic eruption of their choice, identifying the causes, consequences and potential strategies to mitigate the effects of these natural hazards.	Moving Stories In the second term of Year 8, pupils will continue their Geography journey with the topic 'Moving Stories.' Pupils will explore why people move from one place to another, examining reasons such as conflict, economic opportunities and environmental change. They will also study the challenges and opportunities migrants face. They will also learn about the impact migration has on the host country and the migrants themselves. Understanding migration is important as it helps pupils develop empathy, global awareness and a deeper understanding of how migration shapes societies and communities. The final assessment will be a podcast recording where pupils discuss the lived experiences of refugees in the UK.	Tourism: a blessing or a curse? In the third term of Year 8, pupils will continue their Geography journey with the topic 'Tourism: a blessing or a curse?' They will explore various types of tourism, how it has evolved over time and the reasons behind these changes. Pupils will examine the impacts of tourism, including both its challenges and opportunities, and investigate how tourism can be made more sustainable. For their final assessment, pupils will write a code of conduct outlining responsible behaviour for visitors to ensure that tourism benefits destinations while minimising negative effects.

YEAR	GEOGRAPHY TERM ONE	GEOGRAPHY TERMS TWO / THREE
9	One planet, many people: how are populations changing? In the first term of Year 9, pupils will continue their Geography journey with the topic 'One planet, many people: how are populations changing?' They will explore global population trends, including growth patterns, migration and demographic shifts. Pupils will investigate the factors driving these changes and their implications for societies and resources. Pupils will also study anti-natal and pro-natal policies and explore how different countries address population growth and decline. They will examine anti-natal policies aimed at controlling population growth, such as China's former one-child policy and pro-natal policies designed to encourage higher birth rates. For their final assessment, pupils will analyse the impacts of these policies on demographics, economic development and social structures and consider their effectiveness and ethical implications.	Climate change: a wicked problem? In the second and third term of Year 9, pupils will continue their Geography journey with the topic 'Climate change: a wicked problem?' They will explore the complex nature of climate change, understanding how it involves interconnected environmental, social and economic factors. Pupils will examine the challenges in addressing climate change, such as its global impact, long-term consequences and the difficulty of finding effective solutions. The topic will highlight the need for collaborative efforts and innovative strategies to mitigate and adapt to climate change, recognising it as a multifaceted issue requiring comprehensive and sustained action. To conclude the unit, pupils will create a news report on a climate change related event, analysing its impacts and discussing the broader implications for society and the environment.





HUMANITIES HISTORY



HISTORY: Statements of What Matters

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Human societies are complex and diverse, and shaped by human actions and beliefs.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Overview:

Pupils will be given opportunities to investigate and study how the coming of the Normans affected Wales and Britain between 1000 and 1500 followed by the change and conflict in Wales and Britain between 1500 and 1750. As well as the changes that happened in Wales, Britain and the wider world between 1760 and 1914 and people's reactions to them. Pupils will study the diversity of experience and how 20th / 21st century events have shaped the world in we live in today.

Skills:

Historical skills – Chronology, Knowledge and Understanding, Interpretation, Historical Enquiry, Using Sources of Evidence and Evaluation of them, Organisation and Communication. As well as the second order concepts of similarity and difference, change and continuity, cause and consequences, significance and diversity of experience.

Homework:

How often: Once a fortnight

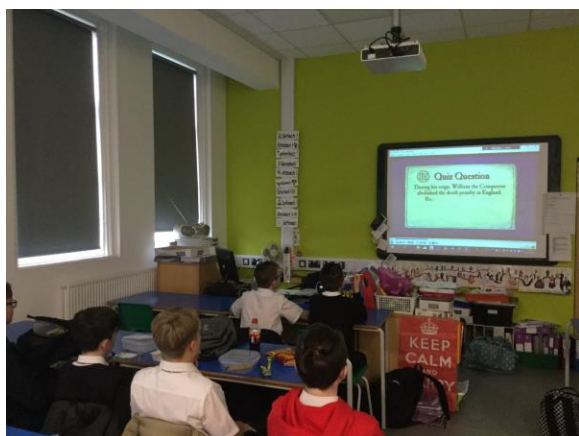
Consists of:

- Written tasks
- Research
- Learning key words
- On-line knowledge quizzes
- Designated My-On reading tasks

Year	SUBJECT TERM ONE	SUBJECT TERM TWO	SUBJECT TERM THREE
7	What is History? Historical skills: Chronology Evidence / sources The local area – Llanelli To what extent did the Norman Conquest change England and Wales? 1066 and the impact of the Norman Conquest Assessment - Extended writing on 1066 Norman conquest	How did the balance of power change in Britain? Challenges to Kingship from: -the church – Henry II and Becket -the barons – King John Assessment - Interpretation on King John - the people – The Peasants’ Revolt - Wales -Owain Glyndwr How was royal power challenged in Early Modern Britain? Challenges and changes to kingship – The English Civil War and beyond	What did the Crusades do for us? Impact of the Crusades What does the story of Mansa Musa reveal about Medieval Africa? African Kingdoms of Mali and Benin Assessment - Source evaluation on the impact of the wider world on Britain How did China influence the World? Chinese inventions and their impact on the modern world

Year	SUBJECT TERM ONE	SUBJECT TERM TWO	SUBJECT TERM THREE
8	How hard was life in Medieval Times? Medieval times- Life and social issues, health and medicine, crime and punishment. Assessment -Extended Writing on the Black Death Why should we study the Tudors? Tudor Times- Life and social issues, health and medicine, crime and punishment.	How big was the world in 1500s? Explorers and discovery of the rest of the world To what extent did the Industrial Revolution change Britain? Industrial times- Life and social issues, health and medicine, crime and punishment. Assessment - Source evaluation on Life in Industrial times	Assessment - Interpretation on Jack the Ripper What does the story of the Titanic tell us about life at the start of the 20th century? The Titanic What is it like to live in Modern Wales and Britain? Modern times -Life and social issues, health and medicine, crime and punishment.

Year	SUBJECT TERM ONE	SUBJECT TERM TWO	SUBJECT TERM THREE
9	How did Empire change the world? The development of the British Empire and its impact on Britain and the world today Assessment - Source evaluation Empire Revolution What are the origins, impact and legacy of transatlantic slavery? Slavery and its abolition Assessment – Slavery extended writing	Why did the world go to war in 1914? World War One Assessment – Extended writing on Causes of World War What were the turning points of World War Two? Assessment – Interpretation on the dropping of the Atomic Bomb	How have people fought for their rights in Modern times? Holocaust /genocide in the 20th century Human rights of different groups of people





HUMANITIES BELIEFS, PHILOSOPHY AND ETHICS



RELIGION, VALUES AND ETHICS: Statements of What Matters

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Human societies are complex and diverse, and shaped by human actions and beliefs.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

OVERVIEW: Pupils are given opportunities to develop their skills, knowledge and understanding of religious and non-religious beliefs. Pupils explore topics of a philosophical nature and investigate issues relating to ethics. Pupils use knowledge and skills to raise and respond to questions, providing their opinions and exploring the opinions of others. This is carried out through the interrelationship of the three core skills of the subject

SKILLS: 1. Engaging with fundamental questions. 2. Exploring religious beliefs, teachings and practices. 3. Expressing personal responses.

Yr	BPE TERM ONE	BPE TERM TWO	BPE TERM THREE
7	Beliefs, Teachings and Practices in Judaism. Pupils explore the concept of religious and non-religious beliefs. Pupils discuss rules, community, symbolism and identity. Pupils explore Judaism, studying the Jewish food laws (Kashrut) festivals (Pesach and Shabbat) and key events in a Jew's life. Assessment 1 - Rules An extended writing piece exploring the value of rules. Assessment 2 - The significance of Pesach. An extended writing piece exploring the story and practice of the festival of Pesach.	Beliefs, Teachings and Social Responsibility within the Christian Faith. A study of Christianity, the history and core beliefs. Pupils explore social and environmental responsibility by investigating ways of helping our planet and the local and wider community. Assessment – Pupils produce an extended writing task, exploring the meaning and relevance of religious stories in today's society.	Beliefs, Teachings and Practices in Islam. Pupils study Islam, exploring the main beliefs and practices. Assessment - Pupils complete oracy tasks relating to symbolism and identity.

Yr	BPE TERM ONE	BPE TERM TWO	BPE TERM THREE
8	Exploring Eastern Faiths. Investigating the core beliefs, practices and teachings of Hinduism, Buddhism and Sikhism. Assessment: Pupils explore the concept of the soul. Assessment 2 Pupils explore the relevance of the Noble Eightfold Path in today's society.	Exploring Philosophy The study of philosophical arguments that attempt to prove and disprove the existence of God. Assessment: Pupils write an essay (discussion text) where they use philosophical arguments to answer the question.	Human Rights A study of influential and inspirational people. Assessment: Pupils complete oracy tasks involving presentations and debates.

Yr	BPE TERM ONE	BPE TERM TWO	BPE TERM THREE
9	Human Rights A study of The Declaration of Human Rights and activists from across the world. An investigation into the life of Martin Luther King and the impact of the Civil Rights Movement.	Nazi Persecution of the Jews. Pupil study the Holocaust learning about the Nazi persecution of the Jews.	Global Issues A study of immigration. WBC Global Challenge. Pupils investigate immigration. GCSE course begins.

Homework:

How often: Once a fortnight through TEAMS

Consists of: Individual research using the internet, literacy tasks – extended writing, revising key words and online quizzes.



EXPRESSIVE ARTS ART



Art: Statements of What Matters

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Overview: Art includes the experimentation and development of an almost limitless range of resources, materials, techniques and processes across all types of art, craft and design to produce a range of outcomes and to demonstrate a personal and *creative response*.

Skills: The *creative process* is the essence of this Area. The statements of what matters enable learners to develop knowledge, and creative and innovative skills. Learners are expected to consider influences and shape their own creativity. Learners use their creative skills and imagination, discover possibilities and refine ideas to produce their own unique artistic work. Creative thinking developed by exploring within and through this Area enables learners to investigate the unknown and make connections. Learners take creative risks to go beyond existing knowledge and accept failure as a learning experience.

Y E a r	ART TERM ONE	ART TERM TWO	ART TERM THREE
7	The Elements of Art Sketchbook studies, to develop understanding of the theme and new techniques. Create a personal and creative response linked to the Elements of Art. Research a British contemporary artist, experiment in the style of the artist, develop ideas for a final piece. Create a personal and creative response influenced by the artist.	Imaginative Monsters Research the artist Jon Burgerman, experiment in the style of the artist, develop ideas for a clay model. Create clay model in response to the work of Jon Burgerman. Research the culture of Australian Aboriginal Art Experiment with painting techniques, develop designs for a final painting. Create a personal and creative response influenced by the culture.	Colourful Portraits Research the artists Craig and Karl, experiment in the style of the artists, develop ideas for a final piece. Create a personal and creative response influenced by the artists. End of year final piece - learners create a final personal and creative response based on previous tasks. Pupils decide what materials to use.

Year	ART TERM ONE	ART TERM TWO	ART TERM THREE
8	A culture from far away: 'The Day of the Dead' Research a culture very different from our own in South Wales; focus on Mexico. Studies of artwork linked to the culture. Experiment with techniques and materials, design ideas for a 3D outcome. Create a personal and creative response	Welsh Identity. Research our culture, Wales. Studies of artwork linked to Wales. Experiment with techniques and materials, design ideas for a personal and creative response. Opportunity to display at Eisteddfod exhibition. Research the Welsh artist, Martyn Evans; experiment with techniques and materials, design ideas for a personal and creative response.	A culture from far away: 'African Art' Research a culture very different from our own in South Wales, focus on Africa. Studies of artwork linked to the culture. Experiment with techniques and materials, design ideas for a personal and creative response. End of year final piece, learners create a final personal and creative response based on previous tasks. Pupils decide what materials to use.

Year	ART TERM ONE	ART TERM TWO	ART TERM THREE
9	Food and Drink Sketchbook studies, to develop understanding of theme and to experiment the new techniques. Research American Pop Art. Create a personal and creative response.	Identity Research contemporary British artist. Experiment with artists style and techniques, develop ideas for a final piece.	Identity Create a personal and creative response to the theme. All pupils who opt for GCSE Art and Design start the GCSE course after May half term.

Homework:

How often: There are opportunities for pupils to create additional responses at home during some of the school holidays, e.g., October half term, Christmas holidays etc.
 All homework tasks are noted in the pupil planner and on Teams.

The art rooms are available at lunchtime and after school for pupils to complete homework tasks or to complete classwork.

Consists of:

- Mini projects linked to a theme appropriate to the time of year.
- Collecting images and materials.
- Using the internet to find out information on a topic or an artist.
- Highlighting opportunities to visit exhibitions or events that could be of interest.
- Finishing off work started in class.



EXPRESSIVE ARTS PHYSICAL EDUCATION



PE: Statements of What Matters

Developing health and well-being has lifelong benefits	How we process and respond to our experiences affects our mental health and emotional well-being.	Our decision-making impacts on the quality of our lives and the lives of others.	How we engage with social influences shapes who we are and affects our health and well-being..	Healthy relationships are fundamental to our well-being.
--	---	--	--	--

OVERVIEW: Pupils will develop their skills, knowledge and understanding of Physical Education through different areas of experience:

Health Fitness and Well being

Competitive Activities

Creative Activities

SKILLS: Physical Education encourages pupils to build a platform on which future activity choices can be made. Through their creative, adventurous and competitive activities pupils will plan, practise and improve their performance. Physical Education aims to provide an enjoyable and satisfying programme with opportunities for every pupil to develop physically, socially, emotionally and cognitively. The curriculum offers a full range of learning experiences to meet the needs of individual pupils and encourage active involvement as performers, observers and officials.

Y E A R	PE TERM ONE	PE TERM TWO	PE TERM THREE
7	Health Fitness and Well being Importance of exercise to our physical well-being. Competitive Activities (Football, Rugby, Hockey, Netball, benchball, Basketball, Sports Hall Athletics) Creative Activities (Gymnastics and Dance)	Health Fitness and Well being Importance of exercise to our social well-being Competitive Activities (Football, Rugby, Hockey, Netball, Benchball, Basketball, Cross country) Creative Activities (Gymnastics and Dance)	Health Fitness and Well being The importance of exercise to our mental well-being Competitive Activities (Athletics, Rounders, Baseball, Cricket, Tennis)

Y E A R	PE TERM ONE	PE TERM TWO	PE TERM THREE
8	Health Fitness and Well being Physical Well-being, sedentary lifestyle v active lifestyle. Competitive Activities (Football, Rugby, Hockey, Netball, Basketball, Sports Hall Athletics) Creative Activities (Gymnastics and Dance)	Health Fitness and Well being Benefits of exercise on mental well-being Competitive Activities (Football, Rugby, Hockey, Netball, Basketball, Cross Country) Creative Activities (Gymnastics and Dance)	Health Fitness and Well being Teamwork and social well-being Competitive Activities (Athletics, Rounders, Baseball, Cricket, Tennis)

Y E A R	PE TERM ONE	PE TERM TWO	PE TERM THREE
9	Health Fitness and Well being (Fitness testing, Fitness Suite: - Weight machines) Competitive Activities (Football, Rugby, Hockey, Netball, Badminton, Basketball,) Creative Activities (Gymnastics and Dance)	Health Fitness and Well being (Training methods and programmes) Competitive Activities (Football, Rugby, Hockey, Netball, badminton, Basketball, Cross Country, Sports Hall Athletics) Creative Activities (Gymnastics and Dance)	Competitive Activities (Athletics, Rounders, Baseball, Cricket, Tennis)



EXPRESSIVE ARTS DRAMA



Drama: Statements of What Matters

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

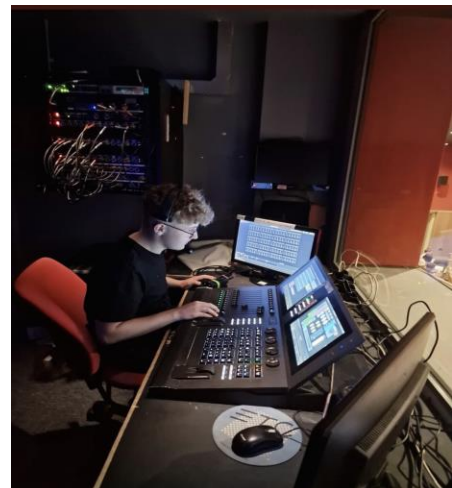
Overview: Drama and exploring in the Expressive Arts provides learners with an opportunity to develop their creativity and imagination. Learners develop their drama skills throughout the KS3 curriculum, having been given the opportunity to create characters, devise, work with scripts, movement, different genres, plays and live theatre. The KS3 curriculum enables learners to explore the performance, technical and business aspect of the subject.

Skills: Developing of cross curricular skills, cross cutting themes, literacy, numeracy, DCF, characterisation, script writing, drama skills.

Homework:

How often: Termly

Consists of: Research projects, costume/lighting designs, character profiles



Y E A R	DRAMA TERM ONE	DRAMA TERM TWO	DRAMA TERM THREE
7	Techniques Learners develop their understanding of techniques within Drama, such as freeze frame, split stage, narration, thought tracking and cross cutting. These techniques will be explored each lesson and implemented within the students work to develop their skills. Diversity <i>RSE</i> Learners develop their devising skills through exploring the theme of Diversity. They will look at the ways in which our world is different and how this should be celebrated. Learners will call on their techniques explored in the previous term to structure their work.	Charlie and the Chocolate Factory <i>Wales and Plays</i> Learners look at the elements of script work and how to lift the text for performance. Each lesson the students will look at a new scene and explore how they can bring the dialogue to life through stage directions and characterisation. Auditions Learners explore the demands of working in the Performing Arts Industry through workshops and audition preparation. Each lesson the students will look at a new requirement for auditioning tasks, such as sight reading, improvisation and panel questions.	Our Day Out <i>English</i> Learners will explore characters, plot, sub-plot and dramatic tension as part of script work. They will take part in workshops where they hot seat different characters from the play to develop their understanding of motivation. Learners will also experience developing their directorial interpretation through staging the different scenes of the play. Genre Learners will explore the different genres that performances fit into. They will look at Comedy, Horror, Romance and Sci Fi, thinking about how this links with Film Studies.



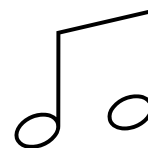
Y R	DRAMA TERM ONE	DRAMA TERM TWO	DRAMA TERM THREE
8	Devices and Structure Learners will explore a range of devices to implement within their performances, for instance 'breaking the fourth wall', cross-cutting and multi-rolling. They will explore the audiences perspective and how this can be manipulated through story telling.	Devising Skills Welsh Artists Learners will explore a range of work produced by Welsh Artists, such as Dylan Thomas and Rhiannon Roberts. They will use their Artwork as a stimulus to devise from in Drama, developing their creativity and imagination in producing unique performances.	Bugsy Malone Learners will explore characters, plot, sub-plot and dramatic tension as part of script work. They will take part in workshops where they hot seat different characters from the play to develop their understanding of motivation. Learners will also experience developing their directorial interpretation through staging the different scenes of the play. Learners that are interested in Musical Theatre will also have the opportunity to explore the Dancing and Singing elements to the production.



Y E A R	DRAMA TERM ONE	DRAMA TERM TWO	DRAMA TERM THREE
9	Staging Learners will explore stage directions, as well as different stage configurations, for instance Proscenium Arch, Traverse, Thrust and In the Round. They will learn how to stage their work on the different configurations and analyse the audience's perspective. Theatre In Education <u>RSE</u> A devised project where learners will gain an understanding of what is included in a Theatre in Education piece. A small introduction to the techniques used by Bertolt Brecht. Final performance – Devised, non-naturalistic TiE piece.	Design <u>Linked with KS4 opportunities</u> A series of workshops/masterclasses in different areas of design. Lighting/sound, costume/hair/makeup. Learners can explore the arts and gain real-life experiences of working in a theatre and can understand the process of creating a production. Final outcome – A presentation of a design for a specific play/scene. Live Theatre <u>Linked with KS4</u> <u>Depending on the piece of theatre chosen it could link to RSE or Wales.</u> Learners will have the opportunity to watch a piece of theatre through an online theatre platform. Learners will analyse and evaluate vocal and movement skills as well as their own opinions and thoughts on key moments. This is a way of learners accessing live theatre.	Acting GCSE Project Learners will explore a brief outlining task that the students will need to complete. They will work in small groups to respond to a stimulus, implementing different techniques and staging choices. Learners will develop a script and build character profiles. Final assessment- a timed performance to meet the brief.



EXPRESSIVE ARTS MUSIC



MUSIC: Statements of What Matters

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Creating combines skills and knowledge, drawing on the senses, inspiration, and imagination.

Overview: Pupils will develop their ability to perform, compose and appraise by studying a variety of musical genres. They will also gain an understanding and appreciation of cultures and societies in Wales and the world.

Skills: Pupils will learn to perform with confidence and fluency through using instruments and voice. They will also learn to appreciate the creative work of others as well as their own creative talents and develop their ICT skills through the use of music software.



Y r	MUSIC TERM ONE	MUSIC TERM TWO	MUSIC TERM THREE
7	Musical elements Pupils will study the musical elements through exploring sounds with their voice and body percussion. They will produce a performance on a graphic score which they will have to create by drawing on the inspiration in the graph and being creative with their response. Rhythm/notation Pupils will learn how to read basic notation and rhythms. They will then create drumbeats on the computer using music software.	Music and culture Pupils will study music in Wales, Welsh composers and learn some popular Welsh tunes/songs including the national anthem. They will also listen to and compare anthems from around the world. Pupils will then compose in the style of a traditional Welsh tune on the software 'Soundtrap'. .	Instruments of the orchestra Pupils will study the orchestra. They will study each of the four orchestral sections and learn about the instruments. Pupils who play an orchestral instrument will have the opportunity to introduce their instrument to the class. They will listen and appraise orchestral music and learn how to recognise the instruments they hear. Musical Forms Pupils will study the structure of different pieces of music and then choose a structure of their own to compose a piece of music in that form (binary, ternary, rondo and strophic forms will be studied).



Y r	MUSIC TERM ONE	MUSIC TERM TWO	MUSIC TERM THREE
8	<u>Ground bass</u> Pupils will listen to Pachelbel's Canon in D and learn to play the ground bass on an instrument which will then be followed by layering motifs. <u>16 bar song structure</u> Pupils will listen to a variety of songs that have a 16 bar structure. They will then perform and create melodies in this form.	<u>Music and culture</u> Pupils will study music in Wales. They will learn about Welsh composers and choose a Welsh song to perform as a group. <u>Harmony & Melody:</u> <u>Sequencing</u> The main focus of this unit is to discuss textures within music. Pupils will be given a harmonic framework to create layers of melodies and chordal textures. In this unit, pupils will also learn about developing chord structures.	<u>Incidental Music</u> Pupils will be given examples of when music has been used to accompany a story or script. They will then create a piece of music on their chosen text. <u>The Blues</u> Pupils will learn about the slave trade and where blues music came from. Pupils will learn the geographical context of the style of music and perform pieces in the 12 bar blues style.

Y r	MUSIC TERM ONE	MUSIC TERM TWO	MUSIC TERM THREE
9	The 4 Chord Trick Pupils will listen to the 4-chord trick performance by Axis of Awesome. They will learn to recognise songs which are based on the repetition of the same four chords. They will then perform a 4-chord song of their choice on their chosen instrument. Chords composition Pupils will experiment with a variety of chord structures. They will develop a piece of music by selecting and manipulating chord sequences and rhythms.	Film music In this unit, pupils will explore the compositions from famous film composers like John Williams, Hans Zimmer etc. Pupils will be expected to recognise form and instruments, and specific characteristics used for different film genres. Pupils will then create their own composition to the silent film clip given.	Instrumental Ensembles The focus on this unit is performance. Learners will be able to choose a piece of music that appeals to them and organise parts within their group. This will give them the tools they need to produce an ensemble if they choose to study music for GCSE. GCSE Music introduction In the second half of the summer term, pupils who choose to study music at GCSE will begin the course.



DESIGN TECHNOLOGY

Expressive Arts, Science and Technology,
Health and Wellbeing



DESIGN TECHNOLOGY: Statements of What Matters

Creating combines skills and knowledge, drawing on the sense of inspiration and imagination.

Our decision-making impacts on the quality of our lives and the lives of others.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Responding and reflecting as artist and audience is a fundamental part of learning.

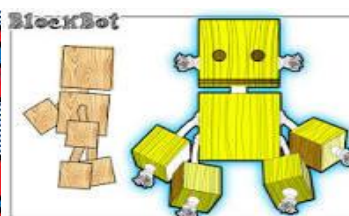
OVERVIEW:

Design and Technology at KS3 is taught in three main strands, Textiles, Product Design and Food Technology. Pupils learn about the importance of the design process whilst incorporating health and safety, sustainability and hygiene issues, when planning and making their products. Pupils experiment with a range of materials such as fabric, wood, acrylic, and a variety of food groups. Pupils learn how to use a range of workshop machinery and hand tools safely, from sewing machines to pillar drills and cooking utensils. Each year a new skill or technique within each strand is learnt to build on previous experience.

SKILLS:

Working With Others, Problem Solving, Communication, Literacy, Numeracy and ICT skills are developed through the design and make tasks in each strand.

Y r	DESIGN TECHNOLOGY TEXTILES	DESIGN TECHNOLOGY PRODUCT DESIGN	DESIGN TECHNOLOGY FOOD AND NUTRITION
7	TEXTILES Pop Art A brief introduction of the Pop Art movement before looking at Andy Warhol and diving into experimenting with complimentary colours, sample making and fabric printing.	PRODUCT DESIGN Block Bot An introduction to the iterative design process using a brief to design and manufacture a Block Bot toy which will allow students to experience a variety of processes.	FOOD TECHNOLOGY Healthy Eating An introduction to healthy eating. The preparation, cooking and storing of food products in a safe and hygienic way.



Y R	DESIGN TECHNOLOGY TEXTILES	DESIGN TECHNOLOGY PRODUCT DESIGN	DESIGN TECHNOLOGY FOOD AND NUTRITION
8	TEXTILES Tie-Dye Experiment the Textile Art form that uses various colours of thread as a way to create unique designs on fabric. While also looking at the effects of the fashion industry on the environment.	PRODUCT DESIGN Light Design Investigate and make a mini light in a mix of materials by developing knowledge and understanding of materials and machines. While underpinning element of the iterative design process.	FOOD TECHNOLOGY Family Favourites Popular takeaway and meals on a budget, taking into account religious and dietary needs.



Y R	DESIGN TECHNOLOGY TEXTILES	DESIGN TECHNOLOGY PRODUCT DESIGN	DESIGN TECHNOLOGY FOOD AND NUTRITION
9	TEXTILES Street Art Explore Street Art and the association to political and social context of it. Develop skills and techniques in a range of sample making and experimentation techniques.	PRODUCT DESIGN Sweet Dispenser Investigation of wood construction methods to design and manufacture a sweet dispenser. Explore the process of design and manufacture in the construction industry.	Food Technology Food and Nutrition Knowledge and understanding of nutrition and food intolerances through preparing and cooking tasty meals.

