



Area of Learning Experience: Literacy, Language and Communication Subject: English	
Learning Intentions	<p>Pupils will explore a range of literature from the genre of ‘Spies’ through this unit of work, along with a range of linked non-fiction texts, for example infographics, print-based media, articles and fact files.</p> <p>During this term, pupils will develop the following key aspects of reading, writing and oracy, through a series of core lessons that are delivered across the English department:</p> <ul style="list-style-type: none"> - Response and analysis: comparison - Comprehension: explain - Structure and organisation: transactional writing (article/report) - Writing accurately - Discussion: mediation <p>In addition to this core study, pupils will also study a companion text that has been selected by their class teacher to meet the learning needs of each learning group. Through whole-class reading, guided reading, reciprocal reading and independent reading, pupils will deepen their knowledge about thematic and character development, and will be encouraged to develop positive attitudes to reading. Examples of companion texts that may be chosen for study include ‘Skellig’, ‘The Hunger Games’, ‘Sherlock Holmes’ and ‘Shadow of the Minotaur’.</p> <p>Throughout the term, learning experiences will encourage pupils to develop the integral skills of critical thinking, through application of the structural approach of ‘Ping Pong’ in response to a comparison question. In conjunction with co-constructed success criteria, a range of opportunities to assess, edit and refine their own work and the work of their peers will also encourage pupils to develop their personal effectiveness.</p>
How we will assess progress towards these intentions	<p>Tracking Task 1: Comparison</p> <p style="padding-left: 20px;">Skills assessed:</p> <ul style="list-style-type: none"> • Reading strategies: comparison • Structure and organisation: paragraphing • Writing accurately <p>Pupils will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Identify and analyse similarities and differences between written texts • Structure their writing appropriately • Support analysis using textual evidence



	<p>Tracking Task 2: Article Writing</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Comprehension: explain • Structure and organisation: transactional writing <p>Pupils will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Write for a specific purpose and audience; • Use language to engage and affect the reader; • Organise their writing; • Use a range of vocabulary and sentence structures; • Write accurately.
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Area of Learning Experience: Literacy, Language and Communication

Subject: French

Learning Intentions	To be able to express (in the spoken and written forms) and understand (listening and reading) familiar language to discuss school. (Subjects, opinions reasons why, a day at school.) and to use language already covered in a different context. Students will also encounter cultural characteristics of France/the French speaking world (French school system/ education in French speaking countries) 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 (focus)
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How we will assess progress towards these intentions	Content will be assessed through a speaking task on Flip grid and a summative writing task and both tasks will allow us to measure progress in integral skills as well.
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Area of Learning Experience: Literacy, Language and Communication

Subject: Welsh/Cymraeg

Learning Intentions	In term 3, pupils will study the theme 'Cerddoriaeth' 'Music' revisiting the present / past tense / imperfect tense. Pupils will build progressively on the skills of speaking, listening, reading and writing as they become confident with subject specific vocabulary. Pupils will learn about Welsh groups/ musicians and research the annual 'Tafwyl' music festival held in Cardiff. Throughout the summer term, a variety of tasks have been created that enable pupils to use cross curricular and integral skills effectively to develop and progress as ambitious capable learners.
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How we will assess progress towards these intentions	<ul style="list-style-type: none"> • Term 3 content will be assessed by a range of reading, writing and oracy tasks. • The integral skills will be assessed when pupils complete research on the Welsh music festival 'Tafwyl'.
Area of Learning Experience: Mathematics and Numeracy Subject: Mathematics	
Learning Intentions	<p>During the Summer term pupils will develop their number and shape skills through work on time, conversions, volume and algebra. They will develop data handling skills, looking at reading graphs and analysing data in numerous forms, including data for Wellbeing Wales and an infographic task. Experiences will include applications of mathematics to the real-world and opportunities for learners to collaborate whilst investigating and solving problems. Pupils will use the data skills they have developed throughout the term whilst completing a multi-lesson project on 'One World'. They will further develop DCF skills by using spreadsheets on the topic of finance.</p>
How we will assess progress towards these intentions	<p>Progress will be assessed regularly throughout the term, with pupils reflecting on their own progress using reflection sheets. The following key assessment tasks will also be used to measure attainment and progress:</p> <ul style="list-style-type: none"> • End of year examinations • Spreadsheet task • Infographic task • National Numerical Procedural and Reasoning tests •
Area of Learning Experience: Science and Technology Subject: Science	
Learning Intentions	<p><u>Magnetism/Space</u></p> <p>Pupils will develop their knowledge and understanding of magnets and magnetic fields through a series of practical tasks. They will construct and investigate electromagnets to find out which quantities affect the strength of the electromagnet.</p> <p>Pupils will learn about the structure of the Universe and how the relative motion of planets and moons can cause day/night, phases of the moon, eclipses and seasons. They will develop their planning and organising skills and personal effectiveness as they complete a collaborative project about space exploration.</p>



	<p>A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy, the texts will target Year 8 readers. Numeracy skills will be based around performing calculations to convert quantities for different units to compare size. A development of presenting data will also be seen with pupils will be able to justify their choice of graph.</p> <p><u>Environment 2</u></p> <p>To build on the work done in Environment 1 in year 7. Students will be studying photosynthesis, food webs and adaptations of plants. Students will do an experiment to test leaves for the presence of starch. Students will study what animals and plants in the wild compete for. An investigation on seed dispersal will be carried out.</p> <p>A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy, the texts will target Year 8 readers and on synonyms. Numeracy skills will be based around analysing & interpreting data, pupils will be able to gauge confidence in graphical data.</p>
<p>How we will assess progress towards these intentions</p>	<p><u>Magnetism/Space</u></p> <p>Tasks during lessons will inform staff of individual progress. Students will be assessed on obtaining and processing data during a focused task on electromagnets. Students will complete two recall tests to test their recall of key ideas and definitions, and a unit test to assess formal knowledge and understanding of scientific concepts covered during the unit.</p> <p><u>Environment 2</u></p> <p>Verbal, written and oracy tasks during lessons will allow teachers to gain a professional judgement of pupils’ progress. Understanding will be assessed through numerical, and written tasks. Formal data will be gathered through a focused written task about analysing & evaluating, a unit test and two recall homework tasks.</p>
<p>Area of Learning Experience: Science and Technology Subject: Design Technology</p>	
<p>Learning Intentions</p>	<p>Learners will engage in two areas of design technology this year, rotating between them in a carousel format. In one rotation, they will follow a design brief to create a prototype product—specifically, a pizza cutter handle—tailored to a specific user.</p> <p>In the other rotation, they will work on designing a structure that demonstrates creative and innovative thinking, as well as their problem-solving abilities.</p> <p>In both projects, students will deepen their knowledge of the design process and enhance their skills in researching, generating designs, developing concepts, planning and creating a product, and conducting evaluations.</p>



	<p>Learners will be assessed through a variety of tasks on the depth of their research and how effectively they apply it in their design work. They will also be assessed on their ability to create the product according to their design plan, as well as the thoroughness of their testing and evaluations, based on the success criteria established by the class</p>
<p>How we will assess progress towards these intentions</p>	<p>Learners will be assessed through a variety of tasks on the depth of their research and how effectively they apply it in their design work. They will also be assessed on their ability to create the product according to their design plan, as well as the thoroughness of their testing and evaluations, based on the success criteria established by the class</p>
<p>Area of Learning Experience: Science and Technology Subject: ICT/Computer Science</p>	
<p>Learning Intentions</p>	<p>Learners will develop their data handling skills through the completion of a spreadsheet exercise. The spreadsheet exercise will be based around the theme of endangered species and will provide learners with the opportunity to practice using a range of spreadsheet functions and formulae, as well as using charts and graphs. The learners will be provided with a template to introduce them to some of the more complex functions and formulas. The exercises will also provide opportunities for learners to develop literacy and numeracy skills.</p> <p>Learners will further develop their data handling skills through completing a database exercise. The database exercise will allow learners to research, construct, refine and interrogate a data set and will be based properties for sale in South Wales. Learners will create the database structure including data validation methods before collecting data from the 'Right Move' website to populate the database. The exercise will provide the opportunity for learners to develop database skills involving the use of tables, queries, reports, and forms.</p>
<p>How we will assess progress towards these intentions</p>	<p>Skills developed during the database exercise will be assessed through a criteria-based marks system. Marks will be awarded for successfully implementing database skills including entering data, validating data, performing queries of increasing complexity and creating forms and reports. Literacy skills will be developed eg use of capitals for addresses and numerical skills will be developed eg through range check validation and the use of operators in queries.</p>



Area of Learning Experience: Expressive Arts
Subject: Art

Learning Intentions	<p>Theme Brief: Illustration / Graphics Design - Day of the Dead – Poster Design</p> <p>During this term the topic will be based on the theme of ‘Day of the Dead’. Pupil’s will learn about Graphic Design and the skills and careers within the creative design industry. Learn about the Day of the Dead festival. Pupil’s will learn about hierarchy of image and digital art skills. Pupil’s will create their own festival poster design.</p>
How we will assess progress towards these intentions	<p>Practical – Pencil observational drawing of a half-skull:</p> <p>Confident control of line. Able to achieve accurate shape which shows correct proportion. Evidence of controlled shading techniques, developing depth and gradual tonal contrast. Ability to achieve smooth transitions of contrasting tones with attention for finer details.</p> <p>Literacy - Artist Evaluation – Damian Hirst “For the Love of God” Skull:</p> <p>Ability to understand and describe the mediums / style / technique used by the artist. Ability to analyse and evaluate the formal art elements of a piece of the artist’s work. Use of artistic vocabulary and language. Pupil’s ability to extend their writing / Use correct and varied sentence starters and connectives. Can link the artist’s work to their own effectively. Articulate how this artist’s work will influence and help develop their own practice.</p>

Area of Learning Experience: Expressive Arts
Subject: Performing Arts

Learning Intentions	<p>Learners begin the term by developing their understanding of <i>West Side Story</i>, exploring its narrative, characters, and musical-theatre style. Through guided practical tasks, pupils build their ability to identify key dramatic elements such as tension, status, proxemics, and physical storytelling. Listening and viewing extracts help pupils recognise how music, drama, movement, and staging contribute to meaning.</p> <p>A key focus this term is the exploration of gang culture and its associated risks, a central theme of <i>West Side Story</i>. This work is delivered in collaboration with the Health and Wellbeing department, allowing pupils to discuss conflict, peer pressure, and personal safety in a supported and age-appropriate way. These discussions feed directly into their performance work, helping them make informed and sensitive creative choices.</p>
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	<p>Throughout the unit, pupils develop core drama skills including vocal clarity, characterisation, spatial awareness, and ensemble work. They also explore design elements such as costume, set, and lighting to understand how technical choices shape atmosphere and storytelling.</p>
<p>How we will assess progress towards these intentions</p>	<ul style="list-style-type: none"> - Pupils will complete an acting or design assessment based on <i>West Side Story</i>, demonstrating their understanding of character, theme, and dramatic intention. - Pupils will continue to refine their practical skills through rehearsals, peer feedback, and teacher guidance.
<p>Area of Learning Experience: Humanities Subject: Geography</p>	
<p>Curriculum Intentions</p>	<p>In the Summer term of year 8, students will study ‘Global Issues’ and will move through the ‘Impact humans have on the Earth’s Spheres’. They will begin by learning some key facts about the Biosphere, Hydrosphere, and Atmosphere, before beginning to look at how human actions affect each. They will start with the Biosphere and the Tropical Rainforests. Other physical geography issues they will study will cover the Hydrosphere with a focus on how human actions are harming the World’s Oceans. They will also study the atmosphere with a focus on the impacts and management of Climate Change.</p> <p>Learning this term will encompass both human and physical aspects of geography as we move through the term. The focus will be broadening Pupils’ global awareness whilst also further developing their literacy skills.</p>
<p>How we will assess progress towards these intentions</p>	<p>Pupils will be assessed in a variety of ways. This will be ongoing each lesson in a formative way, but summative tasks will also be used to assess overall progress. The focus of our assessments this term will come from:</p> <ol style="list-style-type: none"> 1. Statements throughout the term, where pupils are asked ‘To what extent do you agree?’ and are required to write an extended answer in response, using evidence from either their class notes or given stimuli. These will be mainly self and peer-assessed against agreed success criteria. 2. The end of year summer exam.



	<p>3. A formal email to request airtime for a documentary on a global issue or biome of the pupil's choice. This will develop wider skills such as digital literacy skills; teacher feedback will also be via email.</p> <p>The final tracking grade will be informed by assessments throughout the year plus the summer exam, although the exam result will be communicated separately within the end of year report comments.</p>
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Area of Learning Experience: Humanities
Subject: History

Learning Intentions	<p><u>The Holocaust</u></p> <p>Learning intentions</p> <ul style="list-style-type: none"> • The learning intention of 'The Holocaust' unit is to further develop pupils' understanding of and proficiency in enquiry, exploration and investigation. It also contributes towards pupils becoming informed, self-aware citizens, as it provides opportunities for pupils to engage in challenges that have faced humanity and to take ethical action. • This unit allows pupils to further develop the application of historical enquiry skills through the following 'big question': <ul style="list-style-type: none"> - What was the Holocaust? - What happened during the Holocaust? - Why is it important to remember the Holocaust?
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How we will assess progress towards these intentions	<ul style="list-style-type: none"> • Pupils will complete one rich task over the course of the enquiry, which will be peer-assessed; after which pupils will be given the opportunity to respond to feedback and make improvements prior to teacher assessment. • The rich task will also offer pupils the opportunity to participate in a form of social action. <p>** Pupils should also be able to demonstrate visible progress from when they applied historical skills to enquiries in Year 7.</p>
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Area of Learning Experience: Humanities
Subject: Religious Studies

Learning Intentions	<p>Year 8 Learners will study the theme of 'Looking for Meaning' during the Summer Term. Learners will explore the following topics: The concept of truth; the existence of God; the existence of evil and suffering. By the end of the term, learners can come to raise, and consider critically, ethical questions related to the existence of God and human activity, engaging with religious and non-religious responses.</p>
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How we will assess progress towards these intentions	<p>During this term learners will complete a critical thinking and problem-solving task: A debate on the existence of God and an end of year exam.</p>
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Area of Learning Experience: Health and Well-Being
Subject: Health and Well-Being

Learning Intentions	<p>To know and understand the legal, physiological, social and ethical implications of using:</p> <ul style="list-style-type: none"> • Nicotine – in cigarettes and vapes • Vapes • Nitrous oxide • Cannabis • Alcohol <p>To develop an awareness of exploitation in relation to cannabis in terms of people trafficking for cultivation and county lines for distribution.</p> <p>To understand the nature and signs of Child Sexual Exploitation.</p>
How we will assess progress towards these intentions	Using 'Forms' on Teams to reflect on progression of learning.

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

Learning Intentions	<p><u>Responsibility</u></p> <p>Pupils will understand the importance of being responsible for your actions and develop strategies to be responsible.</p> <p>The Pupil - will understand the various responsibilities within a team.</p> <p>The Person - will demonstrate responsibility.</p> <p>The Performer - will be able to reflect on their experiences and develop strategies to be responsible.</p>
How we will assess progress towards these intentions	<p>Baseline assessment - Self assessment of ability to demonstrate responsibility in physical activity.</p> <p>Teacher assessment of ability to demonstrate responsibility in physical activity.</p> <p>Self-assessment of own progress.</p>

Area of Learning Experience: Health and Well-Being
Subject: Catering



<p>Learning Intentions</p>	<p>Learners will gain knowledge and understanding of how to plan, prepare and make medium skill dishes, how to work safely, and understand the control measures to prevent food-induced ill health.</p> <p>Learners will develop their understanding of menu planning and how hospitality and catering provisions adapt to satisfy the ever-changing customer climate, for example, dietary needs.</p>
<p>How we will assess progress towards these intentions</p>	<p>Learners will be assessed using multiple methods, with regular formative evaluations conducted during each lesson, and summative tasks used to gauge overall progress.</p> <p>Learners will reflect on their own progress using DIRT (Dedicated Improvement and Reflection Time) activities.</p> <p>At the conclusion of the project, students will complete a final test that encompasses the skills acquired in both theoretical and practical sessions.</p>
<p>Area of Learning Experience: Health and Well-Being Subject: Dysgu byw</p>	
<p>Learning Intentions</p>	<p>Dysgu Byw is a unique Bryntirion experience in the Year 8 curriculum rotation. It builds on the Year 7 Dysgu Byw curriculum offering an opportunity for learners to further develop skills for life. During the series of lessons, learners will focus on aspects of first aid and physical safety, both in a theoretical and practical way that progresses the Year 7 learning intentions. Another focus is on careers and learner effectiveness and the attitudes and tools required to help them to be ambitious and capable learners. They will experience opportunities to collaborate and develop their integral skills.</p> <p>It builds on the foundations of the Year 7 Dysgu Byw programme, giving learners the chance to further develop essential skills for life.</p> <p>Throughout this series of lessons, learners will:</p> <ul style="list-style-type: none"> • Explore aspects of first aid and physical safety, both in theory and through practical activities that extend their Year 7 learning • Focus on careers and learner effectiveness, gaining the tools, attitudes, and confidence needed to become ambitious and capable learners • Take part in opportunities to collaborate with others, strengthening their teamwork and integral skills
<p>How we will assess progress towards these intentions</p>	<p>Within the Dysgu Byw curriculum learners will be regularly undertaking self-assessment and checking their progress against learning objectives and success criteria. There will be opportunities for peer-assessment and peer to peer feedback</p>



	<p>and dialogue. Dysgu Byw will also offer learners opportunities to reflect on their progress across the curriculum and identify and highlight their achievements and focus on areas for future progress.</p>
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