



Area of Learning Experience: Literacy, Language and Communication Subject: English	
Learning Intentions	<p>Our Year 7 Summer term study builds upon the communication skills that pupils have developed in through the course of their Yer 7 studies. Pupils will explore a range of literature linked to the theme of 'Journeys', including audio-visual/print-based media, infographics, fiction, non-fiction, drama and literary heritage texts: examples of text types include short stories, archaic texts, articles and novel extracts.</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">- Comprehension: close textual analysis- Reading strategies: how- Meaning, purposes and readers: persuasion- Writing accurately: sentence structures- Oracy: discussion- Oracy: justifying perspectives, questioning <p>In addition to this core study, pupils will also study a thematic companion text that has been selected by their class teacher to meet the learning needs of each learning group. Through whole-class, guided, reciprocal and independent reading, pupils will deepen their knowledge about how writers use and apply the theme of 'journeys' and will be encouraged to develop positive attitudes to reading. Examples of companion texts that may be chosen for study include 'Explorers', 'Seaglass', and 'Pig-Heart Boy'.</p> <p>Pupils will develop their integral skills of critical thinking and problem solving through the application of 'Hight-5 (Poetry)', a structural approach to poetry analysis. 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: Poetry Analysis</p> <p>Skills assessed:</p> <ul style="list-style-type: none">• Response and analysis: close textual analysis• Meaning, purposes and readers: academic writing• Writing accurately: structure and paragraphing, sentence structures



	<ul style="list-style-type: none">• Comprehension: how <p>Pupils will be assessed on their:</p> <ul style="list-style-type: none">• Ability to write in a mature, precise manner;• Knowledge and understanding of poetic terminology;• Analysis of a poet's point of view and the effect of the poem on a reader;• Use of ambitious, precise vocabulary;• Range of sentence structures;• Written accuracy. <p>Tracking Task 2: Group Discussion</p> <p>Skills assessed:</p> <ul style="list-style-type: none">• Collaboration: questioning• Discussion: justifying <p>Pupils will be assessed on their:</p> <ul style="list-style-type: none">• Contributions to group discussions;• Use of evidence to support perspectives;• Use of questioning to develop discussion;• Accuracy of spoken language.
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) and recall the familiar language and grammatical concepts taught this year. Students will also have the opportunity to experiment further with <u>translanguaging skills (focus)</u> and encounter a historical connection between France and Wales. The students will develop their integral skills of Critical thinking and Problem Solving through evaluating the credibility of a source; Planning and Organising through <u>synthesising information and making connections with other disciplines (focus)</u> ; Creativity and Innovation through effectively communicating ideas; and Personal Effectiveness through working independently and managing their time.



How we will assess progress towards these intentions	Content will be assessed through a reading and writing internal examination whilst the integral skills progress will be assessed by a translanguaging task on Owain Glyndwr and a speaking project completed on Flip Grid.
Area of Learning Experience: Literacy, Language and Communication Subject: Welsh/Cymraeg	
Learning Intentions	This term's focus will be on Welsh culture i.e. the school Eisteddfod –the Eisteddfod's traditions and the history behind the house names (Hywel, Llewellyn, Tudor and Glyndwr). We will introduce poetry and The Urdd Eisteddfod's poems for Welsh learners will be studied (these will change every year) and tasks will be designed to use the integral skills and will also be an opportunity to learn new vocabulary in an authentic context. T
How we will assess progress towards these intentions	Term 3 content will be assessed by a range of reading, writing and oracy tasks, including an original poem on the theme 'Cymru'.
Area of Learning Experience: Mathematics and Numeracy Subject: Mathematics	
Learning Intentions	During the Summer term pupils will develop their number and shape skills through work on the use of equal sign, time, conversions, volume and algebra. They will continue to develop data handling skills, carrying out market research and reading graphs and analysing data in numerous forms for the cross-curricular Health Challenge. Experiences will include applications of mathematics to the real-world and opportunities for learners to collaborate whilst investigating and solving problems, including the use of spreadsheets. Pupils will use the number and data skills they have developed throughout the term whilst completing a multi-lesson project on 'Above and Beyond'. Throughout lessons and tasks pupils will develop many of the integral skills and develop their mathematical proficiencies.
How we will assess progress towards these intentions	Progress will be measured using a range of assessments including; <ul style="list-style-type: none">• End of year examinations• National Procedural and Reasoning Tests• Rich tasks
Area of Learning Experience: Science and Technology	



Subject: Science	
Learning Intentions	<p><u>Electricity Unit</u></p> <p>To be able to understand common components and their functions as well as simple circuit construction. Students will be able to apply prior learning of the particle model to develop an understanding of the physical functioning of electrical quantities (current and voltage). Students will develop their knowledge and understanding through practical tasks, constructing and investigating a number of electrical circuits, taking measurements of electrical quantities and using components to change the functioning of their circuits. Students will consider and discuss e-waste as an ethical principle, reflecting on their own contribution to the problem and possible solutions</p> <p>A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy and develop their ability to infer. Numeracy skills will be based around performing calculations and using quantities to represent current & voltage.</p> <p><u>Environment 1</u></p> <p>Be able to recognise the diversity of living things and how they interact with their environment.</p> <p>To understand how living things have evolved over significant periods of time. All living things require specific conditions and resources to survive, and they may have to compete with other organisms to do so.</p> <p>Understand that humans form part of the living world and our decisions and actions, along with natural selection, can have a significant impact on the diversity of life.</p> <p>To Know that the structures and functions of the parts of living things allows them to grow, develop and reproduce successfully.</p> <p>The topics covered will allow the learners to discover the natural world. We will be looking at how we interact with the environment and how we can live more sustainable lives.</p> <p>A focus on reading will help expand pupils scientific and non-scientific vocabulary for literacy and develop their ability to infer. Numeracy skills will be based around using quantities to represent populations and how different approaches are better than others.</p>



How we will assess progress towards these intentions	<p><u>Electricity Unit</u></p> <p>Verbal, written and oracy tasks during lessons will allow teachers to gain a professional judgement of pupil's progress. Literacy will be assessed during the writing of an analysis of an investigation and presenting current and voltage results to the class. Numeracy skills will be assessed by the students' ability to handle and present data in table and graph form, calculating means. Digital competence will be assessed using an online research task of electrical waste handling.</p> <p>Students will complete a full scientific enquiry investigating how the length of a wire affects the electrical current. Students will complete a recall test and unit test to assess formal knowledge and understanding of scientific concepts covered during the unit</p> <p><u>Environment 1</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 rich task on how to improve biodiversity on the school grounds, a unit test and two recall homework tasks.</p>
Area of Learning Experience: Science and Technology Subject: Design Technology	
Learning Intentions	<p>Pupils will study two projects in Design Technology this year which aim to develop a range of practical skills. The projects will be delivered through a carousel rotation.</p> <p>In one project, learners will focus on producing a promotional key tag for an intended user and purpose by following the design process.</p> <p>The other project requires learners to follow a brief to design and make a Phone Holder. Learners will gain knowledge and understanding of how to use simple joining technique, how to work safely in a workshop, and safely use equipment and facilities. Learners will use the design theme Coats of Arms to decorate their phone holders.</p> <p>In both projects, pupils will gain knowledge and understanding of the design process and develop their skills in researching, generating designs, developing ideas, planning and making a product, and evaluating.</p>
How we will assess progress towards these intentions	<p>In the 2 DT rotations pupils will be assessed on their ability to identify key features of the unit, e.g. key features of successful packaging, identify key material properties. Throughout each rotation their creative ability and their ability to design for someone other than themselves will be assessed. Focused tasks on evaluating the design process will allow progress to be measured.</p>



Area of Learning Experience: Science and Technology Subject: ICT/Computer Science	
Learning Intentions	<p>Year 7 carousel (approximately 15 lessons)</p> <p>The purpose of this unit is to introduce learners to the concepts of computational thinking and allow them to develop basic programming skills. It is part of the DT carousel and will last for 9 weeks. This will be implemented initially by completing an exercise where learners break down the task of making a cup of tea into the smallest possible sub-tasks. Learners will then plan/design a game and an original character to be included in the game, helping to develop their planning and organisational skills and their creativity and innovation skills. Learners will then use the Scratch platform to develop their practical programming skills by creating the original game, including the original character created on the piskel.com website. The programming tasks will provide the opportunity for learners to develop numeracy skills, as much of the coding requires the use of mathematical constructs. Learners will then provide peer feedback to other learners in their group and receive peer feedback from other learners in their group. They will utilise the feedback to redraft and improve their game. Finally, learners will complete a self-evaluation of the task which will provide an opportunity to develop their personal effectiveness skills as well as developing their literacy skills.</p>
How we will assess progress towards these intentions	<p>Skills developed will be assessed using a RAG system. The assessment is broken down into eight sub-tasks covering planning, creating, refining, and evaluating, with the following skills assessed – ‘planning and organisation,’ ‘creativity and innovation,’ ‘critical thinking and problem solving,’ and ‘personal effectiveness.’ The teacher will select a traffic light colour of Red, Amber, or Green for each sub-task. Red will be selected if the sub-task has not been attempted, Amber if the sub-task has been attempted but requires further development and Green will be selected if the sub-task has been attempted and completed to a high standard.</p>
Area of Learning Experience: Expressive Arts Subject: Art	
Learning Intentions	<p>Illustration / Graphic Design Theme Brief – Design a Greenman for a festival t-shirt</p> <p>During this term the topic will be based on the theme ‘Greenman’. Pupil’s will learn about Graphic Design and the skills and careers within the creative design industry. Draw leaves to develop practical skills in line, shape, tone & colour blending. Pupil’s will learn about facial proportion and use numeracy skills to draw an accurate portrait. Pupil’s will learn about the Greenman Festival.</p>



How we will assess progress towards these intentions	<p>Practical – Pencil observational drawing of a leaf:</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 – Greenman Illustration:</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>At KS3 our intentions in Performing Arts are to engage and inspire learners to be creative, confident, innovative, and independent. Learners will understand music and drama through studying a variety of genres, styles, techniques, materials, and practices. Our aim is for learners to develop an appreciation for Performing Arts and nurture their talent as performers and increase their self-confidence and enjoyment of the subject. In the Summer term of year 7 pupils will develop their use of the elements of music, will be refining performance skills using Welsh music, rock and roll and four chord pop songs inspired by the Beatles as a stimulus.</p>
How we will assess progress towards these intentions	<p>Progress will be assessed towards these intentions through keyboard assessments.</p> <ul style="list-style-type: none">• Self-evaluation within focus task sheet• Teacher formal assessment – Hound dog on the keyboard• Tracking Data analysis



Area of Learning Experience: Humanities Subject: Geography	
Curriculum Intentions	<p>In the Summer term of year 7, students will continue to learn how to read and interpret an Ordnance Survey map. This is a key geographical skill which will be carried through each consecutive year studying the subject. They will be learning the following O.S. map reading skills:</p> <ul style="list-style-type: none">• Symbols• Compass Directions & Bearings• Grid References (4 & 6 figure)• Distance (Scale)• Relief (height and shape of land) <p>Once being formally assessed on these during the summer exams, students will then apply their understanding of the skills to create their own O.S map of an imaginary island.</p> <p>In the second half of the term, students will conduct an enquiry based on the schools Microclimate.</p>
How we will assess progress towards these intentions	<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 will come from:</p> <ol style="list-style-type: none">1. Whilst learning their O.S. maps skills, self and peer assessment will be the main form of assessment, allowing learners to be aware of the skills they need to keep developing.2. A summative assessment will take place to assess learners O.S. map reading skills. This will be done under exam conditions and with whole class feedback from the class teacher.3. The creative O.S. map task will be self-assessed against the integral skills. It will also be peer assessed against a set of shared criteria, focusing on the appropriate application of all O.S. maps skill.4. During the second half of the Summer term pupils will have their 'End of Year' exam, covering the year's work.5. At the end of the summer term, the 'Microclimate' Decision Making activity will be self-assessed against the 'integral skills' and teacher assessed based on shared subject specific success criteria. <p>All of the above will help inform attainment tracking grades.</p>



Area of Learning Experience: Humanities Subject: History	
Learning Intentions	<u>Depth study: Owain Glyndwr</u> The learning intention of this depth study is to further develop pupils' understanding of and proficiency in enquiry, exploration and investigation. This unit allows pupils to further develop the application of historical enquiry skills through the increased use of primary source material.
How we will assess progress towards these intentions	<ul style="list-style-type: none">• Pupils will complete the following rich tasks within this depth study:<ul style="list-style-type: none">- What was Glyndwr's most significant achievement? Pupils will use structure strips and follow step-by-step guidance. [Teacher assessment]
Area of Learning Experience: Humanities Subject: Religious Studies	
Learning Intentions	Year 7 learners will study the theme of 'Our World' during the Summer Term. Learners will explore the following topics: The origin of the world, active responsibility in the world, awe and wonder, and animal rights. By the end of the term, learners can come to raise, and consider critically, ethical questions related to the origin of the world and human activity, engaging with religious and non-religious responses.
How we will assess progress towards these intentions	During this term learners will complete the following tasks: A creativity task on the question 'What is the story of the world?', and an end of Year exam.
Area of Learning Experience: Health and Well-Being Subject: Health and Well-Being	
Learning Intentions	To identify the key members of staff in school who are responsible for supporting well-being and safeguarding. To develop an understanding that there are laws and conventions that protect our rights and provide safeguards for children and for aspects of identity; to understand the purpose of these laws, the background to their development, and examples of rights violations throughout history and around the world. To know and understand the significance of gender norm and gender stereotypes, how these have developed over time and differ around the world; to



	<p>identify the impact of gender norms and stereotypes on men and women's life choices and wellbeing.</p> <p>To understand how people with autism are protected under the Protected Characteristic of Disability in the Equality Act (2010); to identify how people with disabilities have experienced stereotyping, discrimination and harassment over time and around the world; to identify characteristics of autism and how members of the school community are able to support autistic peers.</p> <p>To know and understand the role and purpose of ground rules and appropriate behaviour when discussing issues related to puberty and human reproduction.</p> <p>To know and understand how media representations of male and female bodies – related to gender norms and stereotypes – can influence wellbeing; to recognise the diversity of male and female bodies.</p> <p>To understand the changes that take place to male and female bodies during puberty and how this relates to the processes of human reproduction; to understand the law in relation to sexual consent, the making, sending, requesting, sharing and saving of self-generated sexual images and related online behaviours.</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: Dysgu Byw	
Learning Intentions	Dysgu Byw is a new experience in the Year 7 curriculum. It offers the opportunity for learners to develop skills for life and work, alongside developing their ICT skills. Due to the new nature of this subject, curriculum intentions may evolve as the year progresses. The theme for the fifth half term will centre around 'My Learning'. This entails devising a revision timetable to prepare for end-of-year exams, exploring effective revision strategies, and using learner effectiveness resources to be proactive in revision. Students will have the opportunity to build on their reflection from form-time sessions and review and set targets for their learning progress. Towards the latter part of this half term, we will shift focus to the cross-curricular challenge titled 'My Health', which begins in the subsequent half term. The sixth half term theme is 'My Progress' and will revolve around consolidating the cross-curricular work for the Year 7 challenge on 'My Health'.



	<p>This challenge spans multiple subjects and revolves around the creation and justification of a concept for a healthy drink, culminating in group presentations and a grand finale event. The sixth half term will conclude with the creation of a 'celebration' document to highlight the collective learning achievements of the entire school year.</p>
How we will assess progress towards these intentions	<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 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>
Area of Learning Experience: Health and Well-Being Subject: Physical Education	
Learning Intentions	<p><u>Health & Fitness</u></p> <p>Pupils will understand the importance of maintaining a good level of physical health and fitness.</p> <p>The Pupil - will understand the difference between health and fitness.</p> <p>The Person - will be motivated to improve health and fitness levels.</p> <p>The Performer - will be able to reflect on their experiences and set personal goals to improve their health and fitness.</p>
How we will assess progress towards these intentions	<p>Baseline assessment - Self assessment of ability to demonstrate a good level of health and fitness in physical activity.</p> <p>Teacher assessment of ability to demonstrate a good level of health and fitness in physical activity.</p>



	Self-assessment of own progress.
Area of Learning Experience: Health and Well-Being Subject: Catering	
Learning Intentions	<p>Learners will gain knowledge and understanding of how to plan, prepare and make basic dishes, how to work safely, follow correct personal and food safety and hygiene practices and safely use equipment and facilities.</p> <p>Learners will develop their understanding of the importance of nutrition and have an awareness of the need for a balanced/varied diet.</p>
How we will assess progress towards these intentions	<p>Learners will be assessed using multiple methods, with regular formative evaluations conducted during each lesson, and summative tasks used to gauge overall progress.</p> <p>Learners will reflect on their own progress using DIRT (Dedicated Improvement and Reflection Time) activities.</p> <p>At the conclusion of the project, students will complete a final test that encompasses the skills acquired in both theoretical and practical sessions.</p>