



<b>Area of Learning Experience: Literacy, Language and Communication</b> <b>Subject: English</b>	
<b>Learning Intentions</b>	<p>Our Year 9 Autumn term study builds upon the communication skills that pupils have developed throughout their studies at KS3. In the first half term, pupils will explore a range of transactional texts linked to the theme of ‘Conspiracies’, including audio-visual/print-based media, articles, speeches, infographics, reviews and encyclopaedia entries. In the second half term, pupils will study the literary heritage text ‘A Christmas Carol’, with particular focus given to the importance and impact of the novel’s social, historical and cultural context.</p> <p>During this term, pupils will develop the following key aspects of reading, writing and oracy:</p> <ul style="list-style-type: none"> <li>- Response and analysis: retrieval, text purpose, word meaning, explain, summary, synthesis, comparison</li> <li>- Comprehension: how, impressions</li> <li>- Meaning, purposes and readers: exposition</li> <li>- Writing accurately: academic register</li> <li>- Speaking: individual presentation</li> <li>- Listening: group discussion</li> </ul> <p>Throughout the term, learning experiences will encourage pupils to develop the integral skills of critical thinking, for example in creation of an individual presentation and in application of contextual information to textual 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>
<b>How we will assess progress towards these intentions</b>	<p>Tracking Task 1: Individual Presentation</p> <p style="padding-left: 20px;">Skills assessed:</p> <ul style="list-style-type: none"> <li>- Comprehension: summary</li> <li>- Meaning, purposes and readers: exposition</li> <li>- Speaking: accuracy and register</li> </ul> <p>Tracking Task 2: Summary and Synthesis</p> <p style="padding-left: 20px;">Skills assessed:</p> <ul style="list-style-type: none"> <li>- Response and analysis: summary and synthesis</li> <li>- Writing accurately: academic register</li> </ul> <p>Tracking Task 3: Extract Response</p> <p style="padding-left: 20px;">Skills assessed:</p> <ul style="list-style-type: none"> <li>- Response and analysis: explain</li> </ul>



	<ul style="list-style-type: none"> <li>- Comprehension: how, impressions</li> <li>- Structure and organisation: exposition writing</li> <li>- Writing accurately: academic register</li> </ul>
<b>Area of Learning Experience: Literacy, Language and Communication</b> <b>Subject: French</b>	
<b>Learning Intentions</b>	<p><b>YEAR 9 CAROUSEL: PAST AND FUTURE HOLIDAYS</b></p> <p>To be able to recognise and use language related to the “Holidays” topic, with a focus on past and future tenses. Students will also encounter cultural characteristics of France/the French speaking world (holiday destinations in mainland and overseas France). The students will develop their integral skills of Critical thinking and Problem Solving through evaluating the credibility of a source; Planning and Organising through researching, synthesising and analysing information; Creativity and Innovation through effectively communicating ideas; and Personal Effectiveness through working independently and managing their time. As these skills have been developed discretely in Years 7 and 8, the tasks will enable pupils to show their independent application of the skills</p>
<b>How we will assess progress towards these intentions</b>	<p>Content will be assessed through a Writing and a Reading task whilst the integral skills progress will be measured by the Homework project (book a holiday in France) with a focus on revisiting/reinforcing all the skills developed in Years 7 and 8.</p>
<b>Area of Learning Experience: Literacy, Language and Communication</b> <b>Subject: Welsh/Cymraeg</b>	
<b>Learning Intentions</b>	<p>Year 9 pupils will study the theme Yr Ardal / Cymru. Pupils will be introduced to the conditional tense and pupils will build progressively on the skills of speaking, listening, reading and writing through a variety of tasks. Pupils will have a brief introduction to the history and origins of the Welsh language and learn to engage critically with languages in order to help them develop a sense of their own identity. A variety of tasks have been created that enable pupils to use cross curricular and integral skills effectively to develop and progress as ambitious capable learners.</p>
<b>How we will assess progress towards these intentions</b>	<ul style="list-style-type: none"> <li>• Term 1 content will be assessed by a range of reading, writing and oracy tasks.</li> <li>• Create an advertisement / video advertising your area, what’s it like to live in your area, what are the attractions, its historical significance.</li> </ul>



<b>Area of Learning Experience: Mathematics and Numeracy</b> <b>Subject: Mathematics Foundation</b>	
<b>Learning Intentions</b>	<p>During the Autumn term pupils will develop their number, algebra and shape skills through work on place value, types of numbers, product of prime factors, fractions, decimals, percentages, ratio and angle work including using bearings. They will develop financial literacy and complete a series of lessons and experiences which will include applications of mathematics to the real-world and opportunities for learners to collaborate whilst investigating and solving problems. Pupils will develop mathematical investigation skills through a mini-bus investigation. Pupils will be given the opportunity to develop their modelling skills using spreadsheets. They will also be given opportunities to develop their Organising, Communicating and Writing Skills through targeted lessons and opportunities to develop their reasoning skills. Throughout lessons and tasks pupils will develop many of the integral skills and develop their mathematical proficiencies.</p>
<b>How we will assess progress towards these intentions</b>	<ul style="list-style-type: none"> <li>• Test 1 and Test 2</li> <li>• Skills Assessment 1 Non-Calculator</li> <li>• Skills Assessment 2 Non-Calculator</li> <li>• National Numerical Procedural and National Numerical Reasoning</li> </ul>
<b>Area of Learning Experience: Mathematics and Numeracy</b> <b>Subject Mathematics: Higher</b>	
<b>Learning Intentions</b>	<p>During the Autumn term pupils will develop their number, algebra, shape and data skills through work on product of prime factors, standard form, significant figures and estimating, errors in measurement, substitution and rearranging and expanding brackets, forming and solving equations, forming and solving Inequalities, Decimals, fractions and ratio, Shape, Angles, Parallel lines and Bearings, Percentages and Collecting and Representing data. They will develop financial literacy and complete a series of lessons and experiences which will include applications of mathematics to the real-world and opportunities for learners to collaborate whilst investigating and solving problems. Pupils will be given the opportunity to develop their modelling skills using spreadsheets. They will also be given opportunities to develop their Organising, Communicating and Writing Skills through targeted lessons and opportunities to develop their reasoning skills. Throughout lessons and tasks pupils will develop many of the integral skills and develop their mathematical proficiencies.</p>
<b>How we will assess progress towards these intentions</b>	<ul style="list-style-type: none"> <li>• Test 1 and Test 2</li> <li>• Skills Assessment 1 Non-Calculator</li> <li>• Skills Assessment 2 Non-Calculator</li> </ul>



	<ul style="list-style-type: none"> <li>National Numerical Procedural and National Numerical Reasoning</li> </ul>
<p><b>Area of Learning Experience: Science and Technology</b>  <b>Subject: Science</b></p>	
<p><b>Learning Intentions</b></p>	<p>Pupils will complete two full investigations for each specialism, utilising the full scientific enquiry process and building upon the investigative skills that they developed throughout year 7 and 8.</p> <p><u>Biology</u>        In the first investigation pupils will explore how the quantity of energy in food varies with the mass of the food. Pupils will then apply their enquiry skills to investigate how the temperature changes the rate of respiration in yeast.</p> <p><u>Chemistry</u>        Pupils will initially investigate how changing the volume of water affects the rise in temperature when heating. This will be supplemented with how changing concentration of an acid affects reaction time when mixed with a metal.</p> <p><u>Physics</u>        In the first investigation pupils will explore how the speed of a water wave can change, utilising knowledge of wave properties. Pupils will then apply their enquiry skills to investigate how a light source affects light intensity, to make links to the use of waves to generate electricity.</p> <p>Pupils will develop their integral skills of critical thinking &amp; problem solving by overcoming flaws in their methods. Planning and organising skills will be developed by establishing methods and variables in advance, while utilising creativity and innovation by suggesting improvements or alternate methods. In managing their time, working independently, and reflecting on their work pupils will hone their personal effectiveness. This year they will tackle all three areas of the scientific enquiry process: initially with a scaffolded help sheet. Pupils will continue to progress their literacy by dealing with more complex language and scientific terms. Being able to explain what is meant to peers or staff. Numeracy skills will be developed by performing multi-step calculations, while being able to justify their approach and why the steps are required.</p>
<p><b>How we will assess progress towards these intentions</b></p>	<p><u>Chemistry/Biology/Physics</u></p> <p>An initial investigation in each specialism with scaffolded support will provide a baseline for pupils. Feedback is provided to highlight areas which require improvement/development which can be acted upon. A second investigation will be completed, with a focus on more independence to see progress and how they currently stand against the set intentions.</p>



<b>Area of Learning Experience: Science and Technology</b> <b>Subject: Design Technology</b>	
<b>Learning Intentions</b>	<p>The aim of this unit is to revisit the skills learned in Year 7, including CAD/CAM and woodworking, while further developing students' critical thinking and evaluative abilities.</p> <p>The project is divided into two parts. In the first part, students will research six 20th-century design movements and use one of these movements as inspiration to create ideas for a clock face. They will select a client for whom they will design the clock, generating initial ideas by hand and then refining these concepts using computer software to be produced with a laser cutter.</p> <p>In the second part of the project, students will focus on advanced wood joining techniques to construct a box for housing the clock mechanism, onto which they will attach their designed clock face.</p>
<b>How we will assess progress towards these intentions</b>	<p>Learners will be assessed on their ability to apply their research to design within a given theme, create a product that meets the success criteria and aligns with the theme, and evaluate their designs and final product using critical thinking and problem-solving skills.</p>
<b>Area of Learning Experience: Science and Technology</b> <b>Subject: ICT/Computer Science</b>	
<b>Learning Intentions</b>	<p><b>Year 9 carousel (24 lessons)</b></p> <p>The purpose of this unit is to build on several different aspects of the Year 7 &amp; 8 curriculum and allow learners to further develop their computational thinking &amp; programming skills and ICT skills.</p> <p>The activities in the project will also give learners the opportunity to further develop all the cross-curricular skills (literacy, numeracy and digital competence) and all the integral skills (creativity &amp; innovation, planning &amp; organising, critical thinking &amp; problem solving and personal effectiveness).</p> <p>The project will also cover the theme of CWRE (running a business/organisation) and have a Welsh angle, with the organisation selected by the learner to be based in Wales.</p> <p>The lessons will borrow some aspects of the NEA controlled assessments that are available in the different qualifications offered by the department (GCSE Digital Technology, GCSE Computer Science and Level 1 / 2 Vocational Award) as a vehicle to allow learners to develop these skills. Learners will be given a scenario with user requirements and success criteria and asked to research, plan, design, create and evaluate digital products based around the scenario. Extension tasks will be included throughout for more able/faster working learners.</p>



	<ol style="list-style-type: none"><li>1. Learners will be firstly asked to select a business that is based in Wales and is small-to-medium sized. The business may be real or realistic/plausible.</li><li>2. Learners will then research, plan, design and create a logo for the business based on user requirements and fulfilling set success criteria. Learners will receive peer feedback on their logo and use the feedback to optimise their logo. Finally, the logo will be exported as a suitable file type and tested on a range of merchandise and digital products (eg dummy social media posts for the organisation). The software used for the logo will be Serif Draw Plus and learners will develop ICT skills in using the software's basic and advanced features (to the level required for the Level 1 /2 Vocational Award). The logo created will also be used in the subsequent tasks (business webpage and profit &amp; loss spreadsheet).</li><li>3. Learners will then plan, design and create a webpage for the organisation using HTML programming language, developing the basic computational thinking and programming skills acquired during Year 7 and 8, and writing extended code for the first time. Programming inherently involves the development of literacy as words have to be spelt precisely and accurately for the code to function, and also inherently involves the development of some aspects of numeracy eg understanding pixel size of images and implementing this correctly in the code. Given the nature of programming, problem solving skills are also naturally developed as learners must 'debug' their code by Identifying and rectifying any errors that prevent the code from running.</li><li>4. Learners will then plan, design and create a profit and loss spreadsheet for their organisation. This will further develop their data handling skills as they will use increasingly complex formulas and functions, without the use of a teacher-provided template (as provided in Year 8). Learners will need to plan very carefully and use their problem-solving skills to ensure functions and formulas are correct. Numeracy skills will be developed through the use of various functions and formulas and the creation of charts/graphs. Literacy skills will be developed eg use of capitals for brand names, products etc</li><li>5. Finally, learners will develop their personal effectiveness skills by completing a self-evaluation of the work completed for the project.</li></ol>
<p><b>How we will assess progress towards these intentions</b></p>	<p>Skills developed during the project will be assessed through a criteria-based marks system with grades awarded. Marks will be awarded for developing skills in the separate tasks with the total mark generating an associated grade. Marks will be awarded for a variety of criteria including planning/designing, creativity, developing skills in the different software packages, literacy (spelling/capitals etc) and self-evaluation.</p>
<p><b>Area of Learning Experience: Expressive Arts</b> <b>Subject: Art</b></p>	



<p><b>Learning Intentions</b></p>	<p><b>Year 9 carousel (24 lessons)</b></p> <p>The purpose of this unit is to build on knowledge and progress made throughout the Year 7 &amp; 8 curriculum and allow learners to further develop their creative making skills.</p> <p>Our Aim is to deliver richly creative, focused tasks that facilitates purposeful, meaningful and authentic development of a broad range of practical skills, artistic techniques and mediums, writing and oracy skills, self-expression, independent learning and enjoyment.</p> <p>In Year 9 we will be delivering a concise project over a twelve-week period. This project will include elements of the WJEC GCSE Art &amp; Design assessment objectives and content which can be later used towards their Art GCSE portfolio's if they chose to opt for this subject.</p> <p>The theme for this project will be "Identity" We focus on developing pupils' knowledge of the formal elements of Art &amp; Design, through a wide variety of mediums and techniques. We begin by asking the pupils to reflect on their experiences and skills developed throughout Year 7 &amp; 8 working in the various creative career pathway fields: Graphic Design, Textiles/Fashion Design, Graffiti Art, Illustration, Animation, Surface Pattern Design, Fine Art and Photography. Focusing on their strengths and interests, they will then further progress these skills to complete a personal and individual mixed-media outcome.</p> <p>Our essential integral art skills are recognised through the design and making process within each brief: Step 1 – Research and contextual understanding. Step 2 – practical experiments and learning new techniques. Step 3 - planning and developing an answer to the set brief, Step 4 – making your final project and self-reflection/evaluation.</p>
<p><b>How we will assess progress towards these intentions</b></p>	<p>There are two types of assessment within the Art Department in Year 9 to monitor progress; Teacher assessment and self-assessment. At the start of each term, alongside Termly briefs, pupils are given assessment success criteria for up-coming "Rich Tasks" where formal teacher feedback will be given to students. Alongside this, pupils will have Self-reflective "DIRT" resources in the backs of their book where they can monitor and track their progress and development against the Art &amp; Design "What matters statements". The "Rich Tasks" are comprised of a practical outcome and a writing outcome.</p>
<p><b>Area of Learning Experience: Expressive Arts</b>  <b>Subject: Performing Arts</b></p>	
<p><b>Learning Intentions</b></p>	<p>In the Year 9 carousel, our intentions in Performing Arts are to engage and inspire learners to be creative, confident, innovative, and independent. Learners will understand music and drama through studying a variety of genres, styles, techniques, materials, and practices. Our aim is for learners to develop an appreciation for Performing Arts and nurture their talent as performers and</p>





	increase their self-confidence and enjoyment of the subject. In the performing arts carousel, pupils will explore and hone their skills through a range of activities including music technology composition, a video production project, instrumental study and acting or design analysis and performance of 'Macbeth'.
<b>How we will assess progress towards these intentions</b>	Progress will be assessed towards these intentions through: <ul style="list-style-type: none"> <li>- Peer assessment on the music technology composition</li> <li>- Peer evaluation and teacher feedback on the video project</li> <li>- A teacher assessed performance on Macbeth (acting or design)</li> </ul>
<b>Area of Learning Experience: Humanities</b> <b>Subject: Geography</b>	
<b>Curriculum Intentions</b>	<p>During the geography carousel in year 9, students will begin by studying Coastal Change. They will learn how different processes operate along the UK coastline, and how this leads to environmental and social change. They will then Use this new knowledge to engage is a Decision-Making Exercise (DME) on Coastal Management. Initially (during phase 1 of the DME) pupils will engage collaboratively, where they will begin to analyse and interpret sources of information provided to them about a specific location. This will give them opportunity to explore and discuss ideas and options available to them in their decision-making process. They will then move into Phase 2, which is when they apply the knowledge and understanding gained to produce a written coastal management report where they share their reasoned decision for the management of a section of coastline. They will reflect on the evaluate their plan and consider the validity of their decision. A range of subject specific skills will be used within this written report which is completed independently under controlled conditions.</p> <p>Pupils will then go on to study a shorter human geography unit on Urbanisation. This will be a more traditional exam style unit where pupils will further develop subject specific skills. They will consider the causes and consequences of Urbanisation and its impacts. They will learn about settlement hierarchies and urban land-use models before touching upon Urban Issues such as housing in cities at contrasting levels of development.</p>
<b>How we will assess progress towards these intentions</b>	<p>The focus of our assessments this term will come from:</p> <ol style="list-style-type: none"> <li>1. Seneca Coastal Processes and Management (online).</li> <li>2. The Coastal Management DME (Main Rich Task Assessment).</li> <li>3. An Urbanisation Test (online &amp; teacher marked).</li> </ol> <p>All of the above will help inform attainment tracking grades.</p>
<b>Area of Learning Experience: Humanities</b> <b>Subject: History</b>	
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>• The learning intention of the 'Conflict &amp; Cooperation' unit is to consolidate pupils' understanding of and proficiency in enquiry, exploration and investigation in readiness for GCSE level.</li> </ul>





	<ul style="list-style-type: none"> <li>• This unit allows pupils to consolidate the application of historical enquiry skills through the following ‘big questions’:           <ul style="list-style-type: none"> <li>- Why was the First World War a ‘world war’?</li> <li>- How was the First World War fought?</li> <li>- What was the impact of the First World War?</li> </ul> </li> </ul>
<p><b>How we will assess progress towards these intentions</b></p>	<ul style="list-style-type: none"> <li>• Pupils will complete three rich tasks, one at the end of each ‘big question’. [1. Peer-assessment; 2. Self-assessment; 3. Teacher assessment]</li> <li>• The final assessment task will provide pupils with the opportunity to demonstrate visible progress in their understanding of and proficiency in enquiry, exploration and investigation from when they applied historical skills to enquiries in Year 7 and Year 8. [Teacher assessment]</li> </ul>
<p><b>Area of Learning Experience: Humanities</b>  <b>Subject: Religious Studies</b></p>	
<p><b>Learning Intentions</b></p>	<p>Year 9 learners will study the theme of the ‘Holocaust’ during the Autumn Term. Learners will study the Holocaust and Human Rights. Learners will explore the Jewish religion and how Jewish identity was affected by the Holocaust. Learners will also consider ethical and philosophical issues raised by the Holocaust and ask questions about the purpose of evil and suffering and the nature of God.</p>
<p><b>How we will assess progress towards these intentions</b></p>	<p>Learners will have two tasks to complete during this term. Each task will focus on one of the Cross Curricular or Integral Skills. 1) Learners will develop their Literacy and DCF skills by planning and organising their group presentations on the Holocaust. 2) Learners will complete a creativity task on how best to remember the Holocaust. They will develop their evaluation and critical thinking skills in the planning of their task.</p>
<p><b>Area of Learning Experience: Humanities</b>  <b>Subject: Business Studies</b></p>	
<p><b>Learning Intentions</b></p>	<p>The learning intention of the Business Studies unit is to develop students' understanding of key business concepts while enhancing essential skills in preparation for further study.</p> <p>This unit allows pupils to apply business principles through the following key tasks:</p> <ul style="list-style-type: none"> <li>- <b>Understanding customer needs and wants:</b> Pupils will explore how to identify and meet customer demands in designing a holiday package.</li> </ul>



	<ul style="list-style-type: none"> <li>- <b>Planning and budgeting:</b> Pupils will create a holiday itinerary within a set budget, practising critical thinking and problem-solving.</li> <li>- <b>Marketing:</b> Pupils will develop and present marketing strategies to promote their holiday package, emphasising creativity and innovation.</li> </ul> <p>Through these tasks, students will consolidate their skills in planning, organising, critical thinking, and personal effectiveness.</p>
<p><b>How we will assess progress towards these intentions</b></p>	<p>Throughout the unit, teachers will monitor students' understanding and application of business concepts during classroom activities, group discussions, and individual tasks. Regular feedback will be provided to guide improvements in planning, budgeting, and marketing strategies.</p> <p>Students will present their completed holiday packages to the class, demonstrating their ability to integrate all aspects of the project. This presentation will be assessed on the effectiveness of their communication, the coherence of their business strategy, and their ability to respond to questions and feedback.</p> <p>The final project, including all components of the holiday package, will be evaluated against clear criteria that encompass understanding of business concepts, application of skills, and overall presentation quality. This will provide a comprehensive measure of each student's achievement in the unit.</p>
<p><b>Area of Learning Experience: Health and Well-Being</b>  <b>Subject: RSE/PSE</b></p>	
<p><b>Learning Intentions</b></p>	<p><b>Year 9 – Exploitation</b></p> <p><b>Learning Intentions</b></p> <p>To know and understand the concept of exploitation across a range of contexts including:</p> <p>‘using people’ - what it means to treat others with respect; why people abuse others online; the role of algorithms and dopamine</p> <p>The different forms of exploitation including domestic servitude, forced labour, sweatshops and sexual exploitation</p> <p>The factors that make some groups of individuals vulnerable to exploitation</p>



	<p>The definition and nature of human trafficking</p> <p>Contrasting the representation of exploitation in media with the real life harms</p>
<p><b>How we will assess progress towards these intentions</b></p>	<p>Using 'Forms' on Teams to identify knowledge and understand prior and subsequent to the scheme of work (September and December).</p> <p>'Best work' rich assessment task on the subject of an example of exploitation – historical or contemporary; in Wales or elsewhere in the world, contextualised by legal and ethical implications, uploaded to the Digital Portfolio.</p>
<p><b>Area of Learning Experience: Health and Well-Being</b>  <b>Subject: Physical Education</b></p>	
<p><b>Learning Intentions</b></p>	<p><u><b>Leadership</b></u></p> <p>Pupils will understand the importance of leadership skills and to develop the ability to demonstrate effective leadership skills.</p> <p>The Pupil - will understand the importance of effective leadership</p> <p>The Person - will engage in collaborative/interactive work that encourages leadership</p> <p>The Performer - will be able to demonstrate effective leadership skills.</p>
<p><b>How we will assess progress towards these intentions</b></p>	<p>Baseline assessment - Self assessment of ability to demonstrate leadership in physical activity.</p> <p>Teacher assessment of ability to demonstrate leadership in physical activity.</p> <p>Self-assessment of own progress</p>
<p><b>Area of Learning Experience: Health and Well-Being</b>  <b>Subject: Catering</b></p>	
<p><b>Learning Intentions</b></p>	<p>Learners will acquire knowledge and skills in planning, preparing, and creating complex dishes, as well as understanding how pathogenic bacteria can lead to illness. They will also deepen their understanding of the role and responsibilities of Environmental Health Officers (EHOs).</p> <p>Additionally, students will explore the functions of nutrients, enhancing their understanding of both macro and micronutrients.</p>



<b>How we will assess progress towards these intentions</b>	<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><b>Area of Learning Experience: Health and Well-Being</b></p> <p><b>Subject:</b></p>	
<b>Learning Intentions</b>	
<b>How we will assess progress towards these intentions</b>	