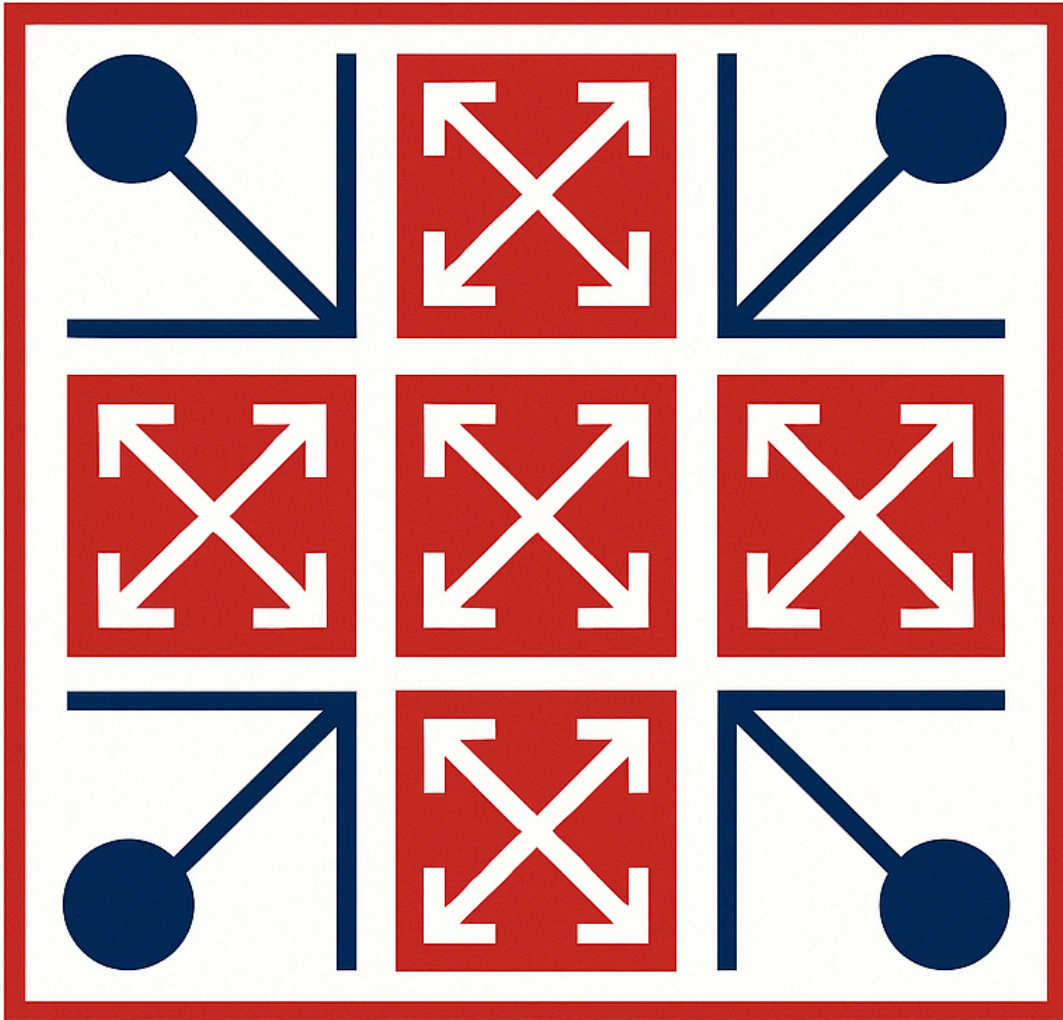
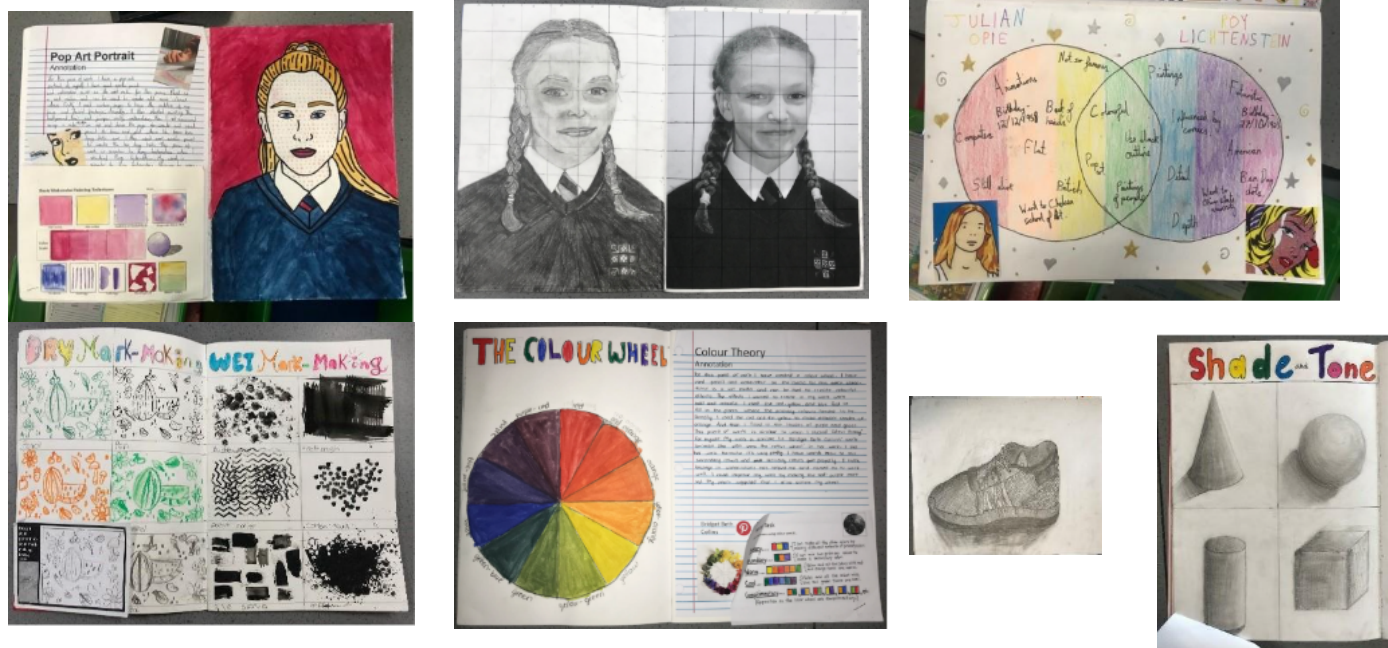


# Year 9 Curriculum Guide



2025/26

## Art



Learners in Year 7, 8 and 9 spend two hours a fortnight, over three years, taking part in exciting workshops. They spend their time **exploring, responding and creating** work using a range of wet and dry materials; learning basic and intermediate creative skills such as drawing, painting and sculpting. They will also work to develop their **contextual understanding** and **literacy skills**. The aim is to prepare learners for their GCSE studies by focusing on skills that are transferable to a range of GCSE subjects including **Art, Craft and Design, Photography, Art Textiles, Graphics and Product**.

**Year 7** spend the year studying the topic **Health: Healthy Eating** through the following tasks; Creative Name Page, Mark Making, Colour Theory, Shade and Tone, Observational Drawing: Pencil, Observational Drawing: Colour Pencil and finally Printmaking: Lino.

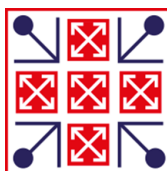
**Year 8** spend the year studying the topic **Self** through the following tasks; Creative Title Page, Facial Feature Study, Gridded Self-Portrait, Artist Study, Pop Art Self-Portrait and finally a Clay Gunk workshop.

**Year 9** spend the year studying the **Formal Elements** (line, shape, form, colour, tone/value, texture, and space) through the following tasks; Creative Title Page, Drawing Workshop, Painting Workshop and a 3D workshop. Learners will also have the opportunity to further develop their digital skills through working with Google Classroom, Photoshop and digital photography.

In Year 9 learners will then decide their GCSE options and have the choice of studying **GCSE Art, Craft and Design and/or GCSE Photography** within the Art and Design Department.

*We encourage all learners interested in studying a creative subject to draw and be creative, outside the classroom, as much as possible – this will help to develop their independence and confidence as an artist or craftsperson.*

*Progress in Art and Design is not linear as learners will be exploring media and techniques that are new to them. The hope is that by the time they reach their GCSE studies they are aware of their creative strengths and they are able to specialise in their preferred techniques.*



## Design Technology

Design & Technology is taught on a carousel where students will complete a project with a subject specialist teacher before moving onto the next project with another teacher. Each project lasts approximately 10 weeks.

### We extend to cover the following projects & topics

Specialism	Project	Topics
Product Design	Pizza Cutter Prototype	-Anthropometrics -Designing skills - generating & developing -Prototyping using various materials -Portfolio presentation skills
Graphics	Graffiti Art Door Sign	
Food & Nutrition	Food Waste	-Food provenance -Food waste --Development of higher level skills e.g. using the food processor, coating. -Allergies and intolerances -Functions of ingredients
Textiles	Soft Sculpture	-Creating their own wrapper or packaging design -Developing brand identity -Evaluating design ideas

### How you could support students from home

- Discuss project work and actively encourage them to check Google Classroom to ensure that all portfolio tasks are complete
- Prepare for Food & Nutrition lessons by purchasing the required ingredients to bring in for food practical lessons- all details will be posted on Google Classroom.
- Encourage them to participate in the preparation of food and cleaning up at home.

### Details of Assessment throughout the term

The project work that your child will produce will provide Design & Technology teachers with the opportunity to assess their progress in Design & Technology- this is both portfolio and practical work based at the end of each project.

Spelling tests will be integrated into projects to support the use of technical vocabulary within project work.

Both Peer & Self Assessment Feedback is used to support progress along with detailed feedback on one piece of work of which is identified at the DIRT task. Due to the project based and practical nature of Design & Technology, teachers will be providing ongoing, live verbal feedback to support learners during every lesson.

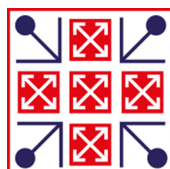
## English

**Marking:** Your work in this book will be checked for accuracy and quality. Gaps and weaknesses in your work will be highlighted by your teacher. These must be completed by the following lesson.

**TIM Assessments:** These will be completed every half term. You will need to proofread and assess your work before giving in. You will then be given written teacher feedback that clearly identifies both the 'what went well' features and 'even better if' features of your work. These must be completed by the following lesson and should be stamped by a teacher as complete.

**Homework:** This will comprise of independently revising the key information content in the Knowledge Organisers for each topic of work. This includes revising spellings and definition of key words and terminology. There is also a 'further study' section for each topic to widen pupils' reading. Additional homework tasks will be provided based on the skills needed for the unit. Homework will be set equivalent to **45 mins per week**.

Term:	Autumn		Spring	Summer	
Topic(s)	<b>Protest Writing:</b> <i>Explore origins and conventions of protest writing.</i>  <b>Animal Farm</b> <i>Explore the text, its themes, its connections to the wider world and develop literary analysis skills.</i>		<b>Animal Farm</b> <i>Explore the text, its themes, its connections to the wider world and develop literary analysis skills.</i>  <b>Julius Caesar:</b> <i>Explore Shakespeare's play</i>	<b>Julius Caesar:</b> <i>Explore Shakespeare's play</i>  <b>Diversity:</b> <i>Read an anthology of poetry, short stories and non-fiction texts to explore connections between literature and develop literary and language analysis skills.</i>	
Assessment	<b>Writing:</b> <i>Write a speech to protest your chosen issue/topic</i>	<b>Oracy:</b> <i>Group discussion: 'Napoleon uses Squealer to abuse his power.' To what extent do you agree?</i>	<b>Reading:</b> <i>With reference to the ways Orwell presents the pigs, show how far you think the pigs abuse their power.</i>	<b>Reading:</b> <i>Theme study: the importance of power in Julius Caesar</i>	<b>Exam:</b> <i>Timed response to the texts in the anthology involving two tasks: a response to the literature in the anthology and a creative writing task.</i>
<b>Homework</b> Half term 1	A range of tasks including: <ul style="list-style-type: none"> <li>• Learning knowledge organisers</li> <li>• Speech writing</li> <li>• Rehearsing individual presentation</li> </ul>		A range of tasks including: <ul style="list-style-type: none"> <li>• Literary analysis</li> <li>• Learn knowledge organiser</li> <li>• Research</li> </ul>	A range of tasks including: <ul style="list-style-type: none"> <li>• Literary and language analysis</li> <li>• Writing to compare</li> <li>• Creative writing skills</li> <li>• Timed response strategies</li> </ul>	
<b>Homework</b> Half term 2	<ul style="list-style-type: none"> <li>• Independent research</li> </ul>		<ul style="list-style-type: none"> <li>• A range of reading and writing responses</li> </ul>	A range of reading and writing responses	



## French

### Autumn Term Topic – Les emplois

Jobs with languages

Jobs Places of work

What jobs your family do

What job you would like to do in the future (conditional tense)

French and Francophone celebrations, including Christmas



### Assessment: Reading and responding in French assessment

### Spring Term Topic – Les fêtes et les festivals

French celebrations

Festivals, including booking tickets.

Food and drink

Festival activities

Describing a festival you have been to (past tense)

**Assessment: Writing assessment** – Writing about a celebration/festival in the past

### Summer Term Topic – Les vacances

Recap countries

France and Francophone countries

Means of transport

Accommodation

Weather

Visiting Paris

Planning a trip (future tense)

Buying presents

**Assessment – Speaking assessment – Role-play discussing a future holiday**

### Supporting learning from home

Encourage your child to do their homework. Homework is usually vocabulary quizzes but can also be tasks such as voice recordings or short written tasks. Homework is always logged on Google Classroom when set. Encourage your child to show off the French they have been learning at home. Encourage your child to practise their French on websites such as [www.languagesonline.org.uk](http://www.languagesonline.org.uk) or [www.languagenut.com](http://www.languagenut.com) (they should have an individual login for this site)

## Geography

### What are the key topics covered each term?

<b>Term 1</b> <b>My Fragile world</b>	Location and climatic characteristics of the world's hot and cold deserts Desert plant and animal adaptations. The geography of the USA, to include the population distribution. The location and climatic characteristics of Las Vegas. How Las Vegas' local population and tourist numbers have changed over time. The attractions and resorts available in Las Vegas and the surrounding area. The social, economic and environmental impact of the growth of Las Vegas. The significance of the Colorado River, Hoover Dam and Lake Mead. The future for Las Vegas.
<b>Term 2</b> <b>My Changing world</b>	The evidence for climate change. The human and natural causes of climate change. Classification of the impacts of climate change on Wales and the rest of the world. Hurricane formation and measuring hurricane intensity. Evidence of increasing hurricane occurrence and intensity. The impacts of hurricanes. Managing the hurricane risk. Managing climate change.
<b>Term 3</b> <b>My Moving World</b>	Changing UK population over time. The role of birth rates and death rates in affecting population change. Changing global populations over time. Population change in High Income and Low Income countries. The demographic transition model. The causes of migration - to include push and pull factors. The impacts of migration on the source and host countries. Life in the informal settlements. Managing migration flows.

### How can learning be supported from home?

- Encouraging learners to attend lunchtime support sessions/homework club in L18/L10 to catch up on any missing or incomplete work.
- Encouraging learners to complete any incomplete classwork at home/ in their own time.
- Ensuring learners are suitably equipped for all geography lessons.
- Purchasing an atlas resource similar to the ones used in school, for learners to utilise at home.
- Encourage learners to use the internet to complete wider research around the topics being covered in class.

### How pupils will be assessed throughout the year?

Learners will have one assessment typically every 6-8 weeks.

Some assessments will be wholly completed in school; others will be started in school and then completed as homework. This will always be posted on Google Classroom.

Learners will receive feedback on their assessment submission and will have the opportunity to complete a DIRT task to further improve their work.

9.1 Design plant and animal species that can survive in the desert.

9.2 Extended writing evaluating the impact of a proposed new development in Las Vegas.

9.3 Extended writing evaluating the impact of climate change.

9.4 Produce an A3 case study on a Category 5 hurricane – to include a sketch map.

9.5 Produce an a3 annotated DTM to describe and explain the changes throughout the stages.

## Health and Wellbeing - PE

Year 9 Journey	Health and Fitness Testing	Pupils will be taught about the principles of training, specificity and progressive overload, and apply them to sporting scenarios. Pupils will be led through different training methods to develop their cardiovascular endurance. Pupils will experience a range of different fitness tests, administering the tests on each other.	Year 9 Journey	Netball	Pupils are assessed against the key skills required to participate in Netball (Passing, Receiving, Shooting and footwork) under defensive pressure and in game situations. The key concepts of tactical positioning are expanded developing an understanding of the role and responsibility of the positions. Introduction to attacking/ defending strategies and tactics for effective team play e.g Zonal Defence, Resetting and marking off the ball. Pupils learn advanced Netball rules (Replayed ball, Contact on the ball, free passes and penalties).
	Swimming	Pupils will be tested at the beginning of the block to assess their competency, compared to the end points at the end of years 7 & 8. This will be re-assessed at the end of the unit to assess improvement. Pupils will be taught buoyancy and stroke technique at their own specific level of competency (swimmers and non-swimmers). This will typically be for front crawl, back crawl and breast stroke and butterfly. Pupils will develop their cardiovascular endurance and aerobic power by swimming widths, incorporating advanced starts and turns in competitive situations.		Basketball	Pupils will be taught how to be more threatening when attacking (driving more towards the basket), or showing more advanced offensive tactics (such as screens or fakes). Pupils will be more aware of different defensive strategies and formations, and apply them when necessary. Pupils will know more advanced rules such as blocking and charging fouls.
	Football/ Rugby	Pupils will be part of a 'sport ed' football block where they will undertake different roles such as players, coaches, managers, referees when creating their own practices and playing conditioned games. Pupils will outwit opponents overcoming different conditions or scenarios before they can score such as performing a 1-2, or beating an opponent before they can score.		Badminton	Pupils will progress from year 8 by applying shots previously taught and applying them more readily to conditioned rallies. Shots will include use of the backhand, short and drive serves, drive returns, net play and smashes. Understand and apply different tactics to outwit opponents in doubles such as side by side and front and back formations. Introduction of game play, rules and tactics required to play doubles matches.
	Gymnastics	Pupils are assessed against their understanding and demonstration of key movements and balances. Pupils are introduced to sole, peer and group balances, using equipment and locomotion movements. Pupils are aware of the components of fitness required to be a successful gymnast and how gymnasts are assessed in competition.		Athletics	Pupils gain a development of techniques for year 8, incorporating more technical aspects (e.g. performing the <u>frosby</u> flop in high jump, upsweep and down sweep in relay, how to break down the phases of the triple jump).
				Welsh Baseball/ Rounders	Pupils are assessed against the key skills, and they adapt to strategical and tactical decisions during practices and gameplay. Pupils learn to apply the more complex and advanced rules of rounders more consistently in competitive scenarios (Run out, no-balls, hit behind and scoring system).

### *Year 9 Language in PE*



<b>Focus</b>	In Year 9 there is a key focus on perseverance / resilience and the importance of this across not only sport, but everyday life. Examples are given of when this has been the case in high level sport based on the sport being taught.
<b>Ambitious curriculum (DCF/NUM)</b>	Provides students with extended ways of analysing, explaining and understanding trends and patterns in data and using this to improve performance. Pupils will compare data in cross curricular lessons including mode, mean and median in Maths and analysing data in ICT. After collecting and collating their own health and fitness testing results.

Year 9 Key Words	<b>Multi Stage Fitness</b> This test measures cardiovascular endurance, specifically running endurance.	<b>Standing Stork</b> This test measures your ability to balance.	<b>Broad Jump</b> This test tests your power, specifically your lower body power.	<b>Illinois</b> This test tests your agility and ability to change direction at speed.
	<b>Skin Callipers</b> This tool can measure your body composition which is the total percentage of fat, bone and muscles you have.	<b>30m Sprint</b> These fitness tests measure speed and your ability to travel from A to B.	<b>Sit and Reach</b> This test tests your flexibility, specifically your lower body flexibility.	<b>Ruler Drop</b> This test tests your reaction time and is tested using a ruler.
	<b>Hand Grip Dynamometer</b> This test tests your strength, specifically your grip strength and ability to produce force.	<b>Alt. Wall ball throw</b> This test tests your coordination, specifically your hand eye coordination using a ball.	<b>Reliability</b> A reliable test produces the same results if repeated. For example, an assessor trained in skin-fold measurements will produce the same result, when the same area is re-tested shortly after.	<b>Validity</b> Fitness tests must measure the component of fitness that they are supposed to. For example, when doing the sit and reach test, are you measuring hamstring flexibility only?

## History

### What are the key topics and history skills are covered each term?

<b>Term 1</b> <b>My local world</b>	<p>Immigration in the USA Racism and intolerance Economic growth in 1920's America</p>  <p>Historical Skill- Skimming, scanning and selecting information.</p>
<b>Term 2</b> <b>Conflict</b>	<p>The growth of popular entertainment, Cinema, Jazz, speakeasies, collapse of the American economy and depression</p>  <p>Historical Skill- evaluating sources.</p>
<b>Term 3</b> <b>My Cyclical World</b>	<p>Civil rights: Malcolm X, MLK. Feminism: World War II and legislation</p>  <p>Historical Skill- understanding why there are different interpretations.</p>

### How can learning can be supported from home?

- Encouraging learners to read widely at home, watch relevant historical programmes and films, take an interest in the news and look for links with the past.
- Encouraging learners to complete any incomplete classwork at home/ in their own time.
- Ensuring learners are inquisitive and ask questions, taking them on visits to sites of historical interest.
- Encourage learners to use the internet to complete wider research around the topics being covered in class.

### How pupils will be assessed through the year?

Learners will have one assessment typically every 6-8 weeks.

Assessments will be completed in school.

Learners will receive feedback on their assessment and will have then complete a DIRT task to improve their work further.

1. A letter describing why you should move to America in the 1920's.
2. A letter describing the causes of the economic boom.
3. How useful is this source in evaluating Jazz?
4. How useful is this source in evaluating the collapse in the US economy?
5. Why is Malcolm X interpreted in different ways?

# Digital Learning

Game Coding, HTML and CSS  
Digital Media - Graphics, Animation, Video editing  
Data, Data Analysis, Modelling  
Legal and Ethical issues



<p>Topics A-Theory B-Coding C- Media D-Data</p>	<p><b>A Digital Theory</b> A01: Introduction to the Network, Classroom and, Code of conduct Digital Safety (1) A02: Analogue and Digital Data - Audacity(1) A03: IDEA: Silver Award introduction and homework. (1)</p> <p><b>B Programming Games - GameMaker(4)</b> B03: Clicker Game (4) - B04: Pong (3)</p> <p><b>A Digital Theory - 1</b> A05: Representing data in Binary (1)</p> <p><b>C Media for Games - 6</b> <b>06: Vector Graphics- Ink Scape</b> Graphic design Caterpillar, Penguin, Ninjas, icons (4) - New software 07: Animation in Game Maker(2) - Recap of skills, Sprite walking - <i>Extension: Blender animation</i></p>	<p><b>A Digital Theory -1</b> 08: Digital Footprint (2)</p> <p><b>D Data Analysis</b> 09: Fitness data Data Cleaning and Analysis (4)</p> <p><b>C Media - communication -</b> <b>10: Infographic on Benefits of exercise (3)</b></p> <p><b>C Digital Marketing Plus Y Brenin National outdoor centre: Graphics, Animation, Video</b> 11: Promotional Video: (4) - Extensions: 12 Social Media graphic (1) - Canva 13: Animated Slideshow (1) - Canva</p> <p><i>Minecraft Challenge - Field Day - build an original sport</i></p>	<p><b>B Programming Games - Maze 6</b> 14: Problem solving - planning 15: Sprites, 16: Objects and coding 17: Testing and improvement <b>18: Map Design for level 2</b></p> <p><b>B Programming Web Pages- 3</b> 19: HTML &amp; CSS (3) -</p> <p><b>B Programming Music - 2</b> 20: Music and Dance (1) - Code.org 21: Game Sound effects (1) - Creation and editing in Audacity</p> <p><b>B Programming -2</b> 22: Interactive story writing (2) - Based on Emerging technology</p> <p><b>C Media-3</b> 23: Movie Poster Competition</p> <p><i>Minecraft Redstone Build Challenge</i> Networks and How the Internet works <b>Cyber Security</b></p>
<p>Feedback and Assessment</p>	<p><b>Topic Quizzes(20%), Skills Assessments (70%), Homework(10%)</b> <b>Feedback WWW, EBI and DIRT:</b> Your work in classroom will be checked for accuracy, quality and completeness following the assessment criteria for each task. Gaps and weaknesses in your work will be highlighted by your teacher with verbal feedback to enable you to improve skills and understanding. Once per term there will be formal written feedback where work must be improved with directed improvement time.</p>		
<p>Homework</p>	<p>IDEA - Digital enterprise award. Bronze or Silver Award</p>		

## Mathematics

Autumn Term	
Reasoning with Algebra	Straight line graphs
	Solving Equations
	Simultaneous Equations
	Trial and Improvement
	Brackets and factorising
Constructing in 2 and 3 dimensions	Three dimensional shapes
	Constructions Congruency
Reasoning with Number	Numbers and Error Bounds

Spring Term	
Reasoning with money	Using percentages
	Mathematics and money
Reasoning with geometry	Angles rules (introduction to trigonometry)
	Rotation and translation
	Pythagoras' Theorem
Reasoning with Proportion	Enlargement
	Similarity

Summer Term	
Reasoning with Proportion	Solving ratio Problems
	Solving proportion problems
	Rates
Representations	Probability
	Algebraic Representations
Digital Competence Task	Rich Aunt Investigation
Fix and Flex	Metric and Imperial Measures
	Perimeter

**Assessed Tasks:** You will complete one of these broadly every half term. The tasks will assess your recall and understanding of topics that you have been taught.

Homework will be set weekly. Maths classrooms are available at lunchtime should you wish to complete this at school.

### Supporting Learning from home:

#### Strengthen Foundational Skills & Understanding

- **Prioritise Basics:** Make sure they've mastered Year 7 & 8 topics, as advanced concepts build on these.
- **Foster Fluency:** Strong mental math skills (times tables, fractions) free up brainpower for complex problems.
- **Understand, Don't Just Memorize:** Focus on the "why" behind formulas and methods.

#### Practice & Application

- **Past Papers:** The best method is solving as many past GCSE papers as possible to build confidence and familiarity with question types and exam structure.
- **imed Practice:** Gradually introduce timed conditions to improve pacing needed for exams.
- **Focus on Process:** Emphasise not just the final answer but also the method to maximise marks.

#### Use Digital Resources

- **Maths Videos:** Watch YouTube or BBC Bitesize tutorials together for clear explanations of concepts.
- **Interactive Tools:** Use apps and websites that offer personalized revision plans and interactive games to make learning engaging.

#### Create a Supportive Environment

- **Positive Atmosphere:** Ensure they have a quiet, dedicated study space and a positive mindset towards maths.
- **Help with Scheduling:** Work together to create a balanced weekly schedule that includes revision, homework, and downtime.

**Essential Equipment** Check for Tools: Make sure your child has the necessary equipment, including a scientific calculator, compasses and protractor.

## Music

### We intend to cover the following units:

- **Musical Theatre** - students will have the opportunity to listen to pieces of musical theatre and perform a piece using more advanced techniques on the keyboard.
- **Advanced DAW techniques** - students learn to use a DAW (Digital Audio Workstation) to make an arrangement of a synthesised popular piece of music.
- **Welsh Performance Ensemble** - students will develop the skills to plan and rehearse as a group when learning a piece independently on an instrument of their choice. They will record this piece live and review their performance.
- **Gaming Music** - learners will perform an iconic gaming piece of music and compose their own character theme music using music technology.
- **Blues** - students will analyse characteristics of Blues music and perform a piece in groups which will include improvising techniques.
- **Own Choice** - students will develop the skills to plan and rehearse when learning a piece independently on an instrument of their choice. They will record this piece using computer software and review their performance.

### Supporting learning from home:

- Opportunities for instrumental and vocal tuition in school. Please contact the school directly for more information.
- Practice rooms may be booked for individual or group rehearsal during lunchtimes.
- If keyboards/instruments are available at home, please encourage additional rehearsal of class pieces, or use YouTube etc. for self learning new pieces.
- Composing using free software, we use Bandlab for Education which is cloud based software and transferable between home and school.
- Supervise fortnightly listening homework tasks on Google Forms.
- Encourage your child to attend extra curricular activities in school - Junior Choir, Karaoke Club, Violin Club (for beginners), brass playing (for beginners), Welsh Choir: all are targeted for Years 7-9. Please note these change termly.

### Details of assessment throughout the term:

Assessment is approached both formally and informally. Students will undertake self and peer feedback informally and will be assessed formally in performing, composing and listening work.



**During year 9, we intend to cover the following topics:**

**Autumn Term: Crime and Punishment**

The purpose of punishment: deterrence, retribution, rehabilitation, protection

Types of crime and their causes

Religious and Humanist views on justice

The death penalty – for and against (Christian, Islamic, Humanist views)

Forgiveness and reform (case study: Elizabeth Fry and prison reform)

Local context: crime data in the Vale of Glamorgan

Restorative justice and moral decision-making

Assessment: Structured essay: “The death penalty should be allowed.” Discuss. Give reasons for your opinion showing you have considered a range of views.

**Spring Term: Religion and Conflict**

The causes of conflict (personal, national, and global)

Religious teachings about peace and war

The Just War theory (Christian and Islamic perspectives)

Pacifism and non-violence (e.g., Quakers, Martin Luther King Jr., Gandhi)

Forgiveness and reconciliation

Modern conflicts and ethical dilemmas (e.g., Ukraine, Israel–Palestine)

Local impact of conflict – remembrance, community cohesion, and peace work in Wales

**Summer term: Religion and Ethical Issues**

Ethical theories: utilitarianism, situation ethics, and duty ethics (simplified)

Contemporary moral issues:

Euthanasia and the sanctity of life

Animal rights

Environmental ethics

Gender equality and social justice

The influence of religion and worldview on moral choices

Pupil voice and debate – developing ethical literacy

Assessment: Individual presentation on a chosen ethical issue

How parents can support learning at home:

1. Be curious about the topics they are covering in lessons. Ask them to tell you about the main ideas. Can they explain to you arguments for and against a particular idea?
2. Encourage pupils to complete classwork and homework with real effort and pride. Conduct extra research into topics covered.

Unit 1: Crime and Punishment	Unit 2: Religion and Conflict	Unit 3: Religion and Ethical Issues
Crime, Punishment, Justice, Deterrence, Retribution, Rehabilitation, Protection, Reformation, Restorative Justice, Death Penalty, Capital Punishment, Sin, Consequence, Forgiveness, Repentance, Law, Human Rights, Conscience, Redemption	Conflict, Peace, War Pacifism, Just War Theory, Holy War, Forgiveness, Reconciliation, Justice, Prejudice, Discrimination, Violence, Non-violence, Protest, Refugee,	Ethics, Morality, Utilitarianism, Situation Ethics, Sanctity of Life, Euthanasia, Animal Rights, Freedom, Empathy, Reason, Pluralism, Dignity



## Science

In Year 9 the pupils are taught by 3 separate subject specialist teachers.

### **Autumn Term**

Biology - Unit 1 - Cells and organising the body. Unit 2 - Respiration and Breathing.

Chemistry - Unit 1 - The Nature of Substances. Unit 2 - The Periodic Table.

Physics - Unit 1 - Space. Unit 2 - Waves.

### **Spring Term**

Biology - Unit 3 - Diet and Digestion. Unit 4 - The Heart and Circulation.

Chemistry - Unit 3 - Water. Unit 4 - The Ever Changing Earth.

Physics - Unit 3 - Radiation and Half Life. Unit 4 - Electric Circuits.

### **Summer Term**

Biology - Unit 5 - Photosynthesis and Food Chains. Unit 6 - Inheritable Variation.

Chemistry - Unit 5 - Rate of Chemical Change. Unit 6 - Curiosity & Skills: Being Curious.

Physics - Unit 5 - Maths in Physics. Unit 6 - Curiosity & Skills: Evaluating Evidence.

### **Supporting Learning from home**

Ensure your child has joined their relevant Google Classroom as there will be lots of work posted in here for them to use at home including revision materials and quizzes for their test preparation. The BBC Bitesize (KS3) website will also offer relevant and engaging information, tasks and videos that will link to the areas studied.

### **Details of assessment**

Each unit will have a Core Task linking to key skills needed by scientists during investigations (planning, variables, data analysis, conclusions and evaluations). The Core Task will be marked by the teacher and the pupils given individual targets to improve the piece of work. Each unit also has a recall test (out of 25) and an applications test, that tests their ability to apply their learning to different situations.



## Welsh

### **Autumn Term: Cerddoriaeth / Music**

In this topic students will learn:

- How to say different types of music in Welsh
- How to give their opinion on music using a variety of adjectives and ambitious language patterns
- About famous Welsh singers/bands and about the Welsh language music festival Tafwyl
- To say if they can play an instrument
- How to use the conditional tense to say who they would like to see in a music concert

### **Spring Term: Yr Ardal / The Area**

In this topic students will learn:

- How to say where they live in Welsh
- To say what facilities they have/don't have in their areas
- How to use the conditional tense to say what they would like to have in their areas
- How to give their opinion on the areas where they live
- To talk about the use of the Welsh language in the towns/villages where they live

### **Summer Term: Technoleg / Technology**

In this topic students will learn:

- To discuss the advantages and disadvantages of technology
- How to say what technology their families use (3rd person)
- How to use the past tense confidently by saying what technology they used on the weekend
- To give their opinion on social media and debate if it is a positive/negative influence in young people's lives

### **Supporting learning from home**

Please encourage your child to speak Welsh at home, support them in learning new vocabulary (all class booklets are available on their Welsh Google Classroom), and help ensure that homework tasks are completed, reinforcing the learning that takes place in class.

### **Details of assessment throughout the year**

A range of formal assessment tasks will be conducted throughout the year to evaluate all four language skills: speaking, listening, reading, and writing. Self-assessment and peer-assessment will also be incorporated regularly within lessons to support ongoing learner progress.



