



ARCHBISHOP  
MCGRATH CATHOLIC  
HIGH SCHOOL



**KEY STAGE THREE  
CURRICULUM -**

**LEARNER PROGRESSION &  
EXPECTATIONS**

**INFORMATION FOR PARENTS,  
CARERS & PUPILS**

**Year 7 2025-6**





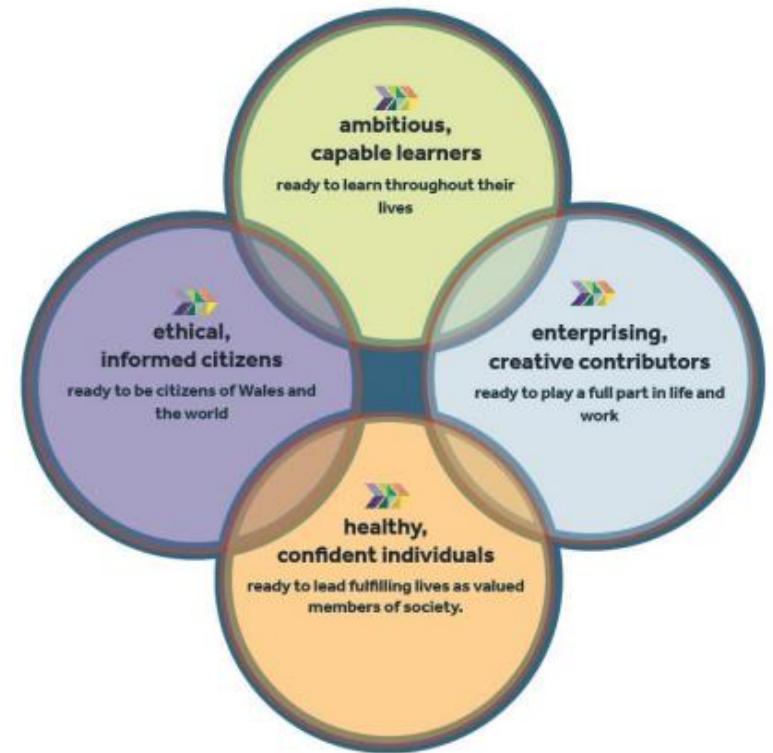
## OUR VISION



### ‘Christ at the Centre’

Our core purpose is to ensure that all pupils reach or exceed their potential by using their God-given talents to develop as healthy, ambitious, capable, life-long learners ready to live as valued members of our local community, Wales and the world.

We aim for all our pupils to leave our school as:  
**Empowered, Virtuous and Employable individuals,**



Our school vision is underpinned by our Catholic Ethos and the desire for all our learners to develop in line with the four purposes of the Curriculum for Wales.

# WHAT ARE THE SIX AREAS OF LEARNING EXPERIENCE IN THE CURRICULUM FOR WALES (3-16)?

Languages, Literacy & Communication

English, Welsh, International Languages

Mathematics & Numeracy

Mathematics

Science & Technology

Science, Design Technology, IT, Computer Science

Humanities

Geography, History, Business Studies\*, Politics\*

Health & Wellbeing

Physical Education, Food & Nutrition, PSE, RSE

Expressive Arts

Music, Art & Design, Drama\*

Skills

Literacy, Numeracy, Digital Competency



Skills

Creativity & Innovation, Critical thinking, Problem Solving, Personal effectiveness & organising

# MAKING SURE LEARNERS MAKE PROGRESS

## What is Progression?

As our learners move from primary school to secondary school at Archbishop McGrath, they will continue to make progress in all 6 AoLEs. As is always the case, some pupils will make progress at different rates to others. As pupils move through years 7-9, the work they cover will become increasingly developed in order to help prepare them for their GCSEs in Years 10 and 11.

## How will progress be achieved from Year 7 through to Year 9?

### Principle of Progression 1

Increased breadth & depth of knowledge

### Principle of Progression 2

Deepening understanding of the subjects and topics that make up the 6 Areas of Learning

### Principle of Progression 3

Refining and more sophisticated ways of using and applying skills

### Principle of Progression 4

Making connections and transferring learning into new contexts

### Principle of Progression 5

Increasing the overall effectiveness of learners in all subjects that make up the 6 Areas of Learning

# ASSESSMENT TO SUPPORT PROGRESSION

We want all our pupils to achieve in line with their potential. Some of our learners will need more support in order to get there but we believe in having high expectations for all.

Teachers in all subjects use a wide range of strategies in order to find out how much progress our learners are making. These may include:

- End of topic tests and exams
- Activities completed in lessons
- Projects
- Speaking, listening and writing activities
- Home learning tasks
- Asking challenging questions in lessons
- Class and individual feedback - What Went Well, Even Better If (WWW, EBI)
- Use of directed improvement and reflection time in lessons (DIRT)
- Learners self and peer assessing their work

The steps below from the Welsh Government are an approximate guide to where children of certain age groups are expected to be. Some learners will be above, below or performing in-line with their ability at any one time.

- Progression Step 1 - ages 3-5
- Progression Step 2 - ages 5-8
- Progression Step 3 - ages 8-11
- Progression Step 4 - ages 11-14
- Progression Step 5 - ages 14-16

## Religious Education

### Term One/Module One

#### Topic: Creation and Covenant/ Prophecy and Promise

**Knowledge and Experiences:** Exploration on how Catholics understand the creation of the universe including the Big Bang and Evolution, the compatibility of science and religion. Understanding the creation stories as symbolic and what creation tells us about humans' relationship with God, each other and the planet. The concept of Stewardship. The role of the Bible, how Catholics understand the Bible. The role scripture plays in Catholic life.

**Skills developed:** Pupils will make connections between Church teachings and the impact it has on the lives of Catholics. Pupils will be expected to be able to critically engage with ethical and philosophical questions that arise as a consequence of Catholic beliefs about Creation; to think critically about the response that individuals and organisations make to Catholic beliefs about Creation (e.g., CAFOD and Sr Dorothy Stang); and to think creatively by reflecting on the meaning of works of art that have been inspired by Catholic beliefs about Creation, or by the Genesis texts. Students understand the relationship between sacred tradition and Sacred Scripture, the rest of this unit focuses on understanding exactly what the Bible is, how it is structured, its multiple authorship, and its original languages. They will learn how to find a passage in scripture using a Bible reference and they will understand what the Church teaches about the relationship between God as its ultimate author and the 'true authors' that God inspired to write the scriptures. They will also recognise that the Old Testament is shared with Jewish people and that it remains an indispensable part of Sacred Scripture for Christians. Finally, students are expected to make connections between the Church's teaching about scripture and the role it plays in Christian prayer and especially its role in the Mass. They will also investigate the impact that the Bible has on family life and culture more widely.

### Term Two/Module Two

#### Topic: Galilee to Jerusalem/ Desert to Garden

**Knowledge and Experiences:** Pupils will consider the key question of who Jesus was, exploring the titles and two central Catholic beliefs of the Holy Trinity and the Incarnation. Pupils will engage with how Jesus is a role model for Catholics today and the impact this has on the world of business. Pupils will learn about the sacraments, in particular the Eucharist and the events of Passover as foreshadowing Jesus' death. They will learn how Jesus remains present in the life of the Church today, uniting Catholics with God and each other.

**Skills developed:** Pupils will make connections between beliefs about the incarnation and the Trinity and the titles of Jesus found in scripture, particularly in the Gospel of Mark. They will come to understand the origins of these titles in the Old Testament and their significance for

Christian beliefs about Jesus. Finally, students will make connections between belief in the incarnation and the Trinity and the impact this has on prayer and life. They will build upon the learning they did in module 1 about prayer and recognise that Christian prayer is always Trinitarian in character. They will understand that in Jesus the model of perfect human living is exemplified and that all human beings are called to be transformed into his likeness. Students will make connections between the Church's Eucharistic beliefs and the impact this has on the lives of individuals and communities, some of the ethical issues that arise from inconsistencies between Eucharistic belief and practice among believers, and the ways in which Eucharistic belief is expressed in art and culture.

### Term Three/Module Three

#### Topic: To the Ends of the Earth/ Dialogue and Encounter

**Knowledge and Experiences:** The role of the Holy Spirit in building up community of believers, exploring how the Holy Spirit guides individual people and the whole Church community on earth still today. How Pentecost is both life-changing and exciting and remains important for Christians today. Exploring the splits in the Church, including the Protestant reformation. Understanding the different branches of Christianity and how we can be united. Exploration of the Hindu dharmic path.

**Skills developed:** Pupils will make connections between belief in the Trinity and a Trinitarian understanding of the Church. Pupils will reflect on the ways in which the Holy Spirit is active in their own life. Critically evaluate the claim that the Church can't be the Body of Christ if it is filled with sinners and construct a Catholic response to this. Evaluate the claim that the widespread use of social media leads to envy and jealousy. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about the fruits of the Spirit). Investigate the different ways Pentecost is celebrated around the world (e.g., Italy, France, Russia, Poland, Hungary) and assess the extent to which they are expressions both of Catholic beliefs about the Holy Spirit and of a particular Christian community's culture. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to the Holy Spirit. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the Holy Spirit.

## English

Pupils and parents/guardians can access useful resources to improve accuracy, writing and reading skills in the general Key Stage 3 Google Classroom area. Use the code bb2qxzw to join the KS3 area. Pupils should get their individual class codes from their class teachers.

### Term One/Module One

#### Topic – Autobiography – Reading and Writing

##### **Knowledge and Experiences**

To inspire imagination and creativity, pupils read a range of autobiographical extracts and engage with the ways in which writers develop character and setting. Fortnightly independent reading lessons enable pupils to explore content, themes and genre linked to their own interests. Pupils can choose their own reading book from our 'Starbooks' library. Oracy tasks allow learners to speak about their initial experiences at Archbishop McGrath School before writing about their first day in secondary school. Using the autobiographical texts for inspiration, pupils write about a memorable moment from their own lives. To encourage learners to transfer their understanding of the English language, they begin their study of etymology, tenses and idioms to support their learning in other language lessons. Pupils begin their study of Morpurgo's novel *Private Peaceful*.

##### **Skills developed**

To improve accuracy skills: spelling, grammar and punctuation. Pupils hone their accuracy skills through completion of accuracy tasks, learn words from the year seven spelling list and proof-read and edit their own writing. To listen and make notes effectively. To structure and plan creative writing. To redraft and develop accuracy skills. To develop speaking and listening skills to consider other people's views and opinions.

### Term Two/Module Two

#### Topic

##### **Knowledge and Experiences**

Year seven pupils have opportunities to experience a range of texts during term two. They read and respond to texts linked to the class reader ('Private Peaceful'), including, infographics, posters and war-themed texts. Pupils experience diverse texts about identity and race, including

extracts from 'What We're Scared Of' (Keren David 2021) and 'The Island of Everything' (Kiran Millwood Hargrave 2017). Pupils study myths and legends, including stories from Wales.

### **Skills developed**

To improve close reading, retrieval, deduction and inference skills. Pupils develop their analysis skills through consideration of characters, settings and use of language. To develop contextual understanding and empathy skills. To use models to draft own imaginative writing.

### **Term Three/Module Three**

#### **Topic**

#### **Knowledge and Experiences**

Pupils continue their study of the big question 'Why do Myths matter?' through a series of lessons on reading lessons based on Welsh myths. Using the rich stimulus of myths and legends from around the world, they respond to an extract about King Arthur before completing their own imaginative writing based on Greek myths. To encourage pupils to be ethical, informed citizens, rich texts about mental health and disability offer pupils opportunities to discuss well-being and inclusivity. They work together to plan and create their own festival in our 'Festivals Unit'.

#### **Skills developed**

Development of planning and writing skills. To improve collaborative speaking and listening skills. To develop deduction, inference and comparison skills when reading and responding to fiction and non-fiction texts. To develop creative and oracy skills.

## Drama

### Year 7

#### **Topic 1 – Understanding character and performance skills**

##### Knowledge and experience

This exciting topic focuses on developing students' understanding of character and performance skills over a 9-10 week term. It begins with ensemble-building and basic drama conventions, then moves into character exploration through voice, movement, and improvisation. Students engage with scripted scenes to interpret character and intention, followed by workshops to refine vocal and physical performance techniques. They will also have the opportunity to devise original characters and scenes using creative stimuli, culminating in a final performance and reflective evaluation of their progress and collaboration.

##### Skills developed

Collaboration and ensemble work, vocal projection, physical expression through movement and gesture, and character creation using improvisation and script interpretation. They will also learn how to respond to feedback constructively. By the end of the term, students will have gained confidence in performing and reflecting on their creative process.

#### **Topic 2 – Creating and developing ideas**

##### Knowledge and experience

Pupils will develop a deeper understanding of how performance can be used to inform, educate, and inspire change. Through script writing, they will learn how to structure scenes, create dialogue, and develop compelling characters. Exploring the genre of Theatre in Education, pupils will discover how drama can be used as a powerful tool to address social issues, particularly focusing on bullying. By devising and performing original scripts around the theme of bullying, pupils will not only enhance their dramatic skills but also build emotional awareness and confidence in expressing ideas that matter.

##### Skills developed

Pupils will develop key dramatic skills including script writing and scene structuring. Pupils will *write realistic and purposeful dialogue that reflects character relationships and emotions. They will gain insight into how drama can be used to educate and raise awareness about social issues, particularly bullying. Effectively work with peers to devise original scenes and contribute ideas.*

### **Topic 3 – Interpreting theatre**

#### Knowledge and experience

Pupils will explore how theatre can be interpreted and understood. Using Welsh poetry as a stimulus, they will learn to translate poetic themes into dramatic scenes. By watching live theatre and writing reviews, pupils will gain experience in evaluating professional productions, enhancing their understanding of staging, characterisation, and audience impact. Working on monologues and group script work will further develop their confidence, collaboration, and ability to analyse and portray complex characters and narratives.

#### Skills developed

Pupils will *develop critical thinking by watching live theatre and writing reviews, identifying key elements such as staging, characterisation, and audience engagement. They will show confidence and emotional depth when performing monologues, using voice and movement to convey character and intention. They will build confidence in presenting work to an audience, improving their vocal clarity, stage presence, and ability to engage viewers.*

## Mathematics

We predominately follow the White Rose Maths Scheme of work with Year 7, please use the link for videos to support you and your child with their learning <https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-1-new> We have adapted the Scheme of learning for Archbishop McGrath and the New Welsh Curriculum therefore some content is taken out. Pupils' work will be differentiated depending on where they are in their progression. You can also use our Maths Symbaloo to find resources to support your child with their learning <https://www.symbaloo.com/mix/maths117?lang=EN>

### Term One/Module One

#### Topic: Algebraic Thinking, Place Value and Proportion

##### **Knowledge and Experiences**

Pupils investigate sequences, understanding and using algebraic notation. Moving on to place value and ordering integers and decimals. Finishing with fraction, decimal and percentage equivalence.

##### **Skills developed**

Learners will explore sequences through numerical and diagrammatic representations. Pupils will develop the concept of linear and non-linear sequences making the links to graphs. Function machines will be used alongside bar modelling skills and letter notation, with time invested in single function machines and the links to inverse operations, some pupils will move onto using two step function machines. Students will explore numbers and place value up to a billion and decimals to a hundredth. Pupils will be expected to order numbers to use with the median and range. Pupils' will use their knowledge of place value to round numbers to an appropriate degree of accuracy. The use inequality and the equal sign  $<$   $>$  and  $=$  will be used to compare numbers. Additionally, students will demonstrate comprehension of numbers of any magnitude, recognizing the necessity of standard form and its representation on calculators. They will utilize and interpret numbers in standard form within calculations, and use equivalent fractions, decimals, and percentages to choose the most suitable for a given calculation. The students will be developing a deep understanding of the links between fractions, decimals and percentages so that they can convert fluently between those most seen in real-life.

### Term Two/Module Two

#### Topic: Applications of number, Directed number and Fractional Thinking

##### **Knowledge and Experiences**

Pupils cover solving problems with addition, subtraction, multiplication and division. Also, fractions and percentages of amounts. Then operations and equations with directed numbers. Finishing with addition and subtraction of fractions.

### **Skills developed**

In the spring term learners will be revisiting adding and subtracting of integers and decimals. This will lead on to the application of adding and subtracting for perimeter, financial maths, timetables, bar charts, line charts. Pupils will revisit Multiplication and Division of integers, decimals, powers of 10 including 0.1 and 0.01. This will lead on to the application of multiplication and division for Lowest Common Multiple, Highest Common Factor, Order of Operations, area of rectangles, parallelograms, triangles and trapeziums. Mean of a set of data will be introduced at this stage with some pupils applying their multiplication and division skills with algebra. Pupils will be expected to be able to find a fraction or percentage of an amount with and without a calculator. Pupils will learn about directed numbers and be able to order, add, subtract, multiply and divide numbers which will include negatives. At the end of the spring term learners will be introduced to two step equations and using their skills to solve. Some pupils will be learning how positive numbers have more than one square root and exploring higher powers and roots.

### **Term Three/Module Three**

#### **Topic: Lines and Angles and Reasoning with Number**

#### **Knowledge and Experiences**

The topics consist of constructing, measuring and using geometric notation. Developing geometric reasoning and number sense. Concluding with sets and probability, then prime numbers and proof. Pupils will also be completing their DCF (Digital Competency Framework) Project this term.

### **Skills developed**

In the summer term pupils will be studying Fractions in more depth, they will learn to add and subtract fractions with the same and different denominators, and work with equivalent fractions. Some pupils will be adding and subtracting proper and improper fractions, fractions and decimals and even consider simple algebraic fractions. Moving on to angles in this topic, pupils will learn to measure and draw angles accurately. Identify perpendicular and parallel lines. Recognise special triangles, quadrilaterals and polygons up to 10 sides. This gives the pupils the skills to move on to constructing shapes; interpret and draw Pie charts that require a protractor. Learners will investigate prime numbers, square numbers and triangular numbers. Pupils will analyse large datasets and identify trends, as well as construct, refine, and interrogate data sets within tables, charts and spreadsheet and databases to test or support an investigation.

## Science Year 7

Year 7 Science introduces many key scientific concepts to students in preparation for years 8 and 9. There are 6 main topics (two Biology, two Chemistry and two Physics).

### Year 7 – Topic 1: The Solar System

#### **Knowledge and Experiences**

In this module students explore the wonders of our solar system through engaging lessons and hands-on activities. They learn about planets, moons, tides, gravity, and space exploration, including the Voyager missions and moon formation theories. The module introduces scientific vocabulary and encourages curiosity through practical experiments like crater formation and density investigations. Students also examine the role of the Moon in Earth's tides and the importance of the Goldilocks Zone for life. Designed to be interactive and accessible, the module builds foundational physics knowledge while inspiring a lifelong interest in science and space.

#### **Skills developed**

- Numeracy skills.
- Analysing and observing.

### Year 7 Topic 1 Biology:

This term, our Year 7 students will embark on an exciting journey into the world of biology, focusing on the foundational topic of **Cells, Enzymes, and Human Biology**. Through a blend of engaging lessons, hands-on practicals, and scientific enquiry, pupils will develop key skills and knowledge that will support their progress in science throughout their school career.

#### **Key skills developed in this topic include:**

- Scientific drawing and labelling
- Practical lab skills and safety
- Data analysis and evaluation
- Critical thinking and literacy through science in the news

- Numeracy in scientific contexts

### **Year 7 topic 2 Biology: Exercise and fitness**

In Year 7 Biology, students will study the “Exercise and Fitness” unit, which explores how the human body responds to physical activity. They will learn about aerobic and anaerobic respiration, heart and lung function, and how to measure heart rate and lung capacity. Through practical investigations, dissections, and data analysis, pupils will develop scientific skills and understanding of how exercise affects health. The unit also includes ethical discussions around banned substances in sport, encouraging critical thinking and informed debate.

#### **Key skills developed in this topic include:**

- Measuring and interpreting biological data (e.g. heart rate and lung capacity)
- Constructing and analysing scatter graphs to test hypotheses
- Identifying and describing the structure and function of key organs
- Engaging in scientific debate and ethical reasoning

### **Year 7 – Topic 4: Aerospace**

#### **Knowledge and Experiences**

In this module students explore the principles of flight and aerospace engineering through hands-on investigations and engaging activities. They design and test paper helicopters and O-wing gliders to understand forces, aerodynamics, and variables in experiments. Students learn to collect data, calculate averages, and draw scientific conclusions. The module also introduces key physics concepts such as drag, lift, and balanced forces, and includes a rocket simulation and timeline of space exploration from Apollo to Artemis. This interactive approach builds scientific thinking, teamwork, and curiosity, helping students connect classroom learning to real-world aerospace applications.

#### **Skills developed**

- Numeracy skills.
- Analysing and observing.

### Year 7 Chemistry 1: What's the Matter?

In this topic, pupils explore the basics of **matter** and how substances exist as **solids, liquids, or gases**. They investigate how **temperature affects changes of state**, such as melting, boiling, and freezing.

Pupils also learn the difference between **pure substances and mixtures**, and how to **separate mixtures** using methods like filtration and distillation. They explore **dissolving** and **solubility**, including how temperature influences how much of a substance can dissolve.

Real-world links include **gritting roads, ocean acidification**, and **chromatography** used in forensic science.

#### Skills Developed

- Numeracy skills - observation, recording results
- Literacy skills - Scientific vocabulary through data analysis and evaluation
- Digital skills – Science in the News, knowledge checks

### Year 7 Chemistry 2: The Burning Questions

In this topic, pupils explore how fuels work and the science behind burning. They learn what fuels are, how they release energy, and the **fire triangle**—the three things needed for a fire to start. Through practical experiments and demonstrations, pupils investigate how fires can be extinguished and the **products of combustion**, such as carbon dioxide and water.

The topic also covers the **environmental impact** of burning fuels, including the role of carbon dioxide as a greenhouse gas and the causes and effects of **acid rain**. Pupils compare **renewable and non-renewable fuels**, including biofuels, and explore how fuels like ethanol and propanol differ in energy output.

Real-world links include **coal mining in Wales**, the decline of the coal industry, and how human activity affects the environment.

#### Skills Developed

- Numeracy skills - data collection and analysis
- Literacy skills - Planning and concluding practical experiments

## Cymraeg

### Term One/Module One

#### Topic

#### **Knowledge and Experiences**

Introducing the concepts of identity and leisure time in Welsh, students explore what being Welsh means to them personally and culturally. They reflect on the significance of bilingualism in Wales, understanding the rich heritage and modern advantages of speaking both Welsh and English. Discussions extend to what leisure time looks like for young people in Wales, highlighting popular activities such as playing sports, engaging in arts and crafts, exploring nature, and participating in local cultural events. Through this unit, students deepen their appreciation of their Welsh identity and the vibrant, bilingual community they are a part of.

#### **Skills developed**

Pupils will focus on the skills of sharing opinions throughout this term, developing a wide range of adjectives, discourse markers and intensifiers. Authentic texts and multimedia will improve their reading and listening, connecting them with Welsh culture. Writing and speaking exercises will allow students to share their passions', fostering building new friendships through shared passions. Role-plays and presentations will boost their confidence in practical Welsh usage.

### Term Two/Module Two

#### Topic

#### **Knowledge and Experiences**

In the topic of daily routines in Wales, students will dive into the everyday life of home and school, enriching their Welsh vocabulary and understanding of cultural practices. Through lessons in Welsh, they will learn about daily schedules, chores, and leisure, enhancing their language skills whilst learning about others' habits and sharing about school experiences, weighing up positives and negatives about their school life.

#### **Skills developed**

Pupils will focus on the skills of adding additional tenses to their work. Pupils will study a range of literature to support understanding in oracy, reading and writing. As students navigate through these linguistic exercises, students will enhance their Welsh language proficiency, gaining confidence in their ability to communicate detailed descriptions in additional tenses.

### Term Three/Module Three

#### Topic: Identity and Welsh culture

#### **Knowledge and Experiences**

In this unit on identity and Welsh culture, students will delve into the rich tapestry of Wales, exploring its history, language, traditions, and the concept of identity within this unique context. Through readings, discussions, and creative projects, they'll examine how culture shapes individual and collective identity, and express their own connections to Welsh heritage. This exploration will enhance their understanding of Wales's cultural diversity and its impact on personal identities. By engaging with various aspects of Welsh culture, students will develop a deeper appreciation for their heritage and the role it plays in defining who they are.

#### **Skills developed**

As students navigate through these linguistic exercises, students will enhance their Welsh language proficiency, gaining confidence in their ability to communicate detailed descriptions in the third person.

## Art

### Term One/Module One

#### Topic: Colour and Pattern

##### **Knowledge and Experiences**

Introduction to how artists may use colour and pattern to create mood and emotion through exploration of two contrasting landscape artists (Friedensreich Hundertwasser and Welsh artist Katie Allen). Working in 2D, pupils will know how to create tone and blend in pencil, colour pencil, watercolour and oil pastel. Pupils introduced to analysing an artist and artwork using specialist Art vocabulary (e.g. composition, line, tone, texture, pattern, vibrant, imaginative, bold, design, perspective). Pupils will develop knowledge of how artworks and their experiences can be used to create a personal response.

##### **Skills developed:**

Observational drawing and shading skills

Colour blending (using pencil, watercolour paint and oil pastel)

Measuring proportions (using grid method)

Digital photography

Presenting opinions about their work and the work of others using artistic language.

Applying research to creating a personal response.

### Term Two/Module Two

#### Topic: Día de los Muertos

##### **Knowledge and Experiences**

Pupils introduced to how to create an Artist Research Page and how artists may gain inspiration from other cultures through exploring the Mexican festival, “Día de los Muertos” (Day of the Dead), and the Mexican artist Frida Kahlo. Working in 2D and relief, pupils will know how to create a collage, use mixed-media and the printmaking process. Exploring, imagery, film and symbolism of this Mexican celebration, pupils will also know how to improve observational drawing and painting technique.

**Skills developed:**

Collage technique

Relief printmaking skills

Reflecting on and evaluating own work

Measuring proportions (using ruler)

Digital skills: Research, editing and presenting information digitally.

**Term Three/Module Three**

**Topic: Under the Sea**

**Knowledge and Experiences**

Pupils introduced to how artists can respond imaginatively and creatively to natural forms in the world around us. Through studying the work of the artist Vincent Scarpace, pupils will know how to create an artist research pages and paintings inspired by the artist. Pupils will learn how to develop, source and research an artist and artwork of their choice to develop their work. Using recycled materials, pupils will learn how to create a relief painting. Working in small groups, pupils will learn how to work as part of a team to create a large-scale sculpture final response.

**Skills developed:**

Acrylic painting techniques

Observational drawing (viewfinder)

Comparing and contrasting the work of artists

Construction drawing (3D design)

3D construction

Collaboration.

## ICT & Computing

### Term One- Year 7

**Topic** - System Security and Online Safety

#### **Knowledge and Experiences**

Examine account security, understanding the significance of robust passwords and protection against viruses. Explore the distinction between cloud computing and local server accounts, providing insights into data storage options. Effective email communication, focusing on netiquette and the identification and avoidance of phishing scams. Investigate online dangers including data privacy, managing online reputation, recognizing and reporting grooming behaviours, and adhering to the SMART rules for responsible internet use.

#### **Skills developed**

Be able to create, save and edit a variety of file types, and manage the organisation of these files into relevant folder structures. Extend research skills, with an emphasis on the integrity of data—identifying accuracy, completeness, consistency, and validity of information online. Learn to design and create digital products that effectively communicate information to a target audience, with the specific purpose online safety. The practical application of these skills is reinforced through the use of various platforms, including Microsoft Outlook for Email, Google Slides for digital presentations, Google Docs for word processing, Google Drive and Microsoft Explorer for efficient work organisation, Canva for the presentation of printed materials, and Adobe Premier Rush for video editing.

### Term Two – Year 7

**Topic** - Graphics and Sensors

#### **Knowledge and Experiences**

Explore digital graphics editing techniques. Understand the application of sensors and actuators to enable autonomous vehicles to interact with the world around them. Blend graphics creativity with scientific inquiry, providing a learning experience that sparks curiosity and nurtures valuable skills in digital design and scientific exploration.

#### **Skills developed**

Use graphics editing applications to design a space rover, selecting appropriate sensors and actuators for space exploration. Develop graphic design proficiency using Adobe Photoshop.

### **Term Three – Year 7**

**Topic** – Computational Thinking

#### **Knowledge and Experiences**

Examine algorithms and programming concepts, with a specific focus on sequencing, iteration, pattern recognition, and controls. Consider fundamentals of coding; understanding of how algorithms drive digital processes. Apply problem solving to design and create a space adventure game, incorporating their space rover.

#### **Skills developed**

Develop programming skills, using Scratch. Design and programme an engaging space game incorporating own space rover design.

Implementation of condition statements for decision-making algorithms, the identification of repeated patterns, and the use of loops to create concise and efficient algorithms. Consolidate knowledge of computational thinking to programme drones (autonomous vehicle), applying coding expertise to real-world scenarios.

## Design and Technology

### Product Design – Year 7

Topic: Desk Organiser

#### **Knowledge and Experiences:**

Introduction into a workshop and the working practices within. Pupils complete a research task looking specifically at plastics and the properties and categories within. Pupils will demonstrate the ability to produce a Design Specification while paying careful consideration to the users' needs and wants. This is then used to create design ideas and later a final concept which will be manufactured. Pupils use hand tools and basic workshop machinery to create their designs using acrylic plastic and pine wood. To complete the rotation, pupils evaluate their product and project, reflecting on the rotation as a whole.

#### **Skills developed:**

Researching of material properties and uses, with particular reference towards plastics. Using the needs and wants of the consumer to create a list of design specifications for their product. Problem solving to create concept that will meet the previously set criteria. This includes both 3D and 2D drawings to follow the iterative process to develop a successful solution. Colour rendering is also used to show the depth and texture of the materials alongside annotation to fully describe the various areas of the design. Card modelling is used to create a prototype of the final design. When manufacturing the pupils use hand files and abrasive paper to edge treat their acrylic pieces. Coping saw used to cut the design out of the acrylic. Pillar drill is used to drill holes within the acrylic sections and within the pine sections. Pupils then use the strip heater to bend sections of their acrylic to achieve the desired product. Evaluating on the project is the final step where pupils offer 3D drawings of alternative improvements.

### CAD CAM Year 7:

Topic – Ruler Design

#### **Knowledge and Experiences**

Explaining the Laser Cutter Device, how it works and its limitations. Designing a product by using own ideas, current existing products and specification requirements to develop an outcome. Experience development of ideas using the iterative process with designs, prototype's and Design software for a final physical prototype. In this process we will consider how to minimise the impact on the environment and society with design proposals. By combining component parts, materials and processes to achieve functionality and effectiveness for the desired outcome.

**Skills developed:**

Researching around product identification and needs of themselves. Using the iterative process in both line 3D drawing of designs, Card design of prototype's, together with annotation of all design ideas to justify decisions made. Using 2D software to electronically produce the final prototype design. Make use of technology to transfer designs into a folder area for final prototype production. For a specification to be designed for the product, and then used for the evaluation of effectiveness of the design once finalised. To follow advice for the design software to establish a correct sized ruler measuring in cm.

**Food Technology – Year 7**

**Topic:** Hygiene and Safety within the Kitchen, Nutrition and the Eatwell Guide, Developing Practical Skills.

**Knowledge and Experiences:**

Pupils will demonstrate full knowledge of safety principles when preparing, storing and cooking food. Pupils will be able to follow a recipe with great accuracy and complete the making of a variety of dishes in a logical order. Pupils will also be able to show great independence and be able to support others during practical lessons. Pupils will be able to cook a repertoire dishes so that they are able to feed themselves and others a healthy and varied diet. Pupils will be able to understand and apply the principles of nutrition and health. Students will understand the relationship between diet, nutrition and health, focusing on the Eatwell Guide and eight tips for healthy eating. Pupils will understand the importance of breakfast and how nutrients will impact the body.

**Skills developed:**

Prepare and cook dishes, taste food and perform investigations hygienically and safely.

Apply knowledge of food science in a practical and meaningful way.

Develop numeracy skills by measuring and weighing.

Development of oracy skills through teamwork during practical lessons.

Technical understanding of terms that students are able to discuss enzymic browning and be able to describe this as oxidation and what can be done to avoid it.

With increasing confidence, students will be able to competently use knife skills including the 'Bridge' and 'Claw' hold in order to use sharp knives safely and accurately.

Developing key vocabulary e.g. enzymic browning, oxidation.

Communication and listening skills through peer and self-assessment.

Developing and improving independence and confidence in their own skills.

## **Product Design – Year 7**

**Topic-** Remote operations

### **Knowledge and experiences**

Pupils explore different engineering sectors, types of motion, and linkage mechanisms. They engage in hands-on activities to generate, develop, and prototype design ideas using both hand tools and machines. Through a structured process, students refine their creations, emphasizing critical evaluation of functionality and usability. This project aims to instil a passion for innovation, honing problem-solving skills and fostering curiosity.

### **Skills:**

Pupils will acquire a diverse set of skills. Understanding the basics of engineering principles and their application in product design. Generating and developing innovative ideas while considering user needs and constraints. Tackling challenges and finding solutions through iterative design and prototyping. Learning about different types of motion, linkage mechanisms, and their practical applications. Developing proficiency in using

hand tools and machines for fabrication and assembly. Evaluating designs for functionality, usability, and efficiency, and making informed decisions for improvement. Working effectively in teams to design, and prototype solutions. These skills not only enhance their understanding of engineering concepts but also foster creativity, critical thinking, and teamwork abilities essential for success in various fields.

## Geography

### **Our Vision:**

Our learners are curious, informed and confident global citizens, who can apply their God given talents, skills and conceptual understanding to the world around them

### **Year 7 - Module One**

#### **Topic: Navigating Geography**

#### **Knowledge and Experiences:**

Learners will develop a strong understanding of key geographical concepts and ideas. They learn what geography is and explore the differences between human, physical, and environmental geography. Learners gain knowledge of the world's continents and oceans, understanding the difference between a country and a continent, and using longitude and latitude to locate places. They become familiar with different types of maps and learn how features such as compass directions, scales, and grid references help represent places accurately. Learners also explore how geographical information can be shown and interpreted through graphs, charts, and tables. As part of their learning, they investigate real-world environments by carrying out simple geographical enquiries, assessing environmental quality in different locations, and analysing data to draw conclusions. Through this topic, learners build a clear picture of how geography helps us understand the world and the relationships between people, places, and environments.

#### **Skills developed:**

Key skills developed in Navigating Geography include thinking geographically, applying critical thinking and problem-solving to real-world issues, and developing strong map and spatial skills to interpret and represent places accurately. Students learn to use and analyse graphs and charts to present geographical data effectively. Through geographical enquiry, they plan and carry out investigations, process and evaluate information, and draw meaningful conclusions. They also build personal effectiveness by working independently and collaboratively and strengthen their planning and organising skills when managing tasks and enquiries from start to finish.

### **Year 7 - Module Two**

#### **Topic: Exploring Wales**

#### **Knowledge and Experiences**

Students learn about Wales's place within the UK, Great Britain, the British Isles, and Europe. They use compass directions, maps, and atlases to locate key human and physical features, including Welsh islands such as Skomer and Anglesey, and explore how people impact and conserve these environments. Learners study weather and climate by constructing and analysing a climate graph for Cardiff's Bute Park, and learn about sustainability through the Well-being of Future Generations (Wales) Act 2015 and its links to the UN Sustainable Development Goals. They explore how Cardiff Bay's identity has changed over time, and examine Wales's population using census data, choropleth maps, and graphs to describe density and ageing trends. Finally, they learn about the powers of the Welsh Government and how its decisions affect people's lives, developing a clear understanding of Wales's geography, environment, and identity.

### **Skills developed**

Learners strengthen map and spatial skills through locating and interpreting places and features and enhance graph and chart skills by presenting and analysing population and climate data. Students build thinking geographically by connecting physical and human features, sustainability, and place identity, while applying critical thinking and problem-solving to understand patterns, trends, and impacts. They also develop personal effectiveness, including working independently, reflecting on feedback, and improving their work through targeted tasks.

## **Year 7 - Module Three**

### **Topic: Oceans under Threat**

#### **Knowledge and Experiences**

Students develop knowledge of the world's five major oceans and how their sizes compare. They explore the importance of oceans for social, economic, and environmental reasons, and investigate the different threats they face, including single-use plastics, with links to Wales. Students learn about coral reefs, identifying their locations, understanding why they are found there, and explaining their environmental, social, and economic importance. They examine the threats to coral reefs and the impact these have, as well as ways they can be protected. Throughout the topic, students use data to construct a pie chart and develop digital skills by creating infographics, reflecting on the role of individuals in conserving ocean environments.

### **Skills developed**

Students strengthen map and spatial skills by locating oceans and coral reefs and enhance graph and chart skills through data presentation. Students apply geographical enquiry and thinking geographically to investigate threats and conservation strategies, using critical thinking and problem-solving to evaluate impacts and priorities. They also build personal effectiveness by working independently and reflecting on their learning and develop creativity and innovation through creating infographics and digital presentations.

## **Year 7 - Module Four**

### **Topic: Changing Coastlines**

**Knowledge and Experiences**

Learners develop an understanding of coastal environments and processes. They learn what a coast is and identify key coastal features on OS maps, applying map skills to locations in Wales. Students explore coastal erosion, including the four main types, and examine its impacts on people and places. They study how erosion shapes landforms, including the formation of headlands over time, and investigate the process of longshore drift and its effects on beaches. The topic also covers coastal management, with students learning about hard and soft engineering approaches, evaluating their strengths and weaknesses, and applying their knowledge to make and justify decisions about protecting a coastline in Wales.

**Skills developed**

Learners strengthen map and spatial skills through identifying coastal features and applying map skills. Thinking geographically is developed as they analyse coastal processes, landforms, and management strategies. Students apply critical thinking and problem-solving to evaluate impacts and justify decisions. They also build personal effectiveness by working independently and applying knowledge to real-world coastal scenarios.

**Year 7 - Module Five****Topic: The Geography of Stuff****Knowledge and Experiences**

Students explore how globalisation and consumerism shape the modern world. They learn what these terms mean and examine how global connections influence what we buy, how products are made, and the impacts this has on people and the environment. Students investigate real-world issues such as the production and use of palm oil, the rise of fast fashion, and the growing problem of electronic waste (e-waste), considering both their causes and consequences. They discuss how consumer choices affect global sustainability and explore positive alternatives, including sustainable fashion and ethical production. Through creative and reflective tasks—such as designing a sustainable backpack—students apply their knowledge to real situations, evaluate different viewpoints, and learn how to make informed, responsible decisions about the things we buy and use.

**Skills developed**

Students strengthen their ability to think geographically by making connections between people, places, and global processes. Through analysing real-world issues such as fast fashion and e-waste, they build critical thinking and problem-solving skills, evaluating impacts and justifying their decisions. Students enhance their map and spatial skills and use graphs and charts to interpret global data. They also develop creativity and innovation by designing sustainable products, alongside personal effectiveness and planning and organising skills through independent work, reflection, and applying feedback to improve their learning

## Year 7 - Module Six

### Topic: Rainforests

#### **Knowledge and Experiences**

Students explore the diversity of life on Earth and how climate, plants, and animals are connected across different environments. They learn to define biomes and ecosystems, locate major global biomes on a world map, and describe the climate and vegetation of each. Using climate data, students create graphs and compare temperature and rainfall patterns across biomes, explaining how this influences the types of plants and animals found there. The topic also focuses on Wales, where students study local ecosystems and carry out fieldwork in a woodland environment, collecting and recording data safely and accurately. They compare an ancient Welsh woodland with a tropical rainforest in Brazil, identifying similarities and differences between these contrasting biomes. Students learn about biodiversity and why it matters for people and the planet, explore the key services ecosystems provide, and consider the environmental challenges our world faces. Finally, they suggest realistic actions to protect the planet and present their ideas clearly and creatively, developing a deep understanding of how people and nature are interdependent.

#### **Skills developed**

Students enhance map and spatial skills by locating biomes and ecosystems globally and locally and use graphs and charts to analyse climate data. Through thinking geographically, they make connections between climate, vegetation, and wildlife across different biomes. Geographical enquiry skills are developed through fieldwork, data collection, and comparing ecosystems, while critical thinking and problem-solving help them evaluate environmental challenges and the importance of biodiversity. Students also build creativity and innovation when presenting ideas and strengthen personal effectiveness and planning and organising skills by working safely, collaboratively, and methodically during fieldwork and research tasks.

## History

### Year 7 - Module One

#### Topic: What is History?

##### **Knowledge and Experiences:**

Learners will develop an appreciation of the nature of history and the skills required to study the past effectively. Learners will explore and debate a variety of 'Big Questions', like 'Is it really possible to know what happened in the past?' and will start to question the usefulness and reliability of evidence. Chronological awareness will also be developed to enable learners to be able to put events studied into historical context.

##### **Skills developed:**

Literacy – reading, writing and oracy

Critical thinking

Numeracy

### Year 7 - Module Two

#### Topic: Historical Enquiry – 'The Skeletons in the Field'

##### **Knowledge and Experiences:**

Learners will utilise the skills developed in Module One to conduct their first historical enquiry. This investigation will focus on the mystery surrounding the discovery of ancient bones found in Riccall, North Yorkshire. Learners will generate their own enquiry questions and will form hypotheses based on the available evidence. As they progress through the historical enquiry, learners will be required to analyse and make judgements on the reliability of the evidence consulted. The final product of the enquiry will take the form of an extended piece of writing.

##### **Skills developed:**

Literacy – reading and writing

Critical thinking and problem solving

Personal effectiveness

### Year 7 - Module Three

#### Topic: Why was 1066 such an important year in history?

##### **Knowledge and Experiences:**

In this module, learners will get the opportunity to investigate a series of significant events that took place in the year 1066. The nature of governance at this time will be discussed and pupils will make judgements on who had the best claim to the English throne. The causes, events and consequences of key battles will be explored through examination of a variety of contemporary texts. The module will end with learners exploring the issues the new king faced and will examine the impact his 'solutions' had on the country.

##### **Skills developed:**

Literacy – reading and writing

Creativity

Critical thinking

### Year 7 - Module Four

#### Topic: What impact did the Norman invasion have on Wales?

##### **Knowledge and Experiences:**

This module explores the impact the Norman invasion had on Wales. It's been claimed that Wales is one of the most castellated lands on Earth, with Medieval estimates suggesting that there was one castle for every 12 square miles. Learners will examine the reasons for the creation and proliferation of castles in Wales and will evaluate the strengths and weaknesses of castle designs. Emphasis will be placed on local examples such as Ogmores, Coity and Newcastle. Learners will also assess the extent of the Norman occupancy in Wales and will study examples of Welsh resistance.

##### **Skills developed:**

Literacy – reading and writing

Numeracy

Creativity

**Year 7 - Module Five****Topic: What was 'The Great Pestilence?'****Knowledge and Experiences:**

In this module, learners will study the pandemic that plagued Europe from 1346-1353. The causes, symptoms and consequences of 'The Great Pestilence' will be explored through examination of contemporary and modern texts. Learners will evaluate the effect this event had on the 'Feudal System' in Britain and will consider its wider impact on Europe. Parallels will be drawn with recent events, with learners comparing Medieval and Modern reactions to public health crises. Learners will develop their digital competency skills by creating an infographic on the topic.

**Skills developed:**

Literacy – reading, writing and oracy

Digital competency

Numeracy

## International Languages

### Term One/Module One

#### Topic: All about me

#### **Knowledge and Experiences**

In this unit students build upon their existing knowledge and hone their skills in French. Throughout this unit, students will delve into the art of introducing themselves, mastering key information such as age, birthday, and family details. Engaging discussions will revolve around various sporting activities, allowing students to express their justified opinions and delve deeper into the rich tapestry of French culture.

#### **Skills developed**

During the first term, our primary emphasis will be on Oracy, prioritising the development of a strong connection between speech and spelling, as well as fostering a comprehensive grasp of phonemes. Additionally, we will delve into a variety of essential grammatical terms, establishing connections with both Welsh and English languages to ensure students acquire a solid understanding of fundamental grammatical concepts.

### Term Two/Module Two

#### Topic: My hobbies

#### **Knowledge and Experiences**

In this unit, students will explore their leisure activities, expanding upon their previous term's learning. They will articulate detailed and justified opinions on literature, cinema, and television, drawing from their prior knowledge. Additionally, students will engage in discussions about online pursuits, examining the implications of social media through an updated rendition of "Chicken Little" in French, thereby broadening their understanding of contemporary digital culture.

#### **Skills developed**

Pupils will develop their confidence in speaking, listening, reading and writing through a variety of engaging activities. They will learn how to form the present tense of key verbs and how to use negatives. They will also develop their digital competency by showing an awareness of the disadvantages of social media.

**Term Three/Module Three**

**Topic: Festivals and celebrations**

**Knowledge and Experiences**

Students will deepen their comprehension of Wales and the world by examining and contrasting Welsh and French festivals and traditions. Throughout this unit, they will explore diverse cultural celebrations, such as Bastille Day, La Fête de la Musique, and Mardi Gras, fostering an appreciation for cultural diversity and the celebration of different traditions.

**Skills developed**

Students will grasp the significance of Wales on the global stage and the importance of the Welsh language abroad through an exploration of events such as the Festival Interceltique and the international Eisteddfod in Llangollen. Additionally, they will showcase their comprehension of healthy living by delving into the theme of food and drink

## Music

### Term One/Module One

**Topic:** Welsh Music

**Knowledge and Experiences:** This first topic includes an introduction to the elements of music, singing, rhythm work, note reading, general musicianship, learning to play the keyboard and playing a variety of songs of different genres and styles associated with Wales and famous Welsh musicians on the keyboard.

**Skills developed:** Singing, rhythm work, note reading, performing, appraising, literacy skills, playing the keyboard, ability to work independently when practising on the keyboard, knowledge of Welsh music and musicians.

### Term Two/Module Two

**Topic:** Graphic Score Composition to the story The Deserted House & Instruments of the Orchestra

**Knowledge and Experiences:** Year 7 start this term by learning about graphic score and graphic notation and then in pairs compose music to the story The Deserted House using the keyboards. Year 7 use graphic notation to write the music down on their own graphic score. In the second half of this term, Year 7 learn about the Instruments of the Orchestra in detail through listening activities.

**Skills developed:** literacy skills, general musicianship, teamwork when composing in pairs, composing music to represent a story, using graphic notation which helps to develop their artistic skills as well as creativity and imagination, appraising, performing when performing their compositions for their assessment, identifying instruments of the orchestra, Western Classical Music.

### Term Three/Module Three

**Topic:** Ukulele & Samba

**Knowledge and Experiences:** Year 7 learn to play a variety of engaging songs on the ukulele. Basic chords are taught and pupils play these chords in different songs along to backing tracks. Year 7 also learn about Brazilian samba music and instruments and also learn to play the samba instruments as part of a whole class samba band.

**Skills developed:** performing, singing, appraising, teamwork, ensemble skills, call and response performing and composition.

## Physical Education

### Module One

#### Topic - Year 7 – Knowledge & Understanding

#### Knowledge and Experiences

Students will:

- .
- understand what is meant by the term 'fitness' and understand its importance in PE, sport and everyday life.
- gain an insight to and an understanding of the benefits that PE can have on their physical health.
- gain an insight to and an understanding of the benefits that PE can have on their mental & emotional health.
- gain an insight to and an understanding of the benefits that PE can have on their social health and well-being, in and out of school.

#### Skills developed

1. PE, Sports and Physical Activity
2. Fitness
3. Physical Benefits
4. Mental Benefits
5. Social Benefits
6. Emotions and Activity

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.

## Module Two

### Topic – Year 7 - Movement Competence

#### Knowledge and Experiences

Students will:

- understand how PE can develop their competence across a variety of activities.
- understand the difference between skills and techniques and how they apply to PE.
- have the opportunity to explore the concept of practice and how it can support learning and development in PE.
- learn how to analyse performance in order to provide meaningful and constructive feedback to improve competence in others.
- receive feedback and be tasked with acting on that feedback to demonstrate progress.
- understand the term performance in relation to PE and demonstrating competence.

#### Skills developed

1. Competence
2. Practice
3. Skills & Techniques
4. Providing Feedback
5. Acting on Feedback
6. Performance

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.

## Module Three

### Topic – Year 7 - Confidence

#### Knowledge and Experiences

Students will:

- understand what confidence is and work on building and improving confidence through participation in Sport and Physical Activity.
- understand what is meant by the term 'attitudes' and demonstrate an understanding of how attitudes can have an impact on all challenges faced.
- gain an understanding of positive approaches to PE to ensure they get the most from their curriculum.
- gain insight and understanding to the term comfort zones. They will analyse what they deem to be their own comfort zones and consider the advantages of pushing themselves out of these zones.
- understand the term 'failure' and analyse the role it has in learning in day-to-day experiences and in sport.
- gain insight and understanding to the concept of growth mindset and how it is demonstrated in PE and beyond.

#### Skills developed

1. Confidence
2. Attitudes
3. Positive approaches to PE
4. Comfort Zones
5. Failure
6. Growth Mindset

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.

## Module Four

## Topic – Year 7 - Motivation

### Knowledge and Experiences

Students will:

- have an understanding of intrinsic motivation and the positive benefits of being intrinsically motivated.
- gain an understanding of extrinsic motivation and the positive benefits of being extrinsically motivated.
- continue to develop and demonstrate the tools required to set meaningful and impactful goals (student determined).
- have an opportunity to celebrate progression, over outcome and reflect on how this is transferable in other aspects of their lives.
- understand what persistence is and demonstrate it when faced with a challenge.
- reflect on prior learning from 'persistence' and understand the meaning of the term determination and how to demonstrate it.

### Skills developed

1. Intrinsic Motivation
2. Extrinsic Motivation
3. Setting Goals
4. Celebrate Progress
5. Persistence
6. Determination

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.