



ARCHBISHOP  
MCGRATH CATHOLIC  
HIGH SCHOOL



**KEY STAGE THREE  
CURRICULUM -**

**LEARNER PROGRESSION &  
EXPECTATIONS**

**INFORMATION FOR PARENTS,  
CARERS & PUPILS**

**Year 8 2025-6**



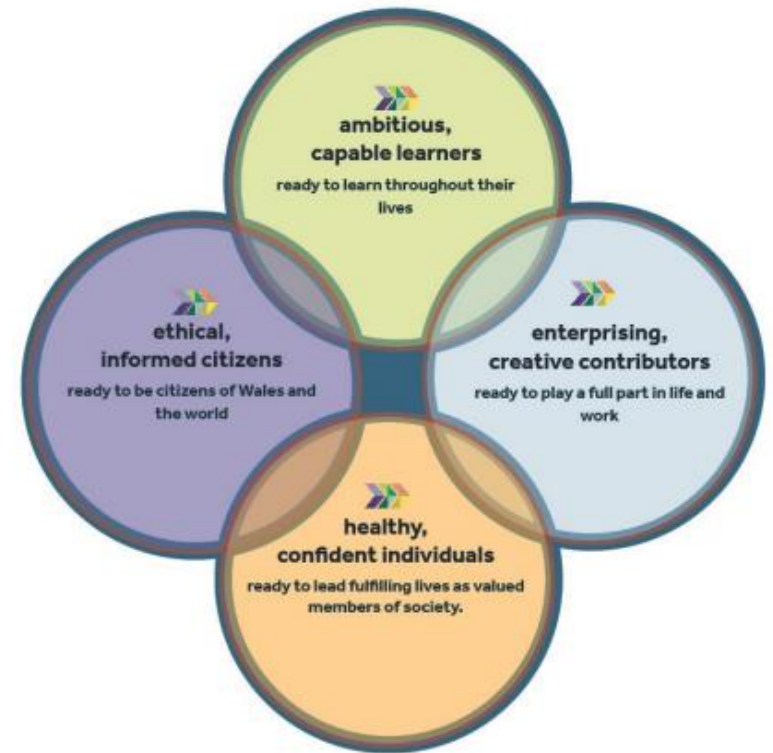


## OUR VISION

### ‘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 Four/Module Four

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

**Knowledge and Experiences:** Pupils will consider some of the existential questions that lie at the heart of the human condition and reflect on both the meaning of suffering and the meaning of death. They begin by looking at the account of the Fall in Genesis 3 and the implications this has for human beings and the world, coming to an understanding of what the Church means when it speaks of 'original sin' and how this is distinguished from 'personal sin'. This is followed by an examination of how God tried to deal with faithless humanity by holding out the promise of a new covenant and a coming messiah who would restore human beings to covenant fidelity. Pupils study the important role conscience plays in the responsible exercise of human freedom. They will understand what the Church teaches about the nature of conscience and the duty that all human beings have to inform their conscience. They will consider the ways in which the modern world challenges believers to live in fidelity to their conscience and to God's law in the face of a multitude of temptations to abuse human freedom in the pursuit of false goods. Finally, they will recognise baptism as the sacrament by which all sins are forgiven, both original sin and all personal sins.

Pupils will explore the season of Advent, to the role of prophets in calling people back to covenant fidelity. We study the shape of prophetic texts in the scriptures, and the specific way messianic prophecies play a part in Advent celebrations.

**Skills developed:** Pupils will be expected to make links with the life and example of people who have lived up to this baptismal call by exercising these offices in some concrete way in the world and reflect on the ways in which they could respond to that same call. Students will look at Advent liturgies and cultural practices from around the world. Students will carry a detailed study of one prophetic text, identifying the ways in which the message and life of the prophet mirrors the prophetic pattern identified.

### Term Five/Module Five

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

**Knowledge and Experiences:** Pupils will examine the person of Jesus who, as the announcer of the reign of God, holds out signs of what this final restoration of all things will look like in his treatment of sinners and outcasts, in his parables of the kingdom, and in his miracles. Pupils will explore explicitly the problem of evil and place this in the light of an understanding of suffering that has been transformed by the passion, death,

and Resurrection of Jesus. Pupils examine what they teach us about the nature of God's kingdom and Christ's role in inaugurating the reign of God on Earth.

**Skills developed:** Pupils will engage in scriptural scholarship, identifying both the literal and moral senses of key scriptural passages that demonstrate the nature of God's reign.

Pupils will make connections between Jesus' teaching on the kingdom, specifically his encounters with the sick and sinful, and the Sacrament of the Anointing of the Sick. Finally, they will consider ways in which Christians today are to show special care for the poor, sick and marginalised through the corporal and spiritual works of mercy

Pupils will look at the relationship of faith to life by considering ethical questions that arise because of Catholic responses to the meaning of suffering, such as questions surrounding end of life care, at the role art can play in responding to suffering, and at different Lenten, cultural practices from around the world

### Term Six/Module Six

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

**Knowledge and Experiences:** Pupils will investigate the final consummation of all things and the end to all suffering as death is defeated in the Resurrection of Jesus, the first-born from the dead.

Pupils will begin by looking at two scriptural passages that provide the basis for a belief in the Resurrection and the hope of eternal life: one of the accounts of the Resurrection from the Gospels and St Paul's explanation of the centrality of the resurrection of the body to Christian belief in his letter to the Church in Corinth (1 Cor 15). They will study the main elements of a Catholic funeral rite within a Requiem Mass, understanding its significance and the ways in which it reflects Catholic beliefs about resurrection and the hope of immortality. Finally, they will then compare the Catholic understanding with the beliefs of other religious people about life after death and with those who reject the existence of an immortal soul entirely. They will also consider the ways in which Catholic funeral customs overlap with other cultural practices, some of which are older than Christianity

**Skills developed:** Pupils will make connections between the two passages studied and Catholic beliefs concerning the resurrection of the body and life everlasting, including the four last things

## 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 Four/Module Four

#### Topic

#### **Knowledge and Experiences**

Pupils read and respond to concepts and ideas linked to human nature and the year eight class reader ('The Boy in the Striped Pyjamas'). They have opportunities to compare the fiction text with thematically linked non-fiction texts. Fortnightly independent reading lessons encourage pupils to enrich their ideas through reading for pleasure.

#### **Skills developed**

Pupils develop their organisation and empathy skills through various pieces of extended writing, including characters' diaries and language analysis tasks. They work on upgrading sentences to focus on grammatical accuracy and vary the length and structure of sentences to make meaning clear. Pupils hone their accuracy skills through completion of accuracy tasks and learn words from the year eight spelling list.

### Term Five/Module Five

#### Topic

#### **Knowledge and Experiences**

Diverse texts about gender and identity encourage pupils to consider real life experiences. They study different forms of poetry, including ballads and sonnets, to critically reflect on layers of meaning and language choices.

#### **Skills developed**

Pupils develop their understanding of poetic language, sensory description, semantic fields and lexical sets. Tasks in the homework booklet enable students to hone accuracy skills.

## Term Six/Module Six

### Topic

#### **Knowledge and Experiences**

Pupils explore the history of the English language through a Shakespeare module. Study of Elizabethan drama and linked thematic language texts about relationships, power and ambition offer a springboard for oracy and writing tasks. Pupils consider textual context, meaning and audience.

#### **Skills developed**

To develop reading skills when responding to a text with unfamiliar vocabulary, syntax and allusion. To develop deduction, inference and resilience.

# Drama

Year 8:

## 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. Pupils **will develop a deeper understanding of character and performance by exploring a range of practical techniques. They will learn how to use staging and stage positions effectively to enhance storytelling and audience engagement. Through group script work, pupils will build collaboration and communication skills while analysing and portraying characters in shared scenes. Additionally, by working with Welsh song and Musical Theatre duos, they will gain experience in combining vocal performance with dramatic expression, strengthening their confidence and stage timing.**

### Skills developed

*The pupil will learn how to use stage positions and movement effectively to enhance storytelling and create visual impact. They will develop their ability to analyse and portray characters in group scenes, building collaboration and performance confidence. They will build confidence in performing for an audience and develop clear communication skills through dialogue.*

## Topic 2 – Creating and developing ideas

### Knowledge and experience

Pupils will explore how to create and develop ideas for performance using a variety of techniques and influences. They will learn to apply the methods of theatre practitioners and the characteristics of specific genres such as physical theatre to shape their script work. Using social media as a stimulus, pupils will write original scripts that reflect contemporary issues. They will study and perform extracts from Shakespeare's *Macbeth*. Additionally, pupils will explore the use of lighting to enhance mood, atmosphere, and storytelling, deepening their understanding of technical theatre elements.

### Skills developed

They will explore the characteristics of physical theatre, using movement and non-verbal storytelling to develop original performance work. The pupil will use social media as a modern stimulus to write original scripts, developing their ability to reflect real-world issues through drama. The

pupil will explore how lighting can be used to enhance mood, atmosphere, and storytelling, deepening their understanding of technical theatre elements.

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

#### Knowledge and experience

Pupils will develop their ability to interpret and respond to theatre. By watching live theatre and writing reviews, they will learn to evaluate performance elements such as staging, characterisation, and audience impact. Through group script work, pupils will build collaboration and communication skills while exploring character relationships and dramatic structure. Performing monologues will further enhance their confidence, emotional expression, and understanding of individual character development.

#### Skills developed

*The pupil will develop their ability to interpret and evaluate live theatre, identifying key performance elements such as staging, characterisation, and audience impact. The pupil will work effectively in a group to rehearse and perform scripted scenes, building communication skills and exploring character relationships. They will develop independence and self-awareness by preparing and delivering solo performances, demonstrating a clear understanding of individual character journeys.*

## 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 Four/Module Four

#### Topic: Number Facts and Relationships, Fractions, Decimals, Percentages and Ratio

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

Pupils will calculate using mental and written methods, study Rounding and Estimation. Moving onto Expression, formula and equations.

##### **Skills developed**

Pupils will be able to use fact families to make connections between the four operations and use strategies to check calculations, including inverse operations and BIDMAS. Students can show awareness of standard form on a calculator. Pupils will be able to find multiples and factors and derive lowest common multiples and highest common factors. Apply their knowledge of factors to write numbers in prime factor form. Understand simple fraction, decimal, and percentage equivalences. Additionally, they simplify calculations using fractions in their simplest terms and interpret various representations of fractions, such as mixed numbers and improper fractions. They can calculate percentages using non-calculator methods where applicable, express one quantity as a percentage of another, and determine percentage increases or decreases. Furthermore, students engage in ratio and proportion exercises, including map scales. Apply the four mathematical operations to negative numbers. They learn to estimate quantities by rounding to the nearest 10, 100, or 1000, and significant figures. Be able to expand and factorise simple expressions. Be able to expand double brackets. Can rearrange and solve equations with two or more steps.

### Term Five/Module Five

#### Topic: Money, Length Weight/Mass and Capacity

### **Knowledge and Experiences**

Pupils will be working on Area and Volume of shape, Angles, Number Sequences and Shape.

### **Skills developed**

In this term, students develop essential skills for financial literacy and measurement proficiency. They learn to make comparisons between prices to determine the best value for money and understand concepts of profit and loss and exchange between two currencies. Additionally, they master reading and interpreting scales on various measuring instruments and gain proficiency in converting metric units of length. Can calculate the circumference of a circle using pi. Interpret conversion graphs to make estimates. Use Pythagoras Theorem to find the missing side of a right-angle triangle. Be work with areas of circles, trapeziums and compound measures. Find missing angles in triangles, quadrilaterals and parallel lines. Find and use the nth term of a linear sequence. Understand similarity and the connection between similar shapes, applying scale factor to work out the missing sides.

### **Term Six/Module Six**

#### **Topic: Movement, Data, Probability and Functions**

### **Knowledge and Experiences**

Pupils will explore Transformations of shape, Collecting and Recording Data linking this to Presenting and analysing data, probability, Functions and Graphs.

### **Skills developed**

Explore the symmetry of 3D shapes, identify planes of symmetry and enlarge shapes with a positive scale factor. Rotate shapes and enlarge shapes around a centre and start to explore the locus of a point. Plan how to collect data to test hypotheses, set up a statistical enquiry and make decisions about how best to record and analyse the information. This will include constructing frequency tables for sets of data in equal class intervals and selecting groups as appropriate. Pupils will construct and interpret a variety of graphs and diagrams including pie charts, scatter diagrams and frequency polygons. Work with data to calculate the mean, median, mode and range from ungrouped frequency tables and some pupils will move onto grouped frequency tables. Use the fact that the sum of probabilities is one, know that experimental probability is different from theory and that reliability increases with a greater number of trials. Draw sample space diagrams and two-way tables to help work out probabilities. Plot points for linear functions using a table. Some pupils will also examine features of linear functions and explore the impact of the coefficient on gradients.

## Science

Year 8 Science introduces fundamental scientific concepts to students in preparation for year 9 and beyond. There are 6 main topics which all aim to develop knowledge and skills through our love of Biology, Chemistry and Physics.

### Year 8- Biology: Microbes and Disease

Year 8 students will be exploring the fascinating world of **microbes and disease**, a topic that blends biology with real-world relevance. Through practical investigations, role-play, and critical thinking tasks, pupils will deepen their understanding of how microorganisms affect health and how science helps us prevent and treat disease.

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

- Scientific enquiry and practical lab techniques
- Data handling and graphing
- Literacy and critical thinking through article analysis and role-play
- Ethical reasoning and debate
- Understanding of public health and disease prevention
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### Year 8 Biology Topic 2: Photosynthesis and Ecology

Year 8 students will be studying **Ecology and Photosynthesis**, a unit that helps them understand how living organisms interact with each other and their environment. Through practical investigations, data analysis, and real-world applications, pupils will explore key ecological concepts and develop essential scientific skills.

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

- Scientific enquiry and practical investigation
- Data interpretation and graphing
- Ecological literacy and environmental awareness
- Critical thinking and problem-solving
- Collaboration and communication

### Year 8 Chemistry1: Super Substances

In this topic, pupils explore the properties of everyday substances found in kitchens and homes. They investigate **acids and alkalis**, learning how to identify them using indicators like **litmus paper**, **universal indicator**, and **natural indicators** such as red cabbage.

Pupils carry out practical experiments to test the pH of common liquids, understand the **pH scale**, and explore how acids and alkalis react to form **salts and water** through **neutralisation**. They also learn how to separate salts from solutions and identify different types of salts formed by various acids.

The topic includes real-world applications such as **toothpaste ingredients**, **cleaning products**, and the impact of acids on materials like **marble**. Pupils also study **metal reactions with acids**, exploring the **reactivity series** and how different forms of metals affect reaction rates.

#### **Skills Developed**

- Numeracy skills - data recording, analysis and evaluation
- Literacy skills - new scientific vocabulary used in planning and concluding practical experiments
- Digital Skills – Developing understanding of the evolution of toothpaste

### Year 8 Chemistry 2: Investigating Properties

In this topic, Year 8 pupils develop their scientific investigation skills by exploring how material properties influence everyday decisions. Through practical experiments, they test heat conductivity to choose the best metal for saucepans, insulation for hot drinks, and density for lightweight tricycles. They explore viscosity to model lava flow, surface area for stage effects, and elasticity for trampoline design. Pupils also investigate absorbency to recommend paper towels, and research antibacterial nanoparticles for hospital use. The topic concludes with a challenge to apply all findings to select the most suitable metal for high-voltage power cables.

Each investigation is linked to a real-life scenario, helping pupils understand how chemistry supports innovation, safety, and sustainability in the world around them.

### **Skills Developed**

- Numeracy skills - collection and recording of scientific data
- Literacy skills - planning, concluding and evaluating scientific investigations

## **Year 8 Physics – Energy**

### **Knowledge and Experiences**

In this module, Year 8 students explore the concept of energy through engaging lessons, practical experiments, and real-world applications. They investigate different energy stores and pathways, including thermal, kinetic, gravitational, chemical, and nuclear energy. Students learn how energy is transferred, conserved, and measured in joules, and apply this knowledge to experiments involving heating, cooling, and motion. Activities include constructing Sankey diagrams, comparing power outputs, and exploring conduction, convection, and radiation. The module encourages scientific thinking, data analysis, and teamwork, helping students build a strong foundation in energy physics while connecting learning to everyday experiences.

### **Skills developed**

Problem-solving skills.

Finding the efficiency of energy transformations.

## **Forces and Motion**

**Knowledge and Experiences**

In this module students explore the principles of forces and motion through engaging investigations and practical experiments. They learn to identify variables, calculate speed, understand balanced and unbalanced forces, and analyse graphs. Key concepts such as inertia, terminal velocity, Newton's laws, and pressure are introduced using real-world examples like skydivers, rockets, and vehicles. Students develop scientific thinking by collecting data, identifying anomalies, and drawing conclusions. The module encourages curiosity, teamwork, and critical analysis, helping students build a strong foundation in physics while linking classroom learning to everyday experiences.

**Skills developed**

- Be able to calculate the speed of an object in km/h and m/s
- Be able to calculate resultant forces

## Cymraeg

### Term Four/Module Four

Topic : From Wales to the World: Pioneering Sustainable Trends in Fashion and Fairtrade

#### **Knowledge and Experiences**

By engaging with this topic, designed to spark curiosity and encourage young learners to think critically about their role as consumers in Wales and the wider global community, pupils will share shopping experiences in Wales and begin to see how their shopping decisions can contribute to a more sustainable and ethical world. Focusing on personal image, fast fashion, and the concept of fairtrade. They will learn about the differences between fast fashion and fairtrade, understanding how these choices affect the environment and people's lives.

#### **Skills developed**

In this unit, Year 8 pupils will delve into the vibrant world of fashion, focusing on contemporary issues such as fast fashion and the principles of fair trade. Through the medium of Welsh, students will enhance their vocabulary related to clothing, shopping, and ethical consumerism, while also refining their reading, writing, speaking, and listening skills. Engaging with articles, videos, and discussions, they will explore the impact of fashion on the environment and society, and the importance of making responsible choices. The unit will also incorporate lessons on money management and spending habits in Wales, linking personal finance with ethical considerations in consumer behaviour. This comprehensive approach will not only broaden students' linguistic abilities but also equip them with critical thinking skills and a deeper understanding of global issues, as they learn to articulate their thoughts and opinions in Welsh.

### Term Five/Module Five

Topic : Greening Our Valleys: Learning and Leading Environmental Action in Wales

#### **Knowledge and Experiences**

In this module on local areas and environmental conservation, students will explore recycling practices in Wales, learning the importance of sustainability. They will examine local recycling efforts, compare them to national standards, and assess their impact on the environment. Through interactive projects like surveys and awareness campaigns, pupils will not only improve their Welsh language skills but also connect with their community and promote environmental stewardship. This curriculum is designed to equip students with the knowledge to support a sustainable Wales, enhancing their Welsh proficiency and environmental awareness.

### **Skills developed**

In this unit, Year 8 pupils will investigate their local area and environment using Welsh, building vocabulary in geography, nature, and community. They'll improve reading skills by exploring Welsh landscapes and environmental issues, and develop writing skills through exercises on local solutions. Speaking and listening will be enhanced through class discussions and debates. Students will also present their findings, merging Welsh language skills with digital literacy and public speaking. This comprehensive approach deepens their local and environmental connection while advancing Welsh proficiency and preparing them for future digital demands.

### **Term Six/Module Six**

**Topic** : Unveiling the Hidden Journeys from Wales to Patagonia

### **Knowledge and Experiences**

In this unit, students will explore the intriguing journey from Wales to Patagonia, focusing on the Welsh migration in the 19th century and its impact on holiday traditions in both regions. They'll examine the settlers' motives, the challenges they overcame, and the cultural connection between Wales and the Welsh-speaking communities in Argentina. By studying holiday customs in both places, students will understand cultural preservation and adaptation over time. This journey into history and culture will enhance their critical thinking and research skills, fostering an appreciation for cultural diversity and heritage.

### **Skills developed**

In this unit, Year 8 pupils will explore holidays and the Welsh colony in Patagonia through the Welsh language, expanding their vocabulary on travel and cultural exchange. They'll read about Welsh settlers in Argentina, write about this unique community, and discuss holiday traditions, enhancing their understanding of cultural heritage. This curriculum also integrates digital literacy, as students will use digital tools for research and create multimedia presentations, developing their Digital Competency Framework (DCF) skills. This approach deepens their grasp of Welsh connections worldwide and readies them for the digital age.

# Art

## Term Four/Module Four

### Topic: Ancient Cultures

#### **Knowledge and Experiences**

Pupils introduced to how artists may gain inspiration from other time periods, history and the importance of artefacts through exploring ancient cultures such as Ancient Egyptian. Pupils will learn how to create a detailed artist research pages by studying artists inspired by Ancient Egypt such as Gustav Klimt. Working in 2D and relief, pupils will learn the importance of patterns from other cultures and time periods and how texture and colour can be used to express emotions, feelings and ideas. Pupils will learn how to use a range of elements to create a personal response.

#### **Skills developed:**

Composition technique

Blending technique

Observational drawing

Scaling up using grid method (e.g. A4 – to A3)

Relief printing

Digital (research, editing and presenting information digitally).

Oil pastel technique

Collage technique

Batik

## Term Five/Module Five

### Topic: Ancient Egypt

#### **Knowledge and Experiences**

Pupils introduced into creating a final outcome inspired by research and skills developed.

#### **Skills developed:**

Refine practical making techniques.

Produce mind-maps, sketches and designs showcasing individual ideas to develop ideas.

Explore mixed media technique.

Digital: Research, editing and presenting information digitally.

Developing an awareness of composition.

Developing ideas based on research.

Creating a personal response.

### **Term Six/Module Six: Identity**

#### **Knowledge and Experiences**

Pupils will learn about the theme, Identity and how artists may showcase identity through combining images and text. Pupils will learn about the work of other artists who have been inspired by the theme Identity and pupils will learn how to create an individual journal project inspired by this theme. Pupils will learn how to respond to Teesha Moore's use of content, form and mood and using a similar process develop a personal response. For example, a self-portrait, an imaginary character, or an illustration for a book or text etc).

#### **Skills developed:**

Produce mindmaps, sketches and designs showcasing individual ideas

Creating a personal response

Composition technique of text, images and pattern

Mixed media technique

Digital: Research, editing and presenting information digitally.

Developing final outcomes.

## ICT & Computing

### Term Four – Year 8

Topic – Cyber Bullying

#### **Knowledge and Experiences**

Differentiate between face-to-face and cyberbullying, understanding the potential impacts on both victims and instigators. Explore how to deal with cyberbullying, focusing on seeking help and utilising support systems. Through discussions and activities, pupils gain insight into the complexities of online interactions, empowering them to navigate digital spaces responsibly.

#### **Skills developed**

Extend research skills, focusing on scanning and skimming for important information and understanding the importance of data integrity, including accuracy, completeness, consistency, and validity. Utilise design techniques and create digital products that effectively communicate information. Developed practical skills in web development using the Google Sites platform to apply their knowledge.

### Term Five – Year 8

Topic - Cyber Security

#### **Knowledge and Experiences**

Understand the significance of cyber security in the world. Use a variety of encryption techniques, understanding how they play a crucial role in safeguarding data privacy and security online. Explore the contributions of Alan Turing to World War II and contemporary computing, recognising his pivotal role in shaping modern technology. Examine the importance of strong passwords in protecting personal information and preventing unauthorised access, being able to identify what constitutes strong passwords. Introduction to the concept of ethical hacking, gaining insight into the principles and practices of identifying and addressing vulnerabilities in computer systems for constructive purposes.

#### **Skills developed**

Explore the techniques employed in storing and transferring data, gaining insight into their susceptibilities. Employ a variety of cyphers to encrypt and decrypt information. Apply cyber security principles while refining computer programming skills, particularly in utilising Micro:bit for creating a password generator application.

### Term Six – Year 8

Topic - Data Processing and Animation

**Knowledge and Experiences**

Understand the concept of data processing; explore how organisations utilise databases, examining their advantages and limitations in managing data effectively. Learn essential database terminology such as data types, fields, tables, queries, forms, and reports, to grasp the fundamentals of database structure and operation. Investigate the history of animation, relating past developments to current techniques.

**Skills developed**

Develop skills in selecting the most suitable format for storing and querying data within a database. Develop proficiencies using Microsoft Access for updating data (add, edit, delete), designing and creating database fields, tables, queries, forms and reports. Investigate animation techniques, utilising the tweening method to craft engaging animations in Adobe Animate.

## Design and Technology

### Product Design – Year 8

**Topic:** USB Light

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

Pupils complete a research task looking specifically at electrical components and their functions. Pupils will demonstrate the ability to produce a Design Specification while paying careful consideration to the users' needs and wants. The specification is then used to create design ideas and later a final concept to meet the user's needs and wants. Final designs must include dimensioned drawings for later use. Pupils use hand tools and workshop machinery to create their designs using acrylic plastic, plywood and electrical components for the lighting elements. To complete the rotation, pupils evaluate their product and project, reflecting on the rotation as a whole.

#### **Skills developed:**

Researching of electrical components and their functions. 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 for the intended user. 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 various materials alongside annotation to fully describe the many areas of the design. When manufacturing the pupils use tenon saws to cut the pine wood and coping saws for the plywood base. Hand drill is used to drill holes within the plywood bases for screw fixings. The acrylic front is drawn using our CAD software and then cut using the laser cutter with engravings is required. Lastly the electronic circuits are assembled, soldered together and attached to the underside of the acrylic shade section. Evaluating on the project is the final step where pupils offer 3D drawings of alternative improvements alongside evaluating if the final product has met the design specification from the start of the project.

### CAD CAM Year 8:

**Topic –** Bookmark Design

#### **Knowledge and Experiences**

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, whilst increasing the level of functionality for the client. By combining component parts, materials and processes to achieve effectiveness for the desired outcome.

**Skills developed:**

Researching around product identification and needs of the consumer. 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 enable further functions to be developed within the product.

**Food Technology – Year 8**

**Topic:** Relationship between Diet, Nutrition and Health

Learning the importance of special diets including factors affecting nutritional requirements, allergens and intolerances.

To build up confidence in a range of emerging food preparation skills.

To enable students to work in a safe and hygienic manner independently.

**Knowledge and Experiences:**

Pupils will continue to demonstrate full knowledge of safety principles when preparing, storing and cooking food. Students will learn how to use a variety of equipment and carry out different cooking methods. Through cooking, students will learn the importance of nutrition and food hygiene by putting their learning into practice. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. Students will carry out experimental work and scientific investigations to understand the function of ingredients.

**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.

Understanding different dietary needs so that students will be able to discuss and create healthy and balanced diet for specific dietary needs e.g. coeliac, vegetarian, lactose free, vegan.

Students will be able to confidently use knife skills including the 'Bridge' and 'Claw' hold in order to use sharp knives safely and accurately.

An understanding of the technical aspects behind the use of some ingredients will help students select and replace ingredients.

Students will be able to effectively use whisking, melting, creaming and rubbing-in methods and be able to identify the correct cooking method for all recipes.

Developing more advanced design skills when presenting dishes.

Developing key vocabulary e.g. coeliac, lactose, macronutrients and micronutrients.

Enable students to develop their self-knowledge, self-esteem and self-confidence.

Encourage students to accept responsibility for their behaviour and to understand how they can contribute positively to society generally.

## **Product Design – Year 8**

### **Topic- Pewter/Gravity Casting**

#### **Knowledge and experiences:**

In this project pupils explore gravity casting, focusing on the process and properties of appropriate alloy materials. They learn about what pewter is made from, different types of products, and study relevant health and safety measures. Through hands-on activities, they design, construct and test prototypes, experimenting with CAD, tools, and a range of construction processes. Pupils explore methods like cross and draw

filing. Using hand tools and CAM machines, they bring their designs to life, evaluating and refining them for efficiency. This project cultivates a practical understanding of industry practices and enhances students' engineering and problem-solving skills.

**Skills:**

Pupils will develop a diverse set of skills. Understanding the principles of casting alloy metals and the importance of the selecting functional materials for their projects. Learning about the gravity casting process, including components, safety, and how to develop 2D designs into three dimensional prototypes. Applying design thinking to create and iterate their pendant/keyring prototypes, considering factors like size, shape, and aesthetics. Identifying properties of alloys and their melting points. Practicing craftsmanship through the use of hand tools and machines. Assessing the effectiveness of designs through testing and analysis, refining design ideas based on end outcomes. Articulating ideas, presenting findings, and discussing results with peers. These skills not only deepen their understanding of engineering practices but also foster creativity, critical thinking, and teamwork abilities essential for success in engineering and related career pathways.

# 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 8 - Module One**

### **Topic: Hazardous Earth: Volcanoes**

#### **Knowledge and Experiences**

Students develop a detailed understanding of Earth's structure and tectonic activity. They learn about plate tectonics, why plates move, and how this movement creates volcanoes at destructive and constructive margins. Students study the global distribution of volcanoes and locate them using longitude and latitude. They explore the characteristics of different types of volcanoes, including shield and stratovolcanoes, and compare their features. The topic examines both the hazards of living near volcanoes—such as lava flows, ash, and gas—and the benefits, including fertile soils and tourism opportunities. Students also learn how scientists monitor volcanic activity, using tools such as sulphur dioxide measurements and graphs, and practise analysing data to make informed decisions.

#### **Skills developed**

Students enhance map and spatial skills by locating volcanoes and understanding their global distribution. Thinking geographically is developed through analysing tectonic processes, comparing volcano types, and evaluating hazards and benefits. Students build critical thinking and problem-solving skills by interpreting data, assessing risks, and making informed decisions. Geographical enquiry skills are strengthened through investigating volcanic activity and monitoring methods, while graphs and charts are used to present and analyse data on volcanic eruptions.

## **Year 8 - Module Two**

### **Topic: Changing Climates**

#### **Knowledge and Experiences**

Students explore the causes, impacts, and responses to climate change at both global and local scales. They learn to define climate change, describe and interpret graphs, and explain the greenhouse effect. Students examine both human and physical causes of climate change and how these contribute to rising global temperatures. They study the impacts on people, environments, and communities worldwide, including specific effects on their local area, such as Bridgend, and on sensitive regions like Svalbard, evaluating both positive and negative consequences. The topic also covers ways to prevent and adapt to climate change, assessing the sustainability and effectiveness of different strategies, and exploring what individuals can do to reduce their impact. Through this, students gain a clear understanding of the challenges climate change poses and how societies can respond.

### **Skills developed**

Students strengthen their ability to think geographically by analysing causes, impacts, and responses to climate change at local and global scales. Graphs and charts are used to interpret climate data, while critical thinking and problem-solving skills help students evaluate the effectiveness of mitigation and adaptation strategies. Geographical enquiry skills are developed through investigating real-world examples, comparing impacts in different locations, and making evidence-based conclusions about climate change challenges and solutions.

## **Year 8 - Module Three**

### **Topic: Exploring Antarctica**

#### **Knowledge and Experiences**

students develop a broad understanding of the continent's unique climate, biodiversity, and environment. They learn to locate Antarctica on a map, identify its distinctive physical features, and explain why it is a unique place. Students distinguish between weather and climate, describe Antarctica's harsh climate, and construct and analyse climate graphs. They explore the animals that live there and how species have adapted to survive in extreme conditions. The topic also covers current threats, including the impacts of climate change, and students consider how these changes could affect the continent. In addition, learners study the historical race to the South Pole, identifying the explorers involved, describing their journeys, and explaining the outcomes for each team.

#### **Skills developed**

Students strengthen geographical enquiry through investigating the continent's environment, climate, and biodiversity, and enhance thinking geographically by making connections between physical features, adaptations, and environmental change. Map and spatial skills are used to locate Antarctica and understand its global context, while graphs and charts help students analyse climate data. Students also build critical thinking and problem-solving skills when evaluating the impacts of climate change and interpreting historical events.

## **Year 8 - Module Four**

### **Topic: The Geography of Chocolate**

**Knowledge and Experiences**

Students explore the journey of cocoa from farm to product and its global significance. They learn to define what a commodity is, describe how cocoa is grown, and locate the countries where cocoa beans are produced. Students investigate different types of industry and understand the cocoa supply chain, examining how global trade impacts low-income countries such as Ghana. They consider the challenges faced by cocoa farmers and how these affect chocolate companies, including sourcing and sustainability issues. The topic also explores ethical trade, encouraging students to evaluate whether cocoa used by companies like Cadbury is sustainably sourced. Finally, learners apply their knowledge by expressing informed opinions, for example through writing letters about the ethics of chocolate production.

**Skills developed**

Learners strengthen map and spatial skills by locating cocoa-growing countries, and enhance thinking geographically through analysing global trade, supply chains, and the impacts on people and places. Geographical enquiry skills are developed as they investigate challenges faced by cocoa farmers and the sustainability of chocolate production. Students also build personal effectiveness by reflecting on their learning and expressing informed opinions, for example through written letters or presentations.

## History

### Year 8 - Module One

#### Topic: Historical Enquiry – ‘The Princes in the Tower’

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

Learners will conduct an historical enquiry into the disappearance of Edward V and Richard Duke of York in 1483. 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, writing and oracy

Critical thinking

Source analysis and evaluation

### Year 8 - Module Two

#### Topic: The Tudors

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

In this module, learners will explore the reigns of the various Tudor monarchs that ruled England from 1485 to 1603. The key focus of the unit will be on assessing which Tudor monarch was the most effective ruler. Learners will assess the various achievements of each monarch and will explore events like the Henrician Reformation and the Spanish Armada. Group presentations will be given on what monarch deserves the title ‘Top Tudor’.

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

Literacy – reading, writing and oracy

Critical thinking

Personal effectiveness

## Year 8 - Module Three

### Topic: The Transatlantic Slave Trade

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

In this unit, students will explore one of the most significant and tragic periods in world history. They will learn how millions of African people were captured, sold, and transported across the Atlantic Ocean to work as enslaved labourers in the Americas. The unit will examine the causes and consequences of the slave trade, the experiences of enslaved Africans, and the impact on societies in Africa, Europe, and the Americas. Students will also study stories of resistance and abolition, helping them develop empathy, critical thinking, and a deeper understanding of human rights and justice.

#### **Skills developed:**

Literacy – reading, writing and oracy  
Digital competency  
Critical thinking

## Year 8 - Module Four

### Topic: 'Black Gold'

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

In this unit, learners will explore how coal shaped the lives, communities, and landscapes of Wales during the Industrial Revolution and beyond. They will learn about the growth of the mining industry, the daily lives of miners and their families, and the dangers and challenges of working underground. The unit will also look at how mining influenced Welsh identity, culture, and the rise of trade unions. Through stories, historical sources, and local examples, students will gain a deeper understanding of how coal mining helped build modern Wales and the lasting impact it has had on its people and places.

#### **Skills developed:**

Literacy – reading and writing  
Critical thinking  
Personal effectiveness

## Year 8 - Module Five

### Topic: Protest

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

In this unit, students will investigate how ordinary people came together to demand change during a time of great social and political transformation. They will explore key movements such as the Chartists, the campaign for better working conditions, and the fight for voting rights. By examining the causes, methods, and outcomes of these protests, students will learn how collective action helped shape modern democracy and improve the lives of working people. The unit encourages them to think about fairness, equality, and the power of people's voices in bringing about change.

#### **Skills developed:**

Literacy – reading and writing

Critical thinking

Personal effectiveness

## International Languages

### Term Four/Module Four

#### Topic: School life

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

Throughout this unit, students will engage in thoughtful discussions about their school experiences, sharing their opinions on subjects, school uniforms, and extracurricular activities while also examining their daily routines. Additionally, they will broaden their understanding by comparing and contrasting school life in Wales with that of diverse Francophone countries such as France, Canada, and Senegal. Through this exploration, students will gain valuable insights into educational practices and cultural differences across different regions.

##### **Skills developed**

Pupils will be able to make comparisons between systems in France and Wales and understand the differences in our education system. They will give detailed opinions on different aspects of school life and begin to use the conditional tense to discuss their ideal uniform as well as using the imperative form of the verb when discussing school rules.

### Term Five/Module Five

#### Topic: Employment and Future Plans

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

In this unit students will discuss different post-16 options including apprenticeships and going to university. Pupils will discuss a variety of jobs and careers and discuss the relevant skills needed for each. Learning will also focus on the importance of languages in the workplace

##### **Skills developed**

In this unit students will begin learning about the future and conditional tenses. They will consolidate their understanding of adjectives when discussing skills and personal qualities. They will also learn how to write a formal application letter and CV in French.

### Term Six/Module Six

#### Topic: My Rights and Responsibilities

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

Pupils will develop vocabulary about helping around the house and part time jobs. They will discuss how they spend their money and re-cap free time activities. When looking at how they spend their money, they will also develop an awareness of the environmental impact of their choices.

**Skills developed**

Students will develop numeracy skills by looking at exchange rates. Students will become ethical, informed citizens by discussing the environmental impact of the consumer society.

## Music

### Term Four/Module Four

**Topic:** Film Music / Keyboard

**Knowledge and Experiences:** Year 8 learn about the leitmotif in film music. Pupils learn to play a variety of famous leitmotifs on the keyboard and also complete Listening Tasks on these leitmotifs. Year 8 then compose their own short leitmotif on the keyboard. Year 8 further develop their note reading and general musicianship when completing this module of work building on their experiences in Year 7.

**Skills developed:** performing, composing, appraising, literacy, note reading and general musicianship.

### Term Five/Module Five

**Topic:** Four Chord Pop Songs & Musical Theatre

**Knowledge and Experiences:** In the Four Chord Pop Songs unit of work, pupils learn about pop songs based on the same four chords C-G-Am-F. Pupils learn to play the four chord progression on the keyboard and then learn to play the four chord pop song, Someone You Loved on the keyboard. They start by learning the melody in the right hand and then add in the left hand four chord progression so they play Someone You Loved hands together. Year 8 then move on to compose their own melody above the four chord progression and perform their melody for a composition assessment. Year 8 then complete a Listening Task based on the four chord pop song Say (All I Need). This unit of work finishes with pupils learning to play Say (All I Need) on the keyboard.

For the Musical Theatre unit of work, pupils learn about different styles of musical theatre and learn to sing a variety of musical theatre songs. Pupils then practise and refine one of these songs (of their own choice) in small groups and sing their chosen song as a group for their assessment.

**Skills developed:** knowledge about four chord pop songs, how to build a chord, four chord progressions, performing on the keyboard, composing a melody above the four chord progression, note reading, appraising, literacy skills, singing, group work, working independently.

### Term Six/Module Six

**Topic:** Ukulele & Curry House Samba

**Knowledge and Experiences:** Year 8 learn how to play new chords and songs on the ukulele building on their knowledge and skills of ukulele from Year 7. Pupils practise songs in groups and perform one song as a group for their assessment.

For the Curry House Samba unit of work, Year 8 pupils build on their skills and knowledge of samba from Year 7 and learn to play a new samba groove called Curry House Samba. Pupils perform on a variety of samba instruments as a whole class.

**Skills developed:** skills on the ukulele and samba are further develop from Year 7 – playing the ukulele, playing a wider variety of chords and songs on the ukulele, singing, team work, ensemble skills, call and response performing and general musicianship.

# Physical Education

## Year 8 - Exploring Personal Development

### Module Five

#### Topic Year 8 - Communication

#### Knowledge and Experiences

Students will:

- understand a range of verbal communication techniques and to develop the ability to communicate effectively.
- understand a range of non-verbal communication techniques and to develop the ability to communicate effectively.
- understand what active listening is and how to develop active listening skills.
- begin to understand a range of conflict management skills and to develop strategies to solve conflicts and disagreements.
- reflect on the advantages of asking questions in the learning process and in developing a deeper understanding for concepts.
- develop an understanding of the role of feedback as part of effective communication.

#### Skills developed

1. Verbal Communication
2. Non-verbal Communication
3. Active Listening
4. Conflict Resolution
5. Asking Questions
6. Providing and Receiving Feedback

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 Six – Year 8

### Topic – Year 8 – Resilience

#### Knowledge and Experiences

Students will:

- develop an understanding of the term 'resilience' and be encouraged to demonstrate this concept.
- understand what is meant by failure and demonstrate how it can aid learning.
- gain an understanding of how marginal gains can lead to big improvements over time.
- understand what persistence is and demonstrate it when faced with a challenge.
- understand the role of and advantages of being proactive alongside determination and perseverance.
- understand the difference between a fixed and growth mindset.

#### Skills developed

1. Resilience
2. Embracing Failure
3. Marginal Gains
4. Persistence
5. Be Proactive
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 Seven – Year 8

### Topic – Year 8 - Emotional Intelligence

#### Knowledge and Experiences

Students will:

- understand what emotional intelligence is and the importance of it in their lives
- understand how to recognise their own and others' emotions and why this is an important part of emotional intelligence.
- develop their understanding of emotions and how it might impact behaviour.
- develop their ability to label particular emotions that they have felt at particular times in their lives.
- develop their understanding of how to appropriately express how they are feeling.
- develop their understanding of how to appropriately regulate how they are feeling.

#### Skills developed

1. Emotional Intelligence
2. Recognise Emotions
3. Understand Emotions
4. Label Emotions
5. Express Emotions
6. Regulate Emotions

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 Eight – Year 8**

### **Topic Year 8 – Intrapersonal Skills**

#### **Knowledge and Experiences**

Students will:

- begin to reflect and analyse their own behaviour and behaviour trends in and out of their PE Lessons.
- understand what is meant by the term empathy and consider appropriate reactions to different feelings presented by others.
- understand what is meant by and how to demonstrate patience. Students will also have an opportunity to reflect on the importance of demonstrating importance, in different settings.
- learn about adaptability; the benefits of change and having an open mindset. They will be given the opportunity to reflect on when and why you need to be adaptable, in PE and in other settings.
- learn about coping with pressure as a stress management tool, they will learn how the body responds to stress/pressure and learn some coping strategies to use in different life settings
- learn what constitutes as positive work ethic and why it is so important in a variety of different settings. They will consider their own ambitions and life goals.

#### **Skills developed**

1. Behaviour
2. Empathy
3. Patience
4. Adaptability
5. Coping with Pressure
6. Work Ethic

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.