



Great Opportunities For All to Learn



Llanidloes High School Curriculum Summary

Our Vision

Llanidloes High School prepares young people with diverse abilities and backgrounds for a life of learning, service, leadership and personal fulfilment.

We are committed to providing 'Great Opportunities For All to Learn' (*Gofal* means 'care' in Welsh). For many years, our Gofal ethos has helped create a happy, caring and stimulating learning environment where pupils flourish.

As a dual stream school in the heart of Wales, we want our pupils to become fluent in the Welsh language. We want them to develop a secure understanding of how their identity is shaped by local and Welsh: history, religious and spiritual heritage, values, culture and social context. Alongside discovering their own individuality, they learn to respect others who are different from themselves.

Everything we do helps us fulfil the four purposes of the Curriculum for Wales. These are to develop: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens of Wales and the world; and healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Our school values of **courage, integrity, humility** and **compassion** underpin all we do and how we do it.

- **Courage** helps our young people innovate and take risks, inspiring change for the better. It means challenging adversity and complacency, making the most of opportunities, putting fear of failure to one side and staying the course, even when it is difficult.
- **Integrity** is about honesty, doing the right thing, having the highest standards and leading by example. It involves taking responsibility and, ultimately, is what makes us worthy of others' trust.
- **Humility** ensures our young people recognise that struggling with one's weaknesses is essential to growth. We want all members of our school community to believe that they have as much to learn as they have to give. Humility encourages our young people to have a proper sense of self-worth, but not to regard themselves as the centre of the universe.
- **Compassion** enables our young people to build caring, constructive relationships that help them make a positive contribution to the lives of others. We believe that the strongest relationships flourish when one esteems others more highly than oneself.

Our house system and broad co-curriculum provides a communal identity that supports the positive development of character, attitude and teamwork. We firmly believe that pupils learn as much beyond the classroom as within it, and as much from each other as from their teachers.

We are a forward-thinking school that enthusiastically embraces research-driven innovation and new opportunities when we feel that it will enhance the learning and experience of our young people. We are an outward-looking school that believes passionately in the power of partnership. We aim to offer the best possible educational experience to current and future generations living in mid-Wales and then to share that as widely as possible while learning from others.

We are committed to realising our vision in the most environmentally sustainable manner.



Great Opportunities For All to Learn



How have we prepared for the roll out of the new curriculum?

Our journey towards Curriculum for Wales implementation has been supported a relentless focus on promoting research-driven teaching, skills development and curriculum design. Our planning and approach has been guided by the priorities outlined in the National Mission¹, support materials on Hwb² and feedback from stakeholders used to co-construct our vision and learning. All Learning Managers have engaged in professional enquiry as means of making change, engaging with educational research and evaluating the impact of practice.



Next, we 'unpicked' what the Four Purposes of the Curriculum for Wales meant for our learners and audited our current schemes of learning. This allowed us to celebrate what we did well and identify what we wanted to improve or change.



Subject leaders identified how their disciplines linked with other subjects within and beyond their Areas of Learning and Experience. They identified topics within their subjects that would serve as the most effective vehicles for realising the school vision and promoting strong learner progress in knowledge, understanding and skills. These topic overviews became the building blocks for more detailed curriculum planning.



Subsequently, subject leaders were given time, within AOLE teams, to discuss and plan for curriculum design. They were supported by Curriculum Champions, a team of pupils with a keen interest in their curriculum area who serve on the Strategic Advisory Board with parents, governors and senior staff. Learner feedback was invaluable in the planning and design process.



Next, in AOLE and departmental teams, staff explored the following themes in greater depth: religion, values, relationships and sexuality, diversity, our rural Welsh context, global community, learning through authentic contexts and wider cross cutting themes.



When the final curriculum guidance was published, staff were given time to familiarise themselves with the documentation. Numeracy, Literacy and DCF Coordinators supported every subject leader to discuss natural opportunities to teach skills across Areas of Learning. INSET was provided on the new skills frameworks and staff were given time to reflect upon best practice in the teaching of skills and how they would be embedded into curriculum design.



We went on to explore the *what, how, why and when* of curriculum design. This required staff to engage with the Progression Steps, statements of 'What Matters', Skills Frameworks and curriculum guidance to finalise initial curriculum design. We began teaching our new curriculum to Year 7 in September 2022.

¹ <https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf>

² <https://hwb.gov.wales/curriculum-for-wales/>



Great Opportunities For All to Learn



Expressive Arts

The dynamic nature of the expressive arts can engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full. At Llanidloes High School, the Expressive Arts Area of Learning and Experience (Area) spans five disciplines: art, dance, drama, film and digital media and music. Although each discipline has its own discrete body of knowledge and body of skills, it is recognised that together they share the creative process.

What matters in this Area has been expressed in three statements, which support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes. Learning and experience in this Area encourages the development of knowledge, skills and values that can help learners grasp the opportunities and meet the challenges that arise in their lives.

Whether as creators or as audience, through engaging with the expressive arts, learners can gain an understanding and an appreciation of cultures and societies in Wales and in the world. Such engagement equips learners with the skills to explore cultural differences through time and place.

At Llanidloes High School, this Area wants to make the expressive arts accessible to all learners and, through this inclusive approach, expand the horizons of every learner. Experiencing the expressive arts can engage learners physically, socially and emotionally, nurturing their well-being, self-esteem and resilience. This can help them become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Staff are careful to ensure experiencing the expressive arts encourages learners to develop not only their ability to appreciate the creative work of other people, but also their own creative talents, artistic skills and performance skills. The aim is to provide learners with opportunities to explore, refine and communicate ideas while thinking creatively and engaging their imagination and senses.

Engagement with this Area requires personal application, perseverance and close attention to detail, dispositions that contribute to making learners ambitious, capable learners ready to learn throughout their lives. Experiences in this Area also provide inspiration and motivation as it brings learners into contact with creative processes. This means providing learners with opportunities such as visits to theatres and galleries and bringing the expertise of external practitioners into the classroom.

At Llanidloes, engagement with the expressive arts enhances learners' employability as they are encouraged to manage their time and resources to achieve meaningful work and meet deadlines. It fosters critical inquiry that can lead to change. Together, these skills can support learners to become enterprising, creative contributors, ready to play a full part in life and work. In addition, the evaluation involved in the creative process enables learners to explore complex issues, to challenge perceptions and to identify solutions. This can lead learners to a better understanding of their own cultural identity and that of other people, places and times. From this experience they are supported to become ethical, informed citizens of Wales and the world.

Finally, through the enjoyment and personal satisfaction they gain from creative expression, learners can become more confident, which can contribute directly to enriching the quality of their lives.



Great Opportunities For All to Learn



ART

Exploring the expressive arts is essential to develop artistic skills and knowledge and it enables learners to become curious and creative individuals.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Themes, Skills and Outcomes

Term and focus	Topic/ Themes	Skills	Learning Outcomes – pupils are able to
Hydref 1 The landscape - now and historical representations <i>(Eisteddfod)</i> (Celtic decorated leaf)	<ul style="list-style-type: none"> Discussion of y6 summer transition project Celtic Art and artefacts (natural form= leaves) Studying and emulating the unique design work of Celtic art 	<ul style="list-style-type: none"> Researching other cultures and historical time periods (DCF) Sketching techniques, tones, detail Exploring scale and pattern (Num) 	Review feedback and identify how to progress
			Understand the effects of different media
			Record from observation
			Understand the link between history culture, belief and art
			Create Celtic designs - Decorated Celtic leaf-large scale A3/A2



Great Opportunities For All to Learn



Hydref 2 <i>(Expressive arts evening nov 7th)</i> <i>Possible dance/movement with drama drawings and model making</i>	As above	<ul style="list-style-type: none"> • Develop clay skills • Create design for • Art trip to Liverpool • Cross curricular work 	<i>As above</i> <ul style="list-style-type: none"> • Plus: Develop new skills/techniques with clay/tool
			<ul style="list-style-type: none"> • Make decorated (Celtic designs) clay tile/simple pot
Gwanwyn 1 Cynefin Robert Williams Parry	An exploration of the work of the renowned Welsh poet who was a Headteacher at Oakley park for a short time. A response in art to his poem. <i>Y Llwynog – The Fox</i>	<ul style="list-style-type: none"> • Listening and responding. (Lit) • Research (Animal/bird/insect) • Sketching and layout • Colour mixing with paint and collage (mixed media) • Decoration/fine detail 	Review work, identify how to improve and feedback
			Understand how to combine media
			Research and develop ideas (personal response) A3 size?
Gwanwyn 2 Cynefin	How the river Hafren got its name	<ul style="list-style-type: none"> • Story – pod cast, imagery (Lit/DCF) 	Review work, identify how to improve and feedback



Great Opportunities For All to Learn



Mythological representation		<ul style="list-style-type: none"> • Develop imagination • Composition • Oil pastels, blending ,layering 	<p>Create a composition Apply and develop imaginative ideas.</p> <p>Discover and learn history of local landmark. A4/A3 size sugar paper</p>
Haf 1 Trees – Landscape painting – focus on trees – identify tree species – tree lore	<i>(Use school grounds/ walk around town?)</i> INC VISITING ARTIST – S.Craig?	<ul style="list-style-type: none"> • Record from observation (local environment) • Share research (Lit/ DCF) • Explore and Investigate • Make notes- using art vocabulary (Lit) • Use of inks, poly block print? (local artist/ cynefin) 	<p>Create response from investigations/recordings</p> <p>Develop new skills with inks, tools and print techniques???</p> <p>Share work and ideas with peers and visiting artist.</p> <p>Express opinion/share thoughts on others' work</p>
Haf 2	As above	<ul style="list-style-type: none"> • Sketching in pencil outdoors – time delimited (environment/ cynefin) 	<p>Be able to independently prepare and set up for sketching outdoors, including media, equipment and choice of subject. Create realistic and expressive art based on nature and to a set time limit</p>



Great Opportunities For All to Learn



DRAMA

Term and focus	Topics/ Themes	Skills and knowledge	Learning Outcomes – pupils are able to
Autumn 1 Celtic Art and culture.	<ul style="list-style-type: none"> Researching other cultures and historical time periods History of the Oral Tradition in Wales Storytelling today, learn and tell a story to an audience. Focus on observation and voice. Audience awareness. Choose lights, sets and props to enhance performance. (DCF) 	Subject specific Vocabulary: <i>Character, Posture, Gesture, Facial expression, Tone, Pitch, Volume, Pace, Pause, Projection, Mime, Dialogue, Thought-Tracking, Motion, Levels, Scene, Narration, Improvisation, Rehearsal, Feedback, Devising</i>	Understand the history and culture of storytelling.
			Recreate a traditional folk story through performance
			Project voice to an audience.
			Create freeze frames to enhance story.
			How to create atmosphere on stage with lights and set
Autumn 2 Introduction To Drama	<ul style="list-style-type: none"> To participate in a range of workshops designed to introduce skills and techniques in Drama. (DCF/ NUM) Still images Mime 	Subject specific Vocabulary: <i>Character, Posture, Gesture, Facial expression, Mime, ,Thought-Tracking, Motion, Levels,</i>	Developing their confidence through: developing skills, communication, to consider the use of still images as a starting point for movement work.



Great Opportunities For All to Learn



	<ul style="list-style-type: none">• Creating a character from a still image• Using images to tell a story(DCF)	<i>Scene, Narration, Improvisation, Rehearsal, Feedback, Devising, freeze frame,</i>	Learn to work with others to develop more complicated still images and to take part in a group performance.
Spring 1 Performance from a text and Introduction to Naturalism.	<ul style="list-style-type: none">• What is a Playscript and how it differs from a novel.• Creating a character from script.• Create a setting, time period and atmosphere from stage directions.• Learn lines and the importance of working together in a scene and overall performance.	Subject specific Vocabulary: Script, character, back story, Tension, Pace, Proxemics, Staging, Stage directions , Dramatic Irony, Hot seating, Levels, Status, naturalism, Interpretation, Status, Flashback/Forward,	Recognise and understand the layout of the script. Create a character using clues and stage directions from the playscript. Identify relationships within the script and how their characters may interact. Recognise different styles of acting and theatre practitioners such as Naturalism and Stanislavski.



Great Opportunities For All to Learn



<p>Spring 2</p> <p>An Introduction to Technical theatre</p>	<ul style="list-style-type: none">Classroom theory and then put into practice by lighting playscripts and sourcing props and costume. (DCF/ NUM)	<p>Subject specific Vocabulary:</p> <p>Flood/Wash, Spotlight, Follow Spot, Stage Positioning, Flats, Orchestra Pit, Characterisation, SFX, LFX, Costume, Abstract set, Naturalistic set, Minimalistic Set, Thrust, Proscenium, Traverse, Promenade, Apron, End On, Stage areas (US, DS, DSL, DSR, USL, USR, SR, SL).</p>	<p>Recognise a basic lighting design</p> <p>Understand how lights effect atmosphere.</p> <p>Design a basic set and lighting design from stage directions.</p> <p>Know the different stages such as proscenium and thrust and in the round and the effects on audience and performers.</p>
---	--	---	---



Great Opportunities For All to Learn



Summer 1 History Of theatre Greek Theatre	<ul style="list-style-type: none">• Theory on the History of Greek theatre and the role of the chorus.• Practical costume making of masks conveying different emotions.	Subject Specific Terminology: Chorus, narrator, tragedy, comedy, Satire, festival, masks, amphitheatre.	Create and perform your own performance using a range of drama techniques and be presented using the non-naturalistic performance style.
Summer 2 History of Theatre Shakespeare.	<ul style="list-style-type: none">• The Tempest• Research 2016 production and learn about CGI in modern Shakespeare productions. (DCF)• Look at the themes in Shakespeare's plays and learn about status and development of language and theatre.• Historical figures in plays and using historical stories, relate back to Celtic oral tradition.	Subject Specific Vocabulary: Iambic pentameter, etymology, CGI, Tempest,	<div>Know the history of Shakespeare's theatre.</div> <div>Understand the relevance for today's audience.</div> <div>How theatre companies tell stories to a modern audience using technology and CGI</div>



Great Opportunities For All to Learn



MUSIC

Term and focus	Themes	Skills	Learning Outcomes
Autumn 1			
Discussion of y6 summer transition project	<ul style="list-style-type: none"> The Elements of Music, Celtic Music and Eisteddfod Preparation 	<ul style="list-style-type: none"> Use of music vocabulary Composing to a brief Class singing Researching Responding and Analysing Evaluating 	Pupils write a response to music using technical vocabulary
Introductory			Pupils compose as a group from a given brief
Exploration of music styles, contemporary and ancient	<ul style="list-style-type: none"> ? Visit from Siân James? 		Pupils research the history and traditions of music in the Eisteddfod in Wales.
			Pupils sing as a class, in the School Eisteddfod
			Pupils evaluate their progress and suggest improvements.
Autumn 2		<ul style="list-style-type: none"> As above 	Pupils perform in the Year 7 Expressive Arts Event



Great Opportunities For All to Learn



	As above and the Pentatonic Scale	<ul style="list-style-type: none"> Improvisation 	<p>Pupils improvise on the pentatonic scale for 8 bars</p>
Spring	How the river Hafren got its name	<ul style="list-style-type: none"> Improvising Songwriting to tell a story Research Working as a group Analysing music 	<p>Pupils create and perform a song telling part of the Hafren story</p>
Cynefin/ Celtic theme			<p>Pupils produce a poster showing traditional Welsh instruments</p>
			<p>Pupils analyse some traditional Welsh music, noting typical features</p>
			<p>Pupils explore fusion styles</p>
Summer	Rhythms, EDM and GarageBand	<ul style="list-style-type: none"> Rhythm notation Playing in time Music vocabulary Recording and editing on GarageBand 	<p>Pupils create a presentation on EDM</p>
composition			<p>Pupils record and edit their own music on GarageBand</p>
			<p>Pupils use rhythm notation accurately (with help)</p>



NC Subject Overview – Welsh First Language + Literacy

Languages connect us.	Understanding languages is key to understanding the world around us.	Expressing ourselves through languages is key to communication.	Literature fires imagination and inspires creativity.	Literacy
-----------------------	--	---	---	----------

Calendar and Focus	Topic/Subject	Assessment	What matters?
Term 1 (i) Creative writing	<ul style="list-style-type: none"> Theme: Creative writing: soliloquy (Trefeglwys Eisteddfod & school Eisteddfod competition) Literacy: The alphabet, vowels and consonants, ‘y, yr, ‘r’, feminine and masculine nouns, soft mutation for feminine nouns following ‘y/ yr’. Poem: Various activities arising for the written text, as well as learning to perform the poem as part of the Eisteddfod competition. Cultural context: The history of the Welsh language. 	<ul style="list-style-type: none"> Writing: soliloquy Various grammar assessments 	
Term 1 (ii) Individual spoken presentation	<ul style="list-style-type: none"> Theme: ‘Tryweryn’: The study of significant events in recent Welsh history, leading to an individual spoken presentation in front of the class. Literacy: Singular and plural adjectives, ‘hwn, hon, hyn’, feminine numbers, soft mutations following ‘dau’, ‘dwy’. 	<ul style="list-style-type: none"> Oracy: Individual spoken presentation Various grammar assessments 	



Great Opportunities For All to Learn



	<ul style="list-style-type: none"> • Class novel: Various activities arising for the written text. • Cultural context: The history of the Welsh language. 		<div></div> <div></div> <div></div>
Term 2 (i) Factual writing	<ul style="list-style-type: none"> • Theme: Factual writing: blog (School Eisteddfod competition), poetry recitation (individual and group), drama. Creative writing: Montgomeryshire essay. • Literacy: Masculine and feminine nouns, proper nouns (capital letters), adjectives (sentence structure) and exceptions to the rule, soft mutations for feminine nouns. • Class novel: Various activities arising for the written text. • Cultural context: Welsh as the language of Britain, the poets Aneirin and Taliesin. 	<ul style="list-style-type: none"> • Writing: Factual writing • Various grammar assessments 	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Term 2 (ii) Group discussion	<ul style="list-style-type: none"> • Theme: 'Animals': Group discussion on cruelty to animals. • Literacy: Feminine adjectives, soft mutation following a feminine noun, comparing adjectives and aspirate and soft mutations. • Class script: Various activities arising for the written text. • Cultural context: Wales and poetry in the ninth century. 	<ul style="list-style-type: none"> • Oracy: Group discussion • Various grammar assessments 	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>



Great Opportunities For All to Learn



Term 3 (i) Reading skills	<ul style="list-style-type: none">• Theme: Reading skills (in preparation for the Yr. 7 exams and National Reading Tests).• Literacy: 'na' / 'nag', 'na' + aspirate mutation, comparing irregular adjectives.• Class text: The Mabinogi – Branwen.• Cultural context: Llywelyn, our last leader	<ul style="list-style-type: none">• Reading and writing: Yr. 7 exam, National Reading Tests• Various grammar assessments	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Term 3 (ii) Reading: Comparing two written extracts	<ul style="list-style-type: none">• Theme: Reading: comparing and contrasting two written texts.• Literacy: Soft mutation for singular feminine nouns following 'un', traditional numbers (11-20).• Literature: Studying an S4C programme.• Cultural context: Owain Glyndwr	<ul style="list-style-type: none">• Reading: Essay• Various grammar assessments	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>



Great Opportunities For All to Learn



NC Subject Overview – Welsh Second Language + Literacy

Languages connect us.	Understanding languages is key to understanding the world around us.	Expressing ourselves through languages is key to communication.	Literature fires imagination and inspires creativity.	Literacy
-----------------------	--	---	---	----------

Calendar and Focus	Topic/Subject	Assessment	What matters?
Term 1 (i)	Sub-topics:		
Myfi fy hun/ My myself	Myfi fy hun:		
	- Cyfarchion		
	- Dod i adnabod pobl		
	- Mynegi barn		
	- Cyfri a rhifau		
	- Diwrnodau'r wythnos		
Yr Ysgol Newydd/ The New School	Yr ysgol:		
	- Gofyn am bethau yn y dosbarth		
	- Pynciau ysgol		
	- Mynegi barn am bynciau ysgol		
	- Yr ysgol		
	- Lleoedd o gwmpas yr ysgol		
	- Gwisg ysgol		
	Literacy:		
	- Y presennol – person 1af unigol a lluosog, 3ydd person unigol		
	- Iaith mynegi barn		
	Cultural context:		
	- Fy lle i yn y byd		
	- Manteision/ Pwysigrwydd dysgu Cymraeg		
		<ul style="list-style-type: none"> Oracy: Individual presentation 	



Great Opportunities For All to Learn



	<p>- Rhaglen Huw Edwards: 'The Makings of Wales'</p> <p>Literature:</p> <p>-Cerdd Eisteddfod</p>		
<p>Term 1 (ii)</p> <p>Ffilm a Theledu/ Film and TV</p>	<p>Sub-topics:</p> <p>- Rhaglenni teledu a ffilmiau</p> <p>- Mynd i'r sinema</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Iaith mynegi barn - Y gorffennol <p>Cultural context:</p> <p>- Cymru</p> <p>- Rhaglen Huw Edwards: 'Power Struggles'</p> <p>Literature:</p> <ul style="list-style-type: none"> - Taron Egerton 	<ul style="list-style-type: none"> • Oracy: Group discussion 	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<p>Term 2 (i)</p> <p>Hobiau a Hamdden/ Hobbies and Leisure</p>	<p>Sub-topics:</p> <p>- Hobiau</p> <p>- Mwy am hobiau</p> <p>- Mynegi barn am hobiau (cadarnhaol)</p> <p>- Pryd</p> <p>- Ble</p> <p>- Efo pwy</p> <p>- Pa mor aml</p> <p>- Dweud mwy am yr hobi</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Y presennol – person 1af unigol a lluosog, 3ydd person unigol - Iaith mynegi barn <p>Cultural context:</p> <p>- Llywelyn Ein Llyw Olaf</p> <p>- Rhaglen Huw Edwards: 'England and Wales'</p>	<ul style="list-style-type: none"> • Writing: Extended writing 	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>



Great Opportunities For All to Learn



	Literature: - Jasmine Joyce		
Term 2 (ii) Y Penwythnos/ The Weekend	Sub-topics: - Gweithgareddau - Yr Amser Gorffennol - Amser - Y tywydd - Mynegi barn Literacy: - Y gorffennol Cultural context: - Owain Glyndwr - Rhaglen Huw Edwards: 'Furnace of change' Literature: - Class novel	<ul style="list-style-type: none"> Reading: Assessment 	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Term 3 (i) Yr Ysgol Ddelfrydol/ The Ideal School	Sub-topics: - Gwersi a gweithgareddau - Amser egwyl ac amser cinio - Adeiladau - Bwyd a diod - Trafnidiaeth Literacy: - Yr amodol Cultural context: - Mari Jones a'i Beibl - Rhaglen Huw Edwards: 'A New Beginning'	<ul style="list-style-type: none"> Reading and writing: Year 7 exam 	<div></div> <div></div> <div></div> <div></div> <div></div>
Term 3 (ii) Dros Yr Haf yng Nghymru/ Over the Summer in Wales	Sub-topics: - Beth fyddi di'n wneud dros yr haf - Pryd - Ble	<ul style="list-style-type: none"> Writing: Extended writing 	<div></div> <div></div> <div></div>



Great Opportunities For All to Learn



- Efo pwy
- Teithio
- Llety
- Ble i fynd yng Nghymru

Literacy:

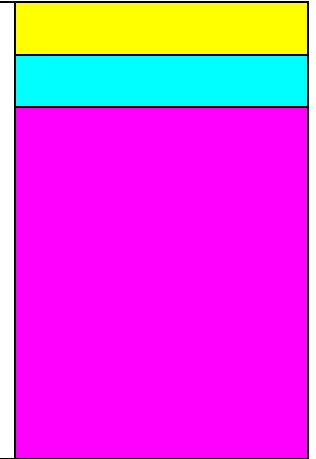
- Y dyfodol

Cultural context:

- Patagonia
- Rhaglen Huw Edwards: 'Wales and Britain'

Literature:

- S4C programme





NC Subject Overview – English + Literacy (Year 7)

Languages connect us.	Understanding languages is key to understanding the world around us.	Expressing ourselves through languages is key to communication.	Literature fires imagination and inspires creativity.	Literacy	British Sign Language (BSL)
-----------------------	--	---	---	----------	-----------------------------

Calendar and Focus	Topic/Subject	Outcomes	What matters?
Term 1 (i) Me by me - autobiography	<ul style="list-style-type: none"> Memories – oracy, communicating ideas, feelings or information. Writing – a letter to the teacher or a piece of autobiographical writing (prose or poetry) Collage. Map 	<ul style="list-style-type: none"> Wr. 1 - to explore, entertain, or describe Introduce here the success criteria for a piece of autobiographical writing Annual spelling/reading test First Star reading test (AR) 	
	<ul style="list-style-type: none"> Extracts from autobiographies – ‘Boy’ Roald Dahl, First day at school ‘Cider With Rosie’ Laurie Lee, 		
	<ul style="list-style-type: none"> Poetry 		
	<ul style="list-style-type: none"> Grammar/Punctuation: What is a sentence? – full stops, question marks, exclamation marks, capital letters/lower case, past/present tense/ verbs + 		
	<ul style="list-style-type: none"> Spelling: Using a dictionary/thesaurus, basic homophones, magic ‘e’, double consonants + 		
	<ul style="list-style-type: none"> The origins of the English language and why languages are continually evolving. 		



Great Opportunities For All to Learn



School Eisteddfod and poetry for performance	<p>School Eisteddfod preparations; individual recitation; group recitation; off stage writing competition; BSL comp eg. recite a poem using BSL?</p> <ul style="list-style-type: none">Poetry – individual and group performance, appreciate literature- listen to different viewpoints; communicate thoughts, feelings and opinions		
(ii) Class text – response to reading	<ul style="list-style-type: none">Class text – ‘Boy’, ‘Skellig’Read with empathy +Writing tasks linked to themes, characters, setting; build vocabulary and sentence structures+Using inference and deductionSummarising what has happened in the text +Literary response – consider the plot, character, theme and context of literature, supporting ideas and opinions with evidence from the literature, commenting, analysing, similes, metaphors, etc.Grammar: simple, compound sentences and coordinating conjunctions, paragraph structure, nouns, adjectives, adverbs+Punctuation: commas +Spelling: strategies for improving spelling, words ending in ‘y’, ie/ei rule, making plurals, +Where English comes from and its links to other languages	<ul style="list-style-type: none">R. 1 Response to literary materialSecond star reading test (AR)	



Great Opportunities For All to Learn



Term 2 (i) Narrative writing	<ul style="list-style-type: none">• Connections between language, culture and identity – Welsh words used in English• Narrative writing –planning, drafting, structure, characterisation, description, narrative devices, reflect on use of language• Grammar: complex sentences and subordinating conjunctions +• Punctuation: commas, the apostrophe, direct speech +• Spelling: prefixes and suffixes (referring to Latinate prefixes and their meaning e.g. sub, mal), word endings e.g.able/ible, ious/ous +• British Sign Language	<ul style="list-style-type: none">• Oracy 2 (Group discussion)• Wr. 1 (to explore/imagine/ entertain/ describe)	<div></div> <div></div> <div></div> <div></div> <div></div>
(ii) Animals in literary texts and other print-based material	<ul style="list-style-type: none">• Literary texts – the Mabinogion, Welsh myths and legends, Welsh dragon/dragon trail, cyclops, the minotaur, phoenix, mermaid etc. Aesop’s fables• Non-literary texts – advertising, news/history, articles (working dogs, dogs in war zones, police dogs), how they help the disabled, animal charities• Reward my dog – individual presentation and role play• Writing a speech – select appropriate language for audience, use appropriate register; persuasive techniques, paragraphing, sentence variety, sequencing ideas for cohesion	<ul style="list-style-type: none">• R. 2 (Response to non-literary material)• Oracy 1 (Individual Presentation)• Wr 2 (to express an opinion, to argue, to persuade)	<div></div> <div></div> <div></div> <div></div> <div></div>



Great Opportunities For All to Learn



	<ul style="list-style-type: none"> Grammar – idioms and figures of speech in different languages + Punctuation – hyphens Spelling – tion/sion/ssion/cian endings Evolution of language – etymology linked to animals (feline, aquiline, canine etc.) 		
Term 3 (i)	<ul style="list-style-type: none"> Preparation for reading test – understand what is read, use cues, use inference and deduction. Preparation for end-of-year assessment – as above for reading; writing – use appropriate register, accurate grammar, punctuation and spelling, communicate ideas. Spelling – silent letters, British Sign Language Accents and dialects 	<ul style="list-style-type: none"> Third Star reading test (AR) End-of-year assessment National Reading Tests 	<div></div> <div></div> <div></div> <div></div>
Term 3 (ii)	<ul style="list-style-type: none"> Introduction to Shakespeare 		
Year 8			
	<p>N.B. – The English Curriculum Area and the Welsh/Modern Languages Curriculum Areas will adopt a common approach to teaching parts of speech.</p> <p>For examples: verbs could be highlighted in yellow, nouns could be highlighted in blue, adjectives = red and adverbs = purple, connectives =green When concentrating on a particular term, the word could be underlined as well to</p>		<div></div> <div></div> <div></div> <div></div>



Great Opportunities For All to Learn



help anyone who is colour blind. Welsh vocabulary for parts of speech will appear on PowerPoint slides. Verb tenses and positioning of adverbs will also be cross-referenced.

Idioms/figures of speech will be referred to in different languages. Literary devices will appear in Welsh as well as English on PowerPoint slides.

Layout for letter writing and other forms of transactional writing will be consistent across the different language areas.

Literature by Welsh writers will feature.



Great Opportunities For All to Learn



NC Subject Overview – French + Literacy

Languages connect us.	Understanding languages is key to understanding the world around us.	Expressing ourselves through languages is key to communication.	Literature fires imagination and inspires creativity.	Literacy
-----------------------	--	---	---	----------

Calendar and Focus	Topic/Subject	Assessment	What matters?
Term 1	Sub-topics:		
Module 1: Bienvenue!	<ul style="list-style-type: none"> • Comment tu t'appelles? • Mes affaires • Comment ça s'écrit? • Quel âge as-tu? • Quelle est la date de ton anniversaire? • C'est de quelle couleur? • Tu as un animal? • As-tu des frères et soeurs? • Les casse-croûtes 	<ul style="list-style-type: none"> • Oracy, reading and writing assessments 	
Term 2	Sub-topics:		
Module 2: Toi ei moi	Module 2: Toi ei moi <ol style="list-style-type: none"> 1. Où habites-tu? 2. Les yeux et les cheveux 3. Tu es comment? 	<ul style="list-style-type: none"> • Oracy: Individual presentation about myself 	
Module 3: Au college	Module 3: Au college <ol style="list-style-type: none"> 1. Les matières 2. Quelle heure est-il? 3. L'emploi du temps 4. Une journée au college 5. Qu'est-ce que tu portes? 	<ul style="list-style-type: none"> • Writing: Mon college + mon college idéal 	



Great Opportunities For All to Learn



Term 3	Revision in preparation for exams Revision of all topics studied during Year 7	<ul style="list-style-type: none"> Reading and writing: Year 7 exam 	
Revision			
Module 4: Mes loisirs	Module 4: Mes loisirs <ol style="list-style-type: none"> Les sports Que fais-tu? Qu'est-ce que tu aimes faire? Le week-end Que fais-tu quand il pleut? 	<ul style="list-style-type: none"> Writing: 	

At Llanidloes High School, the Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*.

The four statements that express what matters in this Area should be addressed holistically. This means that different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature should be seen as contributing to all aspects of learning about languages. The statements support and complement one another and together they contribute to realising the four purposes of the curriculum.

Learning and experience in this Area aims to enable learners to communicate effectively using Welsh, English and international languages. It aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and using of other languages. This *multilingual* and *plurilingual* approach is intended to ignite learners' curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in the languages of Wales and the languages of the world; and thus to make them ambitious, capable learners, ready to learn throughout their lives. This readiness to learn is further supported since effective language skills help learners to make sense of concepts across the curriculum, for example by enabling them to articulate their reasoning when solving problems and analysing information. Effective multilingual skills deepen this ability as they enable learners to respond in many more contexts.

Given that a key aspect of effective language learning is the willingness to experiment and take risks in trying out new structures, sounds and patterns, learning and experience in this Area can empower learners to be creative and to persevere when facing challenges. Together, these skills can build learners' confidence to grasp new opportunities and to adapt to different roles which in turn can develop them as enterprising, creative contributors, ready to play a full part in life and work.

In this Area, languages are seen as a key to social cohesion, which can promote better local, national and global understanding. The aim is to encourage learners to engage critically with languages and literature in order to help them develop not only their own sense of identity, but also an understanding of the relationship between their own cultures and communities and those of other people. This understanding can be deepened as learners are afforded opportunities to learn multiple languages. This linguistic knowledge and these skills are needed to participate confidently and empathetically in society, which contributes to developing learners as ethical, informed citizens of Wales and the world.

Engaging with this Area also helps learners to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society as the skills promoted through languages, literacy and communication are key to enabling learners to express themselves effectively, to be open to other people's points of view and to develop positive relationships.



Great Opportunities For All to Learn



Humanities

NC Subject Overview – History

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
---	---	--	---	--

Calendar and Focus	Topic/Subject	Assessment	What matters?
Term 1 – Development study ‘Cynefin’ focus along with other AoLEs	Pupils develop a chronological understanding of the impact on their local area of 4 key events. 1. Roman Invasion 2. Impact of the Normans 3. Civil War 4. Industrialisation	Digital Timeline with ICT Creative project – Tapestry with Art Creative Project – Play with drama	
Term 2 (i)- Big Enquiry Skill Development	Focus on the use of evidence to answer a ‘Big Enquiry’ question. Pupils will handle and interpret historical evidence to determine who was most to blame for the sinking of the Titanic.	Digital presentation Extended writing Writing for purpose	
Term 2 (ii)– Depth Study 1		Digital presentation	



Great Opportunities For All to Learn



Medieval Wales and Britain	<p>Students will build on and enhance their understanding of Medieval Wales and Britain.</p> <p>Key areas of focus:</p> <ol style="list-style-type: none"> 1. 1066 and the Norman Conquest 2. Life and Trade 3. Black Death 	<p>Extended writing</p> <p>Writing for purpose</p>	
Term 3 (i) – Learner led study Developed and co-constructed from learner feedback	Ancient Civilisation Crime and Punishment French Revolution Women's Rights	TBC	
Term 3 (ii) – Depth Study 2 Medieval Wales and Britain	<p>Students will build on and enhance their understanding of Medieval Wales and Britain.</p> <p>Key areas of focus:</p> <p>Castle development in Wales</p>	<p>Creative design project</p> <p>Digital modelling project</p> <p>Re-enactment</p>	



Great Opportunities For All to Learn



NC Subject Overview – Geography

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
---	---	--	---	--

Calendar and Focus	Topic/Subject	Assessment	What matters?	
Term 1 – Development study ‘Cynefin’ focus along with other AoLEs	Pupils develop an understanding of the geography of the local area: 1. What is physical geography: Mapping landforms and places on the River Severn, GIS (DigiMaps). 2. What is human geography: Census data, Settlements (Llanidloes and Caersws) 3. What is environmental geography: Elan Valley and Clywedog. 4. Geographical skills: Fieldwork in Llanidloes, geographic model	Graph analysis (Num).		
			GIS Project (DigiMaps). Mapping landforms on the river Severn (DCF)	
		Completed Field work booklet and extended writing (Lit).		
		Geographic model.		
Term 2 i) - Depth study		Graph analysis (Num).		



Term 2 ii)- Big Enquiry	Students will build on and enhance their understanding of Weather and Climate of the UK. Key areas of focus: 1) Factors affecting UK weather. 2) Depressions and anti- cyclones 3) Measuring the weather. 4) Microclimates.	Self-assessment and Peer-assessment.		
	Focus on the use of scientific studies and maps to answer a ‘Big Enquiry’ question on the North Atlantic Oceans (Physical- ocean currents, ice, air currents. Human- How do people use the ocean, changes because of climate change, who owns the ocean).	Investigation into the North Atlantic Ocean. Choice of how this is presented (A3 information sheet or booklet).		
	Term 3 (i) – Learner led study Developed and co-constructed from learner feedback	Environmental challenges: Water resources Atmospheric pollution Biodiversity	TBC	
Term 3 (ii) – Individual Project.	Students to produce an individual project on one country which has an Atlantic coast.	Final piece of work of their choice.		



Great Opportunities For All to Learn



NC Subject Overview – Religious Education, Year 7

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
---	---	--	---	--

Calendar and Focus	Topic/Subject	Assessment	What matters?
Term 1 – Development study ‘Cynefin’ focus along with other AoLEs.	Pupils develop a detailed, historical understanding of the Christian faith within Llanidloes and the surrounding vicinity. Points of study include (among others): <ul style="list-style-type: none"> • The Bible and the Welsh language. • Churches and chapels in Llanidloes. • The historical impact of Christianity on Llanidloes and the local area. • Important local Christian figures. 	Creative project – Tapestry with Art Creative Project – Play with drama A presentation about what the pupils have learnt during the term.	
Term 2 (i) – Big Enquiry Skill Development.	Focus on the use of evidence to answer a ‘Big Enquiry’ question. Pupils will handle and interpret a wide variety of religious artefacts to consider whether religious symbolism is a legitimate or heretical aspect of the different major world religions.	Extended writing Writing for purpose	
Term 2 (ii) – Depth Study 1	Pupils will build on their understanding of the major world religions. Key areas of focus:	Extended writing Writing for purpose	



Great Opportunities For All to Learn



	<ul style="list-style-type: none"> • Christianity • Judaism • Islam • Buddhism • Hinduism • Sikhism 		
Term 3 (i) – Learner led study Developed and co-constructed from learner feedback.	TBC.		
Term 3 (ii) – Depth Study 2	Pupils will build on their understanding of one of the major world religions, namely: Sikhism.	Design an information pamphlet about the Golden Temple in Amritsar, India.	

The Humanities Area of Learning and Experience (Area) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

The Area encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills. Learners may also be introduced to other complementary disciplines, such as classics, economics, law, philosophy, politics, psychology and sociology, if and where appropriate.

What matters in this Area has been expressed in five statements which support and complement one another, and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum.



Great Opportunities For All to Learn



Humanities is central to learners becoming ethical, informed citizens of Wales and the world. In contemporary and historical contexts, investigation and exploration of the human experience in their own localities and elsewhere in Wales, as well as in the wider world, can help learners discover their heritage and develop a sense of place and *cynefin*. It can also promote an understanding of how the people of Wales, its communities, history, culture, landscape, resources and industries, interrelate with the rest of the world. Contemplating different perspectives will in turn help promote an understanding of the ethnic and cultural diversity within Wales. Taken together, these experiences will help learners appreciate the extent to which they are part of a wider international community, fostering a sense of belonging that can encourage them to contribute positively to their communities.

It is important that learners reflect upon the impact of their actions and those of others, and how such actions are influenced by interpretations of human rights, values, ethics, philosophies, religious and non-religious views. Through being encouraged to engage with, respect and challenge a variety of worldviews, as well as to understand how to exercise their democratic rights, learners can imagine possible futures and take social action. Such critical engagement with local, national and global challenges and opportunities past and present will help learners become enterprising, creative contributors, ready to play a full part in life and work.

As they explore their locality and Wales, as well as the wider world, learners can establish a solid base of knowledge and understanding of geographical, historical, religious, non-religious, business and social studies concepts. This exploration will encourage learners to participate in different methods of enquiry, evaluate the evidence that they find, and apply and communicate their findings effectively. These experiences, in and outside the classroom, will help them become ambitious, capable learners, ready to learn throughout their lives.

It is important that learners have opportunities to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical challenges and social inclusion issues. Likewise, opportunities to explore the natural world, locally, within and beyond Wales, will help foster in them a sense of place and of well-being. These experiences will help develop learners' resilience, build independence, and increase self-confidence and self-esteem. This will support the development of healthy, confident individuals, ready to lead fulfilling lives as valued members of society.



Great Opportunities For All to Learn



Mathematics and Numeracy– NC Subject Overview

<i>Number system</i> is used to represent and compare relationships between numbers and quantities	<i>Algebra</i> uses symbol systems to express the structure of mathematical relationships.	<i>Geometry</i> focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	<i>Statistics</i> represent data, probability models chance, and both support informed inferences and decisions.
--	--	--	--

(Note: **Lit/DCF** = Literacy/Digital Competency link)

Topic Focus	Topic content/Mathematics content		Assessment	What matters?
Topic 1: Welcome to Llanidloes (complete during HT1, approx.)	The Mathematics Department	Looking after your work. Content of the workbooks. Mathematics learning journey.	<ul style="list-style-type: none"> Initial assessment (What I remember...), NNR, NNP & TAs to inform streaming groups during first week. End of topic assessment to be done before/just after Oct HT. To compare to streams. 	
	The Library	Multiples.		
	The Hall	Polygons. Special Lines.		



Great Opportunities For All to Learn



	The Sports Hall	Odd and Even Numbers. Square Numbers. Cube Numbers.			
	The School Timetable	The Clock. The Calendar. Timetables.			
	The Canteen	Symmetry.			
	The Eisteddfod	Rotational Symmetry. Translation using a Column Vector.			
Topic 2: Introducing Angles (complete during HT2 approx)	Types of Angles	Turns. Acute, obtuse and reflex angles. Naming angles.		<ul style="list-style-type: none"> End of topic assessment to be done before/just after Xmas Hols. To compare to streams. 	
	Measuring Angles	Estimating angles. Using a protractor to measure angles.			
	Drawing Angles	Using a protractor to draw angles.			
	Calculating Angles	Angles around a point. Angles on a straight line. Vertically opposite angles.			DCF
	Angles in Triangles	Angles in a triangle. Types of triangles. The exterior angle of a triangle. LOGO.			
Topic 3: Data Handling and Statistics I (approx.. completion mid-HT4)	Chapter	Mathematics		<ul style="list-style-type: none"> End of topic assessment to be done before end of March. To compare to streams. 	
	The Sequential Data Handling Cycle	An infographic explaining the sequential data handling cycle.			



Great Opportunities For All to Learn



	The Mean	Calculating the mean. Calculating the mean from a table. Comparing two distributions.		
	The Range	Calculating the range. Comparing two distributions.		
	Bar Charts	Types of data. Bar charts. Frequency diagrams. Interpreting charts.		
	Mean of Grouped Data	Estimating the mean from a table.		
	Pie Charts	Drawing pie charts. Interpreting pie charts.		
	Investigation	Using the sequential data handling cycle.		
Topic 4: Introducing percentages (approx. completion by end of HT5)	Preparation	Place value. Writing numbers in words and in figures. Multiplying and dividing by a power of 10. Multiplying a decimal by a whole number less than ten. Adding and subtracting decimals.	<ul style="list-style-type: none">• End of topic assessment to be done before end of HT5. To compare to streams.•	
	Calculating Percentages	Percentages of shapes. Simple percentages. Calculating a percentage without a calculator. Calculating a percentage with a calculator.		
	Using Percentages	Profit and loss. Simple interest. Salaries. Percentage in a test.		



Great Opportunities For All to Learn



EXAMINATIONS		<ul style="list-style-type: none">• Ideally need revision time prior to June exams.• Paper 1 in classes (c.50 min). P2 in hall (c.105 min). Weighting 1:2.	
Topic 5: Coordinates in the Four Quadrants (complete by start of July)			
Enrichment Opportunities	World Maths Day (mid-March); UKMT Junior Challenge (Late-April)		

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline, it surrounds us and underpins so many aspects of our daily lives, such as architecture, art, music, money and engineering. And while it is creative and beautiful, both in its own right and in its applications, it is also essential for progress in other areas of learning and experience.

What is more, numeracy – the application of mathematics to solve problems in real-world contexts – plays a critical part in our everyday lives, and in the economic health of the nation. It is imperative, therefore, that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that these experiences are geared towards ensuring that learners develop mathematical resilience.

In the early years, play forms an important part in the development of mathematics and numeracy, enabling learners to solve problems, explore ideas, establish connections and collaborate with others. In later years, learners need to have opportunities to work both independently and collaboratively to build on the foundations established in the early years.

Progression in the Mathematics and Numeracy Area of Learning and Experience (Area) involves the development of five connected and interdependent proficiencies which have no hierarchy. These are crucial considerations for schools when designing their curriculum to ensure the progression of learners.

- Conceptual understanding
- Communication using symbols
- Fluency
- Logical reasoning
- Strategic competence

What matters in this Area has been expressed in four statements which support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum.

Formal mathematics has developed through rigorous logical reasoning. It involves inventing or discovering *abstract* objects and establishing the relationships between them. It also teaches the difference between *conjecture*, likelihood and *proof*.



Great Opportunities For All to Learn



Mathematical thinking involves applying similarly logical reasoning, this time to the investigation of relations within and between concepts, along with justifying and proving findings. Indeed, understanding mathematical concepts and being able to apply and reason with the abstract representations of concepts is central to learning mathematics. And essential to this is comprehension of, and proficiency with, the symbols and symbol systems used in mathematics.

Applying mathematics requires strategic competence in the use of abstraction and modelling, and learners develop resilience, as well as a sense of achievement and enjoyment, as they overcome the challenges involved. Subsequently, mathematical activities teach learners not to be afraid of unfamiliar or complex problems, as they can be reduced to a succession of simpler problems and, eventually, to basic *computations*. As they reflect on the approaches used, and on their own mathematics and numeracy learning, learners can develop metacognitive skills which can help them identify steps to take to improve performance. Through this they can become ambitious, capable learners, ready to learn throughout their lives.

Experiences in this Area also contribute to developing enterprising, creative contributors, ready to play a full part in life and work. These can encourage learners to be creative because it asks them to play, experiment, take risks and be flexible in tackling mathematical problems.

Because mathematics is essentially abstract, it allows learners to operate with objects that do not physically exist, and to use and develop their creativity to imagine and discover new realities. It also supports numerical modelling and forecasting which can in turn encourage entrepreneurial thinking.

Mathematics and numeracy can also help learners become ethical, informed citizens of Wales and the world by providing them with tools to analyse data critically, enabling them to develop informed views on social, political, economic and environmental issues. It encourages clarity of thinking, allowing learners to understand and make reasoned decisions.

In this Area, learners can encounter contexts involving health and personal finance, where they may develop the skills needed to manage their own finances, make informed decisions and become critical consumers. Experiences in this Area will help them learn to interpret information and data to assess risk, and to use their numeracy skills across the curriculum to make effective choices, all of which can help them become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.



H&WB subject overviews

Health & Wellbeing Lessons

Year Group & Term	Theme
7 T1	How are you. you?
7 T2	Can I learn to learn?
7 T3	Shall we make a difference?
8 T1	We are all mental
8 T2	Mission to Mars.....Bar
8 T3	Build yourself healthy
9 T1	What makes me click?
9 T2	Not all Heroes wear capes!
9 T3	Don't just survive, thrive!

a) Overview: Calendar and Focus	Topic/Subject	Assessment	What matters?
Term 1 – Development study	Develop an understanding of the 'self' and the influences that have shaped us before planning ahead through myLearning.	Self-assessment strategies	
How are you, you?		Creative project – Growth Mindset	
'Cynefin' focus	1. Our Background	Creating a Wellbeing Web	
myLearning introduction	2. myLearning		
	3. Growth Mindset		
	4. <i>We all start at 0</i>		
Term 2 – Learner led depth study	Research & apply practical skills & knowledge to create a their own 'artifact' linked to <i>Genius Hour</i> . Pupils to follow their passion on an individual pupil led topic.	Digital presentation	
Can I Learn to Learn?		Evaluation	
myLearning Focus	1. Curiosity & Wonder	Compare, Feedback & Report	
Learning Autonomy	2. Questioning Geniuses		
	3. myProgress & mySuccess		
	4. Autonomy & Power of Effort		
Term 3 – Learner led project	Group project to raise money for the local food pantry charity. £1 start &	Creative Project – Business for good	
Making a difference		Evaluation & Presentation	
myLearning Focus	1. Curiosity & Wonder	Compare, Feedback & Report	
	2. Questioning Geniuses		
	3. myProgress & mySuccess		
	4. Autonomy & Power of Effort		



Year Group	Theme
Key Stage 3	Invasion (Rugby, Soccer, Netball, Basketball, Hockey)
	Strike & Field (Cricket, Rounders, Danish Longball, Lacrosse)
	Net & Wall – Racquet (Tennis, Badminton, Table Tennis)
	Gymnastics
	Health Related Fitness
	Athletics & Cross Country
	Swimming
Key Stage 4	Non-GCSE (As above)
	GCSE – WJEC Physical Education (As above practically including theory)
Key Stage 5	A Level Physical Education
	BTEC Coaching Principles

Physical Education

Calendar and Focus	Topic/Subject	Assessment	What matters?
Term 1 – On rotation Games – Invasion PE – Net & Wall /Swim/Gym	Develop an understanding of the importance of physical activity and the holistic approach to physical, mental & social wellbeing.	Self & Peer assessment strategies	
		Wellbeing Web	
‘Cynefin’ focus myLearning introduction	<ol style="list-style-type: none"> 1. Generic warm up 2. Transferable invasion skills 3. Body Management 4. Confidence & empathy 	Creative Project – Role Models	
Term 2 – On rotation Games – Invasion PE – Gym /Cross Country/HRE	Understand & apply the ‘CRISP’ principle of myPerformance.	Evaluation	
	<ol style="list-style-type: none"> 1. myChallenge & myProgression 2. CRISP – myPerformance 3. Generic to Specific needs 	Compare, Feedback & Report	
Can I Learn to Learn?		Creative Project – Leadership (Sport Education)	
myLearning Focus Learning Autonomy		Wellbeing Web	
Term 3 – On rotation Games – Strike & Field PE – Athletics/Net & Wall	Develop wider strategies to support pupils in and out of physical activity.	Evaluation & Presentation	
	<ol style="list-style-type: none"> 1. Target setting for myStrategy 2. Monitoring progress 3. Adapting criteria for mySuccess 4. Personal Care 	Compare, Feedback & Report	
myLearning Focus		Wellbeing Web	
		Creative Project – Video Analysis	



Great Opportunities For All to Learn



Food & Nutrition Lessons

Year Group & Term	Theme
7	Healthy Eating
8	Sustainability in Food
9	Food for Everyone

Calendar and Focus	Topic/Subject	Assessment	What matters?
Term 1-3 on rotation - Big Enquiry Build yourself Healthy	Understand the principles of a healthy diet and apply their knowledge & skills to create nutritious meals. 1. Safety 2. Eat well guide 3. Tips for healthy eating 4. Food poisoning	Digital research with ICT Creative project – Safety poster Creative Project – Planning nutritious meals	
Term 1-3 on rotation - Practical Enquiry Build yourself Healthy	Apply practical skills & knowledge to create a variety of nutritious meals. 1. Pizza Toast 2. Pasta Salad 3. Savoury Rice	Digital presentation Evaluation Compare & Report	

Key:

(WM1) Developing physical health and Well-being has lifelong benefits.	(WM2) How we process and respond to our experiences affects our mental health and emotional well-being.	(WM3) Our decision-making impacts on the quality of our lives and the lives of others.	(WM4) How we engage with social influences shapes who we are and affects our health and well-being.	(WM5) Healthy relationships are fundamental to our well-being.
---	--	---	--	---



Great Opportunities For All to Learn



At Llanidloes High School, the Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

What matters in this Area has been expressed in five statements which support and complement one another and should not be viewed in isolation. In order to achieve this holistic approach, teachers should seek to draw across all five statements when planning activities. Together they contribute to realising the four purposes of the curriculum.

Effective realisation of the vision described in this Area is fundamental to developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By developing learners' motivation, *resilience*, *empathy* and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Learners can also be supported to become ethical, informed citizens of Wales and the world by developing their ability to show respect, to value equity, to listen to others and to evaluate the *social influences* affecting them.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this Area can support learners to become enterprising, creative contributors ready to play a full part in life and work.



Subject Overview Science/Technology

Computation is the foundation for our digital world.

Design thinking / engineering offer technical / creative ways to meet society's needs and wants.

(Project in brackets denotes application of design process to a specific product)

Being curious and searching for answers is essential to understanding and predicting phenomena.

The world around us is full of living things which depend on each other for survival.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe.

Developing physical health and well-being has lifelong benefits. (H&WB)

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. (HUM)

Topic	Content / skills	Assessment	WMS
Half term 1 Introduction to science	Investigation planning booklet Measurement techniques. Scientific method.	Completion of the Introduction to science booklet.	
		Introduction to science test	
	Research task	4.7WebQuestC2Recycling plastics	
	Graphics - Marvel inspired design/magazine covers		



Great Opportunities For All to Learn



Half term 2 Forces and Motion (car)	Forces, Motion, Friction, Air resistance, Kinetic and Elastic potential energy. Graph work and calculations. Working Safely. Design, Research, Testing and evaluation. Vacuum forming, soldering		
		Investigations (3):	
		Potential Energy	
		Static friction	
		Fluid friction	
	Research task	4.7 WebQuest C2 Recycling plastics	
	Electronics	Forces and motion – Dragster car	
Half term 3 Health and nutrition (raising agents). <i>This also links with Health and Wellbeing AoLE</i>	Healthy diet, Food groups, Raising agents, Neutralisation reactions. Working Safely. Design, Research, Testing and evaluation.	Healthy diet plate	
		Investigations (3)	
		Testing food groups	
		Neutralisation reactions	
		Yeast experiment	
	Research task	3.1 WebQuest C1 Kitchen Chemistry	
	Structures	Structures and forces to construct a successful building	
Half term 4 States of Matter and Energy Transfer (oven glove)	States of matter (solids, liquids and gases), Changes of state, Density of materials, Energy transfer through Heat conduction, convection and radiation. Data collection, Graph work, calculations. Working Safely. Design, Research, Testing and evaluation.	Investigations (4):	



Great Opportunities For All to Learn



		Heating curve	
		comparing insulators,	
		Conduction experiment	
		Radiation and absorption of heat	
	Research task	2.5 WebQuest P2 Saving on heating bills	
	Textiles - Materials science – Oven glove		
Half term 5 Classification and adaptations (bird box)	Adaptation, Classification, using and producing Keys, Microscopy, Habitats, data collection and manipulation. Working Safely. Design, Research, Testing and evaluation.	producing a classification key	
		Investigations (2)	
		Habitat	
		RSPB birdwatch	
	Research task	3.7 WebQuest B2 Extinction	
	Product Design - Habitat – Bird nest box		
Half Term 6 Sports day. <i>This also links with Health and Wellbeing AoLE</i>	Athletics and sport. Activities based around an athletics event and school sports day.	Investigations (6)	
		Reflex arcs reaction time (p.15)	
		Kinematics (P.17)	
		Thermoregulation (P.23)	
		Respiration (P.43)	
		Heating energy transfer (P.47)	



Great Opportunities For All to Learn



		Efficiency (P.55)	
	Research task	Pupil voice-Pupil choice. Webquest style investigation (5 sources) into the science involved with a sport of choice	

Proposed Activities week timetable (subject to availability, duration and staffing etc)

Day (Sessions)	Activity	Focus	WMS
1 (1,2)	Nature Ramble	Local environment study/ materials collection	
1 (3)	Design / prototyping Bug hotel	Design process	
2 (1,2,3)	Visit LOCAL (or Provider)	Ecology and awareness (<i>SciTech</i>)	
3 (1,2,3)	Manufacture Bug hotel	Design process	
4 (1)	Local grounds improvement	Ecology and environment	
4 (2)	Present to groups	Oracy / Presentation Skills	
4 (3)	Presentations / Plenary / Debrief	Take away / Summary / Pupil voice	

The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, the Science and Technology Area of Learning and Experience (Area) will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

At Llanidloes High School, through the science and technology programme, all learners are enabled to assess data critically, understand the basis of information presented as fact, and make informed judgements that impact their own behaviours and values. They develop the ability to meaningfully ask the question, 'Just because we can, does that mean we should?'



Great Opportunities For All to Learn



What matters in this Area has been expressed in six statements which support and complement one another, and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum.

Through robust and consistent evaluation of scientific and technological evidence, learners can become ethical, informed citizens of Wales and the world, who will be able to make informed decisions about future actions. They also learn how to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society are informed by knowledge of their bodies and the ecosystems around them, and of how technological innovations can support improvements in health and lifestyle.

The knowledge and deep understanding gained through experiencing what matters in science and technology will help learners live independent and fulfilling lives that sees them contributing to society and culture in a variety of ways. Learners are supported to become enterprising, creative contributors, ready to play a full part in life and work embrace such challenges, as they are encouraged to take risks, to innovate and evaluate, and learn to develop solutions. Thus, they can become more resilient and purposeful learners across all areas of learning and experience.

This Area draws on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance learners' knowledge and understanding of the world.



Cross-cutting themes

The Llanidloes High School curriculum incorporates, where appropriate, opportunities for learning and consideration of cross-cutting elements. These allow learners to:

- consider local, national and international contexts
- develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences

Relationships and sexuality education (RSE)

Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16. RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a *whole-school approach*. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and *equity* empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form fulfilling, healthy and safe relationships throughout their lives. This is critical to building a society which treats others with understanding and empathy.

At Llanidloes High School, RSE is designed to:

- promote understanding of the importance of marriage within societies and faith traditions across the world
- help increase learners' understanding of and participation in healthy, safe, and fulfilling relationships
- help young people recognise abusive or unhealthy relationships and seek support
- help reduce all *bullying* (including bullying in relation to all protected characteristics), and increase safety and well-being for all learners
- help learners make informed decisions about sexual intimacy and reproductive health in an age-appropriate way
- help promote respectful attitudes towards others who hold contrasting views on sexual ethics
- increase *awareness, knowledge and understanding* of gender-based and sexual violence

Our RSE curriculum focuses on three broad strands:

- **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- **Sexual health and well-being:** helping learners to draw on age-appropriate factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- **Empowerment, safety and respect:** helping to protect learners from discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.



Enabling human rights

At Llanidloes, RSE is discussed in the context of children's rights as protected by the United Nations Convention on the Rights of the Child. Learning in RSE highlights the right to:

- non-discrimination (Article 2)
- be heard and involved in decision-making (Article 12)
- freedom of expression (Article 13)
- follow your own religion (Article 14)
- have privacy (Article 16)
- access information to make informed decisions (Article 17)
- not be harmed and should be looked after and kept safe (Article 19)
- experience the highest attainable health, access to health facilities, and preventative health care (Article 24)
- education that prepares children to understanding others (Article 29)
- protection from sexual abuse and exploitation (Article 34)
- get special help if they have been abused (Article 39)

Inclusivity

In line with the mandatory requirements of the RSE Code, RSE will be realised in a way that is inclusive. This helps ensure that all learners can see themselves, their families, their communities and each other reflected across the curriculum. This contributes to a cohesive, fair and equitable society that equips learners with skills for life. RSE helps learners to develop understanding of different religious beliefs and non-religious convictions that can inform our values and identity around relationships and sexuality.

Developmentally-appropriate learning

At Llanidloes, we have followed the UNESCO guidance on sexuality education by adding an additional developmental phase to the RSE Code:

- Phase 1: from age 3
- Phase 2: from age 7
- Phase 3: from age 11
- Phase 4: from age 15

As learners progress, they should build on previous learning. We recognise learners' social, physical, emotional and cognitive development and needs during our planning.

Engaging with learners, parents, carers and wider communities

At Llanidloes, we offer learners, parents, carers and wider communities the opportunity to engage with learning and teaching in RSE. We aim to dispel any concerns that parents and carers may have in relation to RSE provision, including content that they do not deem age or developmentally appropriate. We share examples of the resources we plan to use with parents and carers in order to reassure them and to enable conversations, where appropriate, to be reinforced and continued in the home.



Great Opportunities For All to Learn



Human rights

Human rights are the freedoms and protections to which all people are entitled. At Llanidloes, learners explore key pieces of human rights legislation and the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

Diversity

Our curriculum recognises and celebrates the diverse nature of social groups and communities. At its most basic, we aim to ensure our learners are aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of protected characteristics. As learners progress, they become increasingly aware of a range of specific characteristics which can define identity, including sex, gender, race, religion, age, disability and sexuality. We incorporate opportunities for learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics, within the context of their own values
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

We enable learners to hear the stories of different groups, including minority groups, and enable all learners to see themselves and their experiences represented in the topics, experiences and knowledge developed through the curriculum.

Careers and work-related experiences (CWRE)

Our curriculum enables learners to gain experiences related to work and careers, and develop knowledge of the breadth of opportunities available to them throughout their lives. This learning can help them make informed decisions about their career pathways. CWRE provision aims to inspire learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Local, national and international contexts

To understand Wales, learners develop an understanding of its relationship with and changing place within the United Kingdom and the stories and peoples of these islands: both now and in the past. Learners' understanding of Wales also recognise how different perspectives, values and identities shape Wales, rather than presenting a simplistic characterisation of a uniform Welsh identity.

When embedding local, national and international contexts, we look for opportunities to support learners to:



Great Opportunities For All to Learn



- develop learning through a range of places and events of significance
- make links with local communities and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context
- understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of *cynefin*, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of a school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each