

YSGOL CWM BROMBIL



Year 9

Subject Pathways Booklet:
September 2025

Letter from Headteacher

Dear Pupils and Parents/ Guardians,

This booklet contains information about the subject pathways available for study during Year 9. These subject pathways will lead the way to the GCSE courses you will begin in Year 10 (September 2025).

This booklet is designed to provide an outline of all of the Core Curriculum subjects you will study in Year 9 as well as an outline of the Subjects you may choose to study.

Please remember that you will be committing yourself to the subjects you choose. The decisions you make now will help to shape your academic success and support your post-16 choices. Whatever you intend doing in the future, try to ensure that the courses you choose allow a broad, balanced and firm foundation to the next stage of your learning.

Advice for pupils and parents will be available at our Pathways Evening and Subject -Parents' Evening, where we will be pleased to meet with you. A timeline of events and milestones in the Pathways Process is available within this booklet.

Should you require further clarification, please do not hesitate to contact the school. As always, we wish you every success – both throughout the Pathways Process and in your future studies.

Mr S Clarke
Headteacher



Year 9 Curriculum at Ysgol Cwm Brombil

All pupils at Ysgol Cwm Brombil study our Core Curriculum throughout their secondary education. This Core Curriculum is important as it provides a firm foundation for learning across all disciplines. Through this Core Curriculum, the statutory What Matters Statements, Integral Skills (Creativity and Innovation: Critical Thinking and Problem Solving; Personal Effectiveness: Planning and Organisation), Cross-cutting themes (literacy; numeracy; digital competency) for the Curriculum for Wales are delivered as specified by Welsh Government.

Our Core Curriculum is delivered through the subjects of:

- English Language and Literature;
- Core Cymraeg;
- Mathematics and Numeracy;
- Biology; Chemistry; Physics;
- Ethics (Religion, Values, Ethics);
- Physical Education;
- Personal and Social Education (Relationships and Sexuality Education);
- Welsh Baccalaureate.

Pupils in Year 9 are then able to select their Subject Pathways. These are the subjects through which they will explore the What Matters statements in greater depth and breadth. These will lead to GCSE courses which will commence in September of Year 10 (2025).

Pupils are invited to select 3 subjects from the Subject Pathways selection.



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Selecting Subject Pathways: Timeline

W/C 9th December	Year Progress Report published
December	Information regarding Subject Pathways shared on website. Support and discussions in school. (This will continue throughout the year).
W/C 27th January	'Options Online' open to pupils
Tuesday 28th January	Year 8 Subject / Parents' Evening
Tuesday 4th February	Subject Pathways Evening
Thursday 20th February	Options Online closes. Individual discussions with students and parents commence.
W/C 31st March	Year 8 Progress Report published
Friday 11th April	Confirmation of Subject Pathway choices. Follow up discussions with pupils and parents, as necessary.



Selecting Subject Pathways: Information

What is the Pathway Process?

In Years 7 and 8, pupils have studied approximately 15 subjects.

In Years 9, 10 and 11, there are certain subjects which are essential for all students. These form our “Core Curriculum.” They are, English, Mathematics, Science, Welsh, Ethics, PSE, Welsh Baccalaureate and PE.

As well as this Core Curriculum, you can choose another three subjects. From Year 10, you will then complete these three subjects to GCSE Level.

How do I choose the subjects I want to study?

Selecting your subject pathways is an exciting decision. It is also an important one. There are several considerations to be made:

- What are your skills, talents and interests? Which subjects do you enjoy the most?
- What are your strengths and weaknesses?
- Do you have a career path in mind? – What subjects would help you to realise your ambitions?

What if I don't know what I want to do after school?

There is no need to worry if you do not know what you want to do in the future. What is important is that you keep your choices broad and balanced so that you don't close doors to particular careers.

At 16+ you could:

- attend a sixth form for further study;
- enter full time education at college;
- enter full time employment;
- enter full time training.

There are a number of people you can talk with to advise you in your choices:

- parents / guardians;
- form tutor and teachers;
- Head of Year and Engagement Officer;
- The Careers' Service. – You can access the School's Career Advisor and Careers Wales Online <https://careerswales.gov.wales/>

Why now?

Selecting your subject pathways now and studying them throughout Year 9 will give you more time studying the subjects you enjoy, building your expertise, knowledge and confidence before beginning your GCSE courses. You will have the opportunity to broaden and deepen your understanding and knowledge of these subject disciplines. You will learn more about the subjects you feel passionate about!

Core Curriculum Subjects

English

Topics

The Big Read (novel study), “Animal Farm” (essay writing skills), War Literature (including poetry and non-fiction), non-fiction writing (based on gender representation) and a full study of the play “Romeo and Juliet.”

What Matters Statements

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

Creativity and Innovation

Pupils develop these skills through empathy and article writing. They develop their ability to write creatively and for a range of different audiences and purposes.

Critical Thinking and Problem Solving

Reading analysis provides the opportunity for application of skills to explore language, technique, structure and form to critically analyse texts. Pupils develop their ability to apply contextual knowledge to understand the complexities of texts. Studying texts in their entirety enables pupils to deepen their thinking around a complex text and its themes.



Personal Effectiveness

Pupils develop their personal effectiveness through conducting individual research and constructing their written work and spoken presentations. They complete timed pieces of work designed to develop stamina and pace.

Planning and Organisation

Pupils develop plans and organising of their ideas prior to all extended tasks.

Literacy

Reading, writing and oracy strategies are explicitly taught in this subject area.

Careers and Work Related Guidance

Reading widely create cultural capital for all pupils through the study of classic literature. Topics vital to life, for example, love, death, prejudice are studies through full literature texts. The study and creation of non-fiction enhances analytical skills and the ability to address the needs of a variety of audiences. Essay writing skills are important for all pupils who wish to enter further or higher education. Oracy skills are relevant in all aspects of the world further education and work.

Qualifications for study in Year 10 (September 2025)

GCSE English Language and Literature



Cymraeg

Topics

Cynefin, Hunaniaeth, diwylliant.

What Matters Statements

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

Creativity and Innovation

Pupils become more creative in their thinking through experiences and exploring Welsh Literature, including short stories and poems.

Critical Thinking and Problem Solving

Pupils explore language teaching them to be unbiased and critically aware. They make connections between languages.

Personal Effectiveness

Engagement in Welsh fosters pupils' pride in their sense of identity and belonging to Wales as well as the world. Different cultural events are celebrated throughout the year.

Planning and Organisation

Pupils learn to plan and communicate effectively.

Careers and Work Related Guidance

The ability to communicate in Welsh is an increasing essential skill in the workplace.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Core Cymraeg

WJEC Entry Level Second Language Welsh

Agored Cymru Level 2 Extended Certificate in Wales, Europe and the World (Double Award)



Mathematics and Numeracy

Topics

All pupils will cover the following topics: Number and time; negative numbers; types of numbers; BIDMAS; Decimals, Fractions; Rounding to an appropriate degree of accuracy; Units; Angle facts, accurate drawing and angles in parallel lines and polygons; Fractions, decimals and percentages; Indices; Algebra; Linear equations; Coordinates; Sequences; Probability; Straight line graphs; Transformations; Solving inequalities; Venn diagrams.

Most pupils will go on to study:

BODMAS; Substitution in algebra; Solving linear equations with whole number and fractional coefficients;



What Matters Statements

- The number system is used to represent and compare relationships between numbers and quantities.
- Algebra uses symbol systems to express the structure of mathematical relationships.
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.
- Computation is the foundation for our digital world.

Creativity and Innovation

Mathematics is set in real-life contexts creating opportunities for pupils to connect mathematical knowledge across subject disciplines, including, Science, Technology, Geography, Physical Education and Computing.

Critical Thinking and Problem Solving

Pupils evaluate information as well as reason, justify and prove relationships between mathematical concepts. They develop their problem solving skills in a variety of contexts and generate their own ideas or alternative strategies to solve them.

Personal Effectiveness

Pupils explore and evaluate their errors as part of their learning.

Planning and Organisation

Pupils interpret timetables, charts, calendars and schedules and create their own to support themselves in managing their time effectively and reaching their goals.

Literacy

Pupils understand and correctly apply mathematical terminology and instructional vocabulary.

Numeracy

Numeracy is explicitly taught in this subject area.

Digital Competency

Pupils will break down problems and create and use algorithms to be followed for computations. They gather and use statistical data and trends.

Qualifications for study in Year 10 (September 2025)

GCSE Mathematics and Numeracy (Double Award)



Science

Topics

Biology: Cells; Evolution; Digestion; Reproduction; Medical Science.

Chemistry: Elements, compounds and mixtures; Atomic structure; Reactions of acids; The ever-changing Earth; The world of Chemistry.

Physics: Space; Electricity; National Grid; Thermal energy; Energy and efficiency;

What Matters Statements

- 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.;

Creativity and Innovation

Pupils develop these skills through opportunities to engage with and generate their own ideas about topical issues and the world around them.



Critical Thinking and Problem Solving

Pupils analyse data and create solutions. They take place in discussions where they will need to develop objectivity, identifying and developing arguments.

Personal Effectiveness

Pupils develop their ability, confidence and independence in designing their own experiment. They explore social, ethical, cultural and legal implications in topics such as medical science and reproduction. They identify their own mistakes and evaluate their learning.

Planning and Organisation

Pupils begin to plan investigations with increasing independence, setting goals, making decisions and monitoring interim results. They learn how to manage time and people during group work.

Literacy

Pupils expand their understanding and ability to apply scientific terminology correctly.

Numeracy

Pupils develop the skills of measuring, estimating, drawing and interpreting graphs and interpreting data. They will round to a degree of accuracy, calculate percentages, rearrange equations, convert units and apply standard form.

Digital Competency

Pupils research and evaluate sources. PHET is used to model experiments.

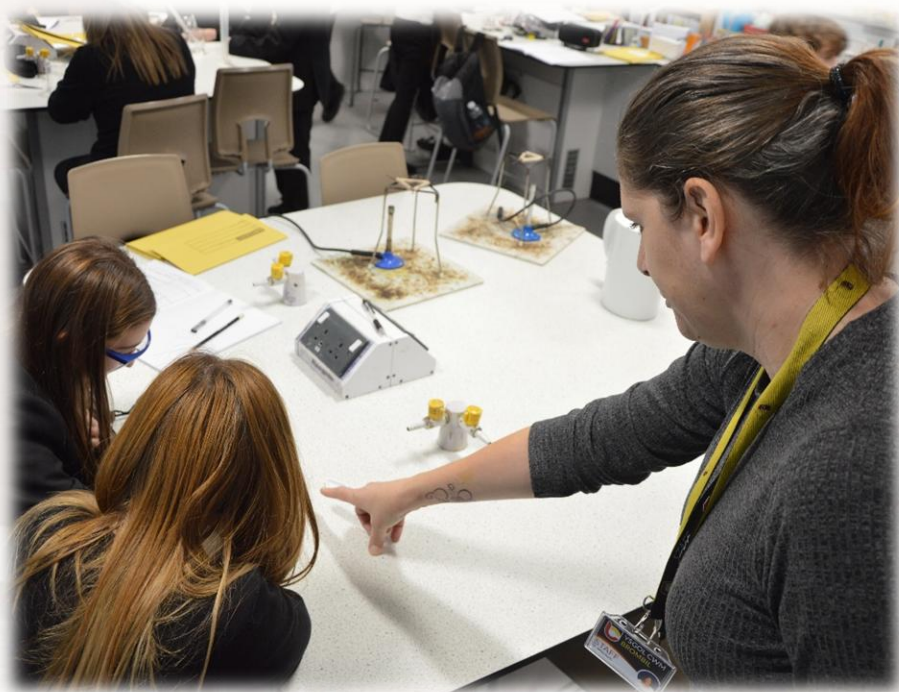
Careers and Work Related Guidance

This is developed through several programmes across Year 9, including the Mullany Trust e-Mentoring which pairs pupils with STEM professionals. Pupils are also able to access the 'I'm a scientist - get me out of here' projects. These are student-led enrichment activities that introduces classes to a wide range of professionals from different workplaces and at different career stages.

Qualifications for study in Year 10 (September 2025)

GCSE Science (Double Award)

Please note that for learners in Wales, WJEC no longer offers individual GCSEs in Biology, Chemistry or Physics.



Core Physical Education

Topics

Pupils partake in a range of sports. They explore the relationship between health and wellbeing and sports and physical activity.

What Matters Statements

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.

Creativity and Innovation

Pupils develop their ideas about how to physically train themselves.

Critical Thinking and Problem Solving

Pupils evaluate their performance and that of others.

Personal Effectiveness

Pupils become independent in safeguarding their own physical well-being.

Planning and Organisation

Pupils learn to organise their sports and their own activity plans.

Careers and Work Related Guidance

Extensive enrichment opportunities and trips are offered to all pupils.

Qualifications for study in Year 10 (September 2025)

All pupils will continue to study Physical Education throughout their time at Ysgol Cwm Brombil. Qualifications in this subject can be viewed in the Subject Pathways section of this booklet.



Ethics (Religion, Values, Ethics)

Topics

What is religion?; Is football a religion?; Religious devotion in sport: The impact of religion on leisure time; Religion and combat sports; the use of animals in sport; Sport and human rights; Gender equality and sport; racism in sport.

What Matters Statements

- 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.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Human societies are complex and diverse, and shaped by human actions and beliefs.

Creativity and Innovation

Pupils are taught to present their work in a variety of ways, including the use of visual display.

Critical Thinking and Problem Solving

Evaluative questions are posed requiring pupils to think critically about each of the topics they have explored. Examples include, Is football a religion? Should sport do more to protect human rights?

Personal Effectiveness and Planning and Organisation

Pupils plan and conduct independent research on a range of topics. They organise and display their work for others.

Literacy

Pupils analyse and critique a range of written sources, including newspaper articles and academic writing. They read and interpret a range of biblical passages and quotations.

Digital Competency

Pupils learn to research effectively using digital technology.

Careers and Work Related Guidance

Pupils study a range of moral and ethical issues related to the sports industry e.g. human rights and sport, gender equality and sport, religious observance and sport, the impact of religious belief on athletes.

Qualifications for study in Year 10 (September 2025)

All pupils will continue to study Ethics throughout their time at Ysgol Cwm Bromptil. For qualifications linked to this subject, please see the section for Religious Education in the Subjects Pathways section of this booklet.

Personal and Social Education (Relationships and Sexuality Education)

Topics

Whilst there are set topics, for example, healthy living and healthy relationships, specific topics are planned around the needs of the year group. These are identified through the School Health Research Network survey (SHRN) which pupils take part in annually.

What Matters Statements

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Healthy relationships are fundamental to our well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.

Critical Thinking and Problem Solving

Pupils explore the effects and consequences of individual actions in given scenarios.

Personal Effectiveness

Lessons explore the importance of how individuals make the right, safe choices for themselves.

Planning and Organisation

Pupils are taught learning strategies, for example, goal setting for careers and revision techniques. They are taught how to effectively plan their time to achieve their goals.

Literacy

Pupils develop oracy skills, in particular how to actively listen to the opinions of others and respond appropriately.

Careers and Work Related Guidance

As part of PSE pupils receive career and post-16 study and workplace advice. They complete a work experience placement in Year 10.

Qualifications for study in Year 10 (September 2025)

All pupils will continue to study Ethics throughout their time at Ysgol Cwm Bromptil. For qualifications linked to this subject, please see the sections for Health and Social Care and Child Care, Physical Education and Food and Catering in the Subjects Pathways section of this booklet.



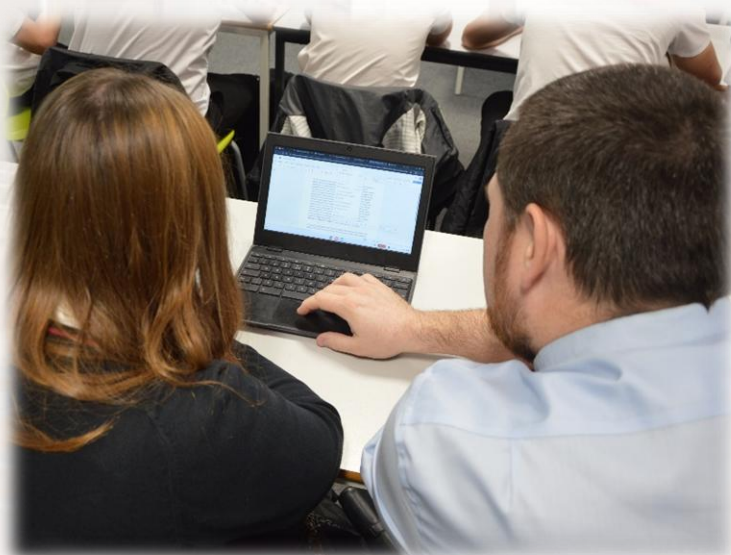
Welsh Baccalaureate

Topics

Equality and diversity. Self-identity, enterprise, presentation skills, teamwork, leisure and tourism.

What Matters Statements

- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.
- 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.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Understanding Languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- The number system is used to represent and compare relationships between numbers and quantities.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.
- Being curious and searching for answers is essential to understanding and predicting phenomena.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
- Computation is the foundation for our digital world.



Creativity and Innovation

Pupils generate original ideas, explore different perspectives, and solve problems in novel ways. They create and pitch a business idea or product encouraging them to think creatively, take calculated risks, and develop innovative solutions that address real-world issues. Teamwork activities require pupils to collaborate and leverage each other's ideas, further enhancing creative problem-solving and original thinking.

Critical Thinking and Problem Solving

Structured challenges, debates and discussions foster critical thinking and problem solving. Pupils explore topics such as racial and gender equality, inclusion, and cultural diversity. They question assumptions, understand bias, and consider solutions that promote fairness and inclusivity.



Personal Effectiveness

Pupils develop their self-awareness, resilience, and interpersonal skills, particularly within topics related to equality and diversity. Pupils reflect in their strengths and areas for improvement, set personal goals and take responsibility for their learning. Pupils examine their own beliefs and biases, learning to respect diverse perspectives, and practise empathy in group discussions. They also participate in activities that require teamwork, conflict resolution, and adapting to feedback, helping them build resilience and improve communication skills.

Planning and Organisation

Pupils are required to manage their time, set goals, and outline clear steps to reach objectives. For example, when working on collaborative projects—like the enterprise project where they must coordinate tasks, delegate roles, and meet deadlines. This helps them learn to prioritise, monitor progress, and adapt plans as needed.

Literacy

Pupils explore texts, articles, and case studies that address themes like racial and gender equality, cultural diversity, and human rights. This improves their reading comprehension and critical thinking skills, as they interpret and analyse the perspectives presented in various sources.

Written tasks—such as reflective pieces, reports, or persuasive essays—allow pupils to express their views on equality and diversity, using structured arguments and evidence to support their opinions. Speaking and listening skills are fostered through group discussions and debates on sensitive issues, where pupils practice respectful dialogue, consider different viewpoints, and articulate their own ideas clearly.

Numeracy

Pupils work through practical, real-world applications of numerical skills. As part of the Enterprise project, students create and pitch a business idea, requiring them to develop a business plan that includes budgeting, pricing, cost analysis, and financial forecasting.

They also analyse market data, interpret graphs, and use percentages to understand trends and make informed financial decisions for their product or service.

Digital Competency

Pupils use digital tools to research, design, and present business ideas. Pupils gather market data online, analyse trends, and use digital resources to understand competitors and consumer preferences.

Careers and Work Related Guidance

Pupils develop their understanding of the world of work through hands-on projects, reflective activities, and career-focused challenges. For example, the Enterprise and Employability Challenge gives students practical experience in creating a business idea, which involves researching market needs, developing products, budgeting, and presenting their ideas. This fosters essential skills like problem-solving, financial literacy, and teamwork—qualities valued in the workplace. They engage in activities like CV writing, mock interviews, and workplace simulations to build their confidence and competence in applying for jobs.

Qualifications for study in Year 10 (September 2025)

NCFE Equality and Diversity

Skills Challenge Certificate

Welsh Baccalaureate



Subject Pathways

Art and Design, Art, Craft and Design

Topics

Drawing; Printing; Painting; Annotation; Presentation Skills; Analysis of Artists' work; Development and planning of individual project.

What Matters Statements

- Exploring the expressive arts is essential to developing 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.
- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Creativity and Innovation

Pupils explore their own creativity through a variety of artistic skills before beginning a personal project.

Critical Thinking and Problem Solving

Pupils discuss and analyse their own and other artists' work. They use problem solving skills to refining work and identify next steps and improvements.

Personal Effectiveness

Pupils begin to independently plan and create personal projects.

Planning and Organisation

Pupils are taught how to organise and manage their time effectively to complete their design brief.

Literacy

Pupils evaluate and analyse their work and that of other artists. They compare the work of several artists and draw their own conclusions about effectiveness.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Art and Design: Art, Craft and Design



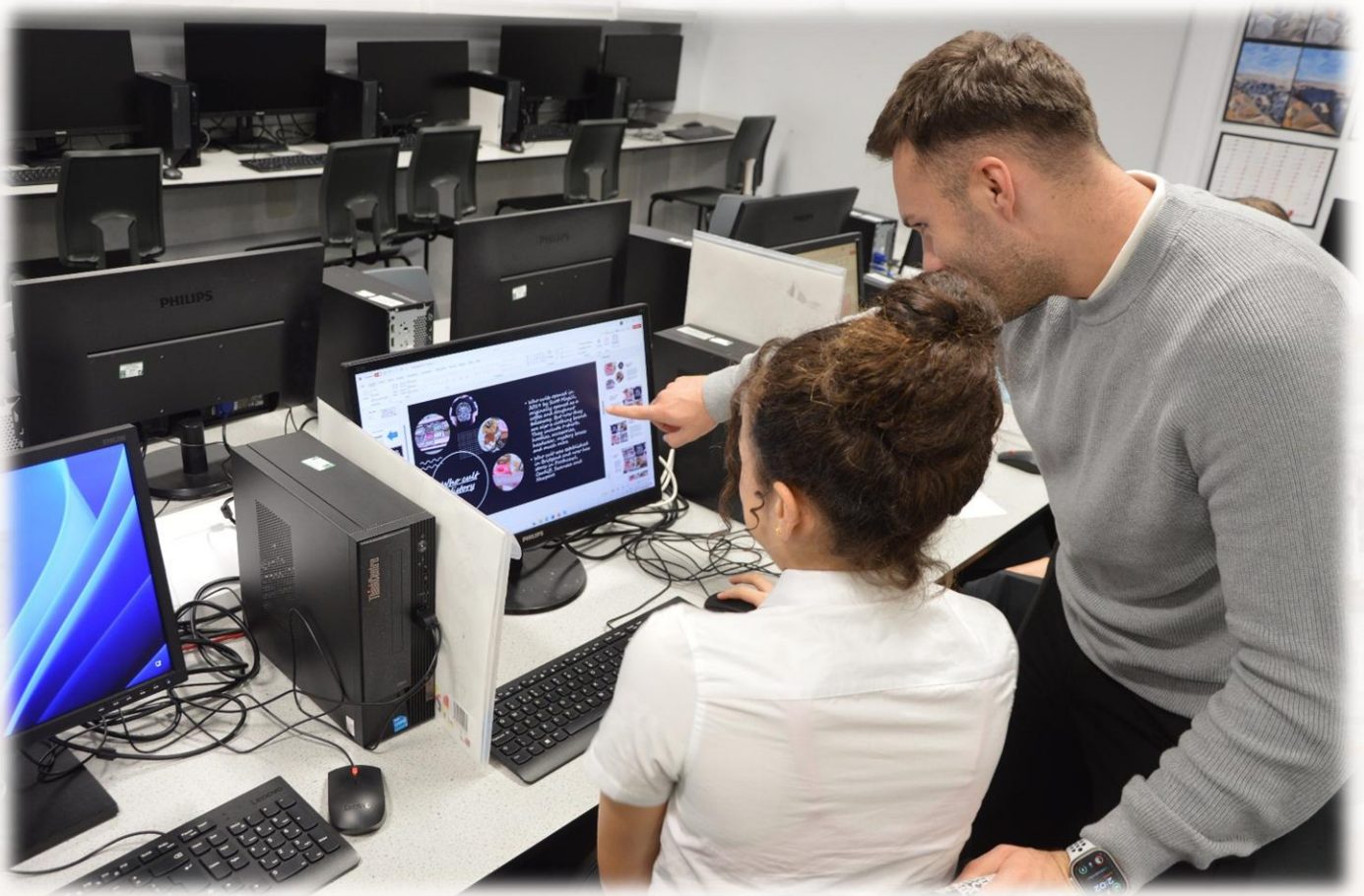
Art and Design, Graphic Communication

Topics

Hand and digital illustration; branding; artist and analysis; merchandise and product design; manufacturing skills.

What Matters Statements

- Exploring the expressive arts is essential to developing 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.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
- Being curious and searching for answers is essential to understanding and predicting phenomena.;



Creativity and Innovation

Pupils are taught how to develop and demonstrate their creative skills in unique and innovative ways.

Critical Thinking and Problem Solving

Pupils analyse the work of others and their own work to make changes and improvements. They must engage with problem solving in order to meet the specifications of a design brief or project.

Personal Effectiveness

Pupils will explore their own creative style and understand what they need to do to improve their knowledge or skills.

Planning and Organisation

Pupils will learn how to plan and manage their time effectively to meet design brief deadlines. They will plan through the use of planning workshops. They will learn how to organise and present their design work. Pupils will learn how to manage the workload of a project.

Literacy

Pupils will develop their communication of thoughts, analysis and opinions.

Digital Competency

Pupils will learn competency in a range of software packages, including Adobe.

Careers and Work Related Guidance

Pupils are introduced to Artists, Designers and Illustrators. Pupils are presented with industry style Design Briefs and timescales, helping to understand the processes, knowledge and skills required of a Designer.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Art and Design: Graphic Communication



Art and Design, Photography

Topics

Formal elements of photography; photography research and critical analysis; photoshop and app editing; photography techniques; documentary photography; experimental imagery; fashion photography; installation; moving image (film, video and animation).

What Matters Statements

- Exploring the expressive arts is essential to developing 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.
- Computation is the foundation for our digital world.;

Creativity and Innovation

Pupils investigate, experiment and develop work through a range of software, digital editing, techniques and processes.

Critical Thinking and Problem Solving

Pupils evaluate the effectiveness of the processes and outcomes of their creative work.

Personal Effectiveness

Pupils produce a range of outcomes and demonstrate personal and creative response in developing their own artistic identity.

Planning and Organisation

Pupils independently plan and organise photoshoots and complete these in and outside of school. They refine their editing skills and techniques through planning and development.

Literacy

Pupils reflect on and analyse their own work and that of others. They record ideas and observations relevant to intentions as work progresses.

Numeracy

Camera settings such as shutter speed, aperture, and focal length. The rule of thirds is also used to create perfect proportions of a photographic composition.





Digital Competency

Pupils use various platforms and apps to create digital portfolios, including, Canva/Procreate/PowerPoint/Photoshop/editing apps

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Art and Design Photography.



Art and Design, Textiles

Topics

Formal elements of Textile Design; Fashion and costume design inspiration and illustration; Sustainability in the Textile industry and a Pattern & Print project.

Through the completion of a practical projects, pupils will explore: Intention; research; recoding and designing ideas; creative marking (by machine and hand); manufacture outcomes and evaluation. Throughout the process pupils will critically reflect their work at each stage and demonstrate an understanding of health and safety with specialist equipment.

What Matters Statements

- Exploring the expressive arts is essential to developing 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.
- Our decision-making impacts on the quality of our lives and the lives of others.;
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.;



Creativity and Innovation

Pupils explore ways to effectively express their personal creativity and innovation through a variety of design illustration methods and Textile creative processes such as printing techniques, fabric manipulation and hand and machine embroidery.

Critical Thinking and Problem Solving

Pupils explore these essential skills through the design and manufacturing process. Pupils research a wide range of inspiration both primary and secondary to address an initial problem or brief and develop a range of ideas and textiles samples to 'select and reject' against a set criteria. During the manufacture stage pupils critically reflect on their progress and solve problems as they advance.

Personal Effectiveness

Pupils direct their route in practical work interpreting a theme and presenting a personal response. Pupils critically reflect on their work, annotate their thoughts and considerations and 'select and reject' concepts, giving reasons for their choices, developing with purpose and value.

Planning and Organisation

Pupils are taught how to effectively create and follow a time plan to complete their project. Pupils are responsible for organising materials and equipment needed on a day-to-day basis.



Literacy

Pupils research artists/designers and other contextual resources through secondary sources. Pupils complete written analysis of multiple artists/designers as well as contextual experiences and evaluate how these will influence (or not) the themed project. Pupils write reflections throughout the design process including samples, designs etc. in addition to a final reflection/evaluation.

Numeracy

Pupils use simple measurements to accurately cut and sew typically in mm, cm and m. Pupils work out how much fabric they could need (estimate based on prior knowledge). Pupils consider the costing of projects.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Art and Design Textile Design



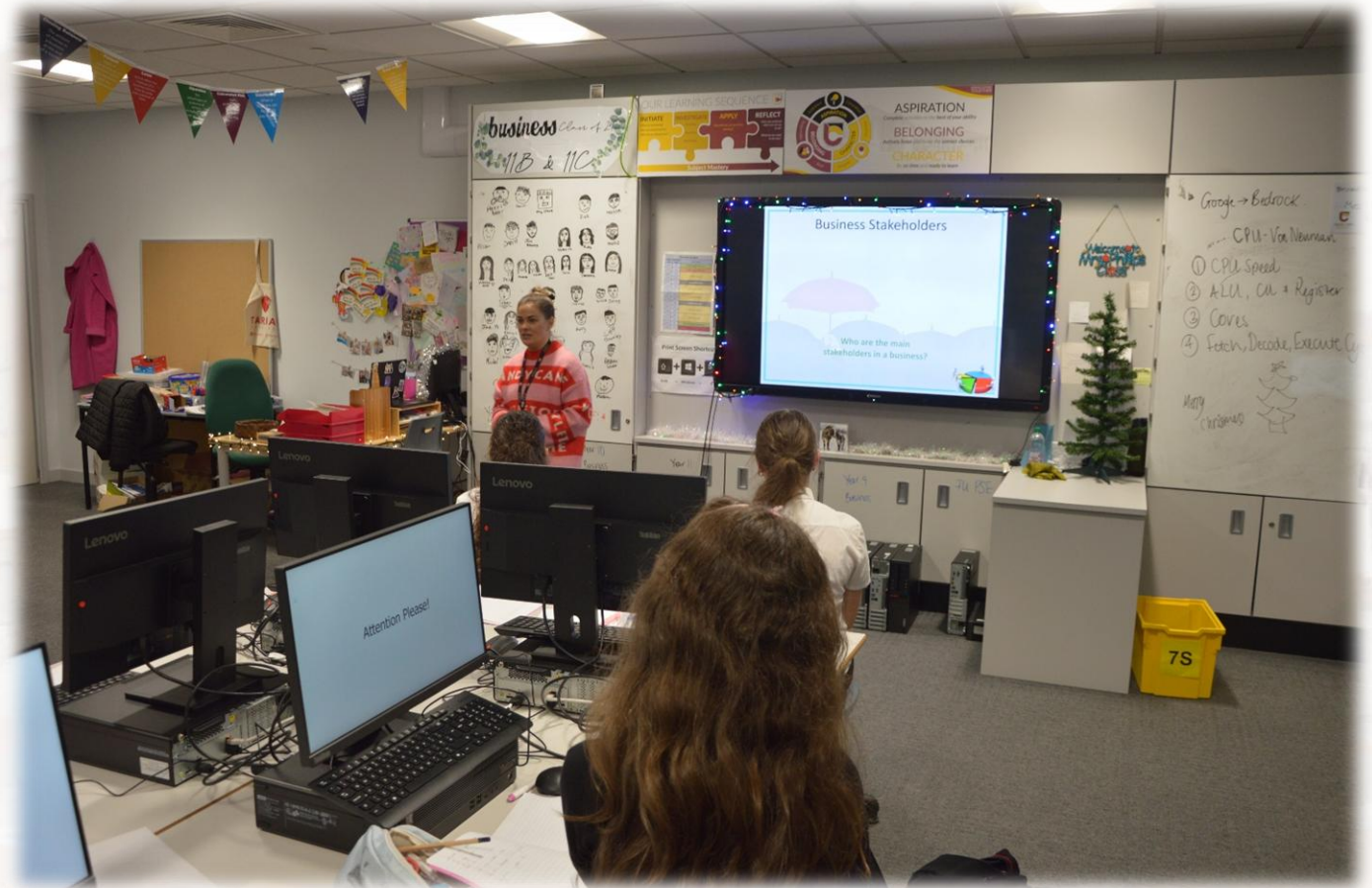
Business

Topics

Business fundamentals; Scales of business activity; Business ownership and models; The supply chain; Location and site; Business ethics; Business growth; Methods of production; Entrepreneurial activity.

What Matters Statements

- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.



Creativity and Innovation

Pupils think creatively about new business ideas and concepts. By examining small, medium, and large enterprises, students learn how different scales impact innovation strategies. They explore creative solutions tailored to specific business sizes, fostering adaptability. Pupils think creatively about how different models can be used to solve specific market problems or meet customer needs.

Critical Thinking and Problem Solving

Pupils critically assess the advantages and challenges each scale presents, honing their problem-solving skills. They analyse different ownership structures and models, prompting them to think critically about which model might best address specific business challenges or opportunities. Pupils identify potential issues (e.g., bottlenecks in supply chains) and devise solutions to maximise efficiency and reduce costs. Pupils develop critical thinking skills by weighing factors such as demographics, competition, and costs to solve location-related challenges. Pupils analyse market conditions and formulate solutions that address barriers to expansion or identify new opportunities. Pupils critically evaluate effectiveness and efficiency, solving problems related to cost, quality, and sustainability. Pupils are challenged to identify market needs, develop business plans, and solve real-world problems.

Personal Effectiveness

Pupils develop effective communication and decision-making skills. They develop skills in responsibility and accountability in group projects. Pupils learn to coordinate tasks and meet deadlines effectively. They reflect on their personal values and how these influence business practices. Pupils develop leadership and teamwork skills, learning to manage tasks, communicate effectively, and motivate peers to achieve common goals.

Planning and Organisation

Pupils explore organisational awareness. They explore careful planning in the supply chain. When exploring business growth, pupils explore detailed plans to achieve objectives. They plan resource allocation and timelines.

Literacy

Pupils extract information, analyse content and understand business terminology in a range of case studies.

Numeracy

Pupils use and understand a range of data and graphs. They explore statistics and probability data. Pupils analyse financial statements and growth rates. They explore start up costs and potential revenues.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Business



Computer Science

Topics

Data Representation; Computational Maths; Digital Storage Characteristics; Units of Storage and Measurement in Computer Science; Sound and Images; Compression; Logical Operations; Boolean Algebra; Component Components; Central Processing Unit; Peripheral Devices; Storage Media; Data Types; Algorithms and Programming; SDLC; Problem Solving, Decomposition and Abstraction.

What Matters Statements

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- The number system is used to represent and compare relationships between numbers and quantities.
- Algebra uses symbol systems to express the structure of mathematical relationships.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
- Computation is the foundation for our digital world.
- Healthy relationships are fundamental to our well-being.;

Creativity and Innovation

Pupils design and develop their own software or applications. They solve real-world problems using programming languages, allowing them to brainstorm and implement unique solutions. Collaborative group activities promote idea sharing and critical thinking, while challenges and competitions inspire students to think outside the box.

Critical Thinking and Problem Solving

Pupils develop computational thinking (a blend of scientific inquiry, problem-solving, and analytical skills) to address real-world challenges through programming. They explore how technology can be leveraged to find solutions to these issues.

Personal Effectiveness

Pupils develop personal effectiveness through group work and presentations which foster teamwork and communication skills, embrace challenges and teach them to learn from failures. Regular feedback and self-assessment opportunities help pupils recognize their strengths and areas for improvement, promoting accountability and personal growth.

Planning and Organisation

Pupils learn different models of developing a system within Computer Science, including their strengths and weaknesses (Waterfall, agile, iterative and spiral). Pupils learn about project management from initial planning to design, development, testing, evaluation, deployment and maintenance.

Literacy

Pupils learn subject specific terminology alongside common acronyms and suffixes. Pupils learn how to present work legibly and appropriately within the context of computer science. Pupils learn to write an effective introduction establishing context and purpose of a project and layout their work in a logical sequence.

Numeracy

Pupils develop mathematical proficiency through representation of number in different ways (Binary, Denary & Hexadecimal). They interpret answers within a computer science context using both calculator, analogue and digital displays. Pupils use number systems to represent and compare relationships between numbers and quantities. Pupils learn to use ratios to calculate compression. Pupils learn about measurement to help them quantify in the world of computers. They record measurements in different ways e.g. 1024KB = 1MB, 1000Hz = 1KHz. Pupils learn Boolean logic to help make informed inference and decisions. They use logic gates and Boolean algebra as an alternative to Venn diagrams.

Digital Competency

Pupils explore the legal, ethical, social, environmental and historical impact surrounding computers development and disposal. Pupils consider what it means to be a conscientious digital citizen who contributes positively to the digital world around them and how to critically evaluates their place within this digital world. Pupils learn how electronic communication works effectively. Pupils store data and use collaboration techniques. Pupils learn about the cyclical process of planning, creating, evaluating and refining digital content.

Careers and Work Related Guidance

Pupil discuss different career paths, for example, coding, game development, digital animator. The impact technology is having on the current and future job market is explored.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Computer Science



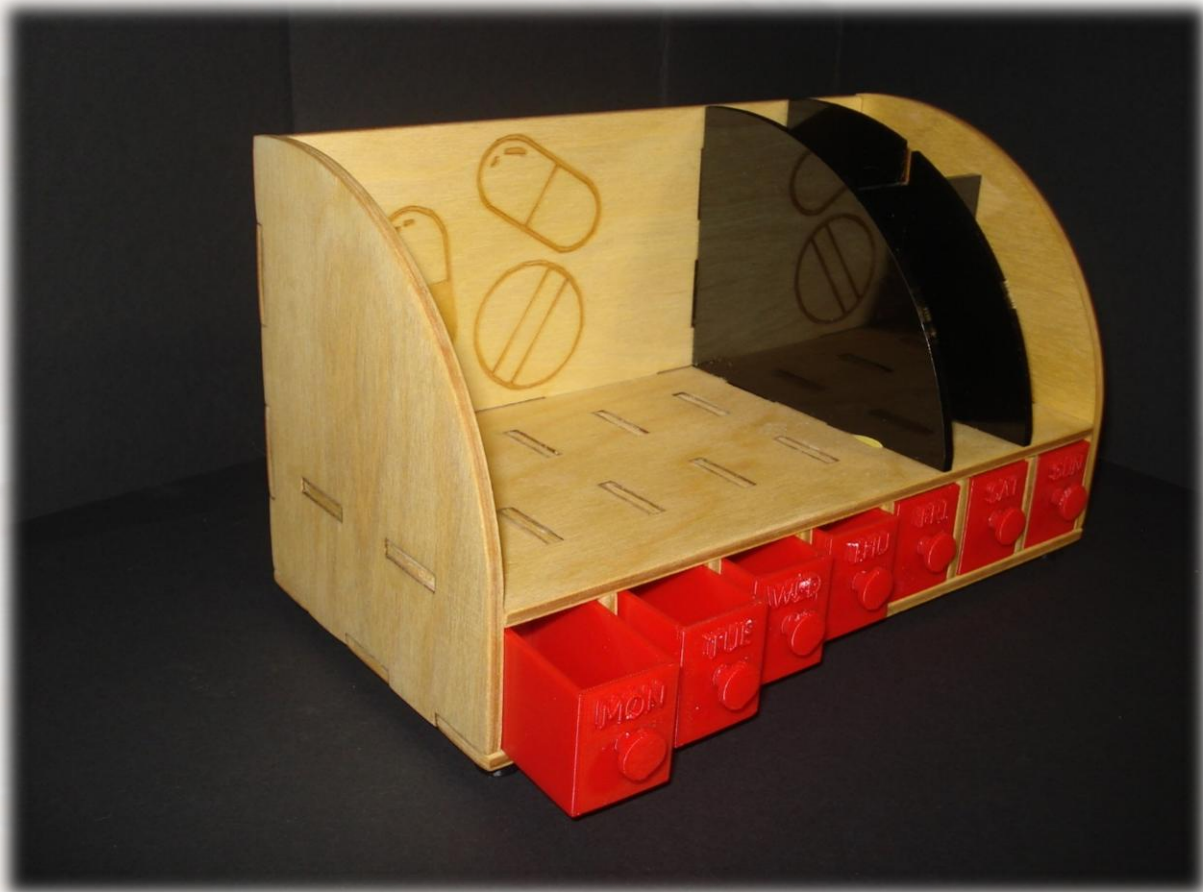
Design and Technology: Product Design

Topics

Enterprise, 2D and 3D Design, 3D printing, Product Life Cycle, Sustainability, CAD/CAM, Smart Materials, Ecological and Social Footprints of materials, Fair Trade, Renewable and Non-renewable energy, James Dyson, Airbus, Ferrous and global economy, materials, globalisations.

What Matters Statements

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
- Our decision-making impacts on the quality of our lives and the lives of others.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
- Matter and the way it behaves defines our universe and shapes our lives.



Creativity and Innovation

A variety of prototypes are designed and developed to meet real world contextual challenges. Pupils model in 2D and 3D before making high quality outcomes.

Critical Thinking and Problem Solving

Pupils are expected to solve problems and develop solutions using an iterative approach.

Planning and Organisation

Pupils learn how to plan production and organise their time frame.

Literacy

Pupils will evaluate products and completing analysis of existing products.

Numeracy

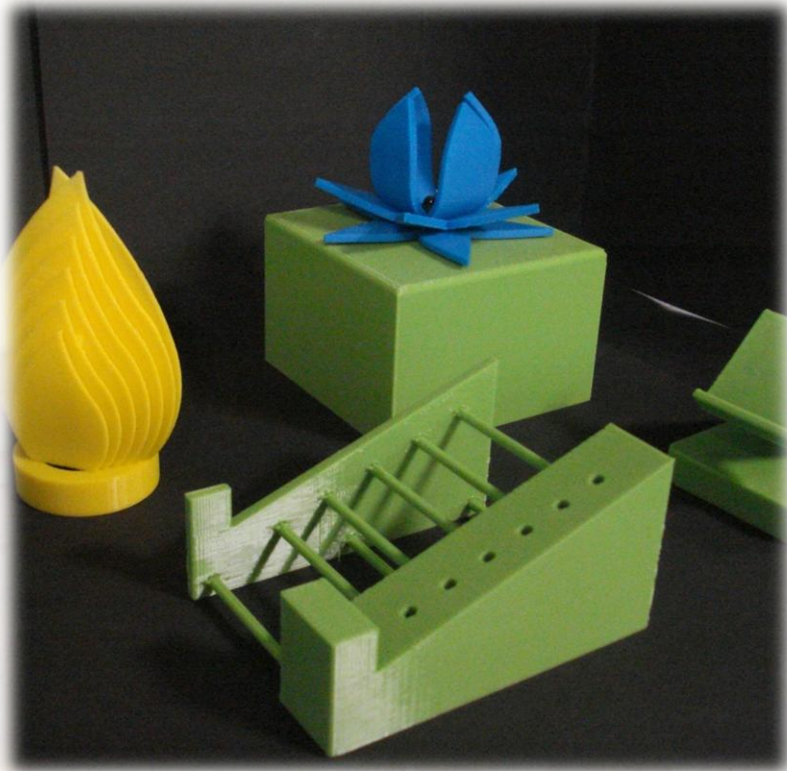
Pupils explore size and calculating speeds and power for machinery.

Digital Competency

Through CAD/CAM and digital portfolios. A very digital subject.

Careers and Work Related Guidance

Projects develop manufacturing processes that are used in industry. Welsh designers, airbus, Dyson and Bethan Gray are studied along with industrial production techniques. Globalisation, economy, sustainability and carbon footprints are explored. Pupils study emerging technologies, enterprise, sustainability, production techniques and systems. They analyse the work of past and present companies and professionals in the area of design technology in order to inform their design ideas.



Qualifications for study in Year 10 (September 2025)

WJEC GCSE Design Technology Product Design



Digital Technology

Topics

Data; Digital data systems; Digital devices and means of interaction and connection; Software types and functions; Evolution of technologies, including autonomous robotics, artificial intelligence and machine learning.

What Matters Statements

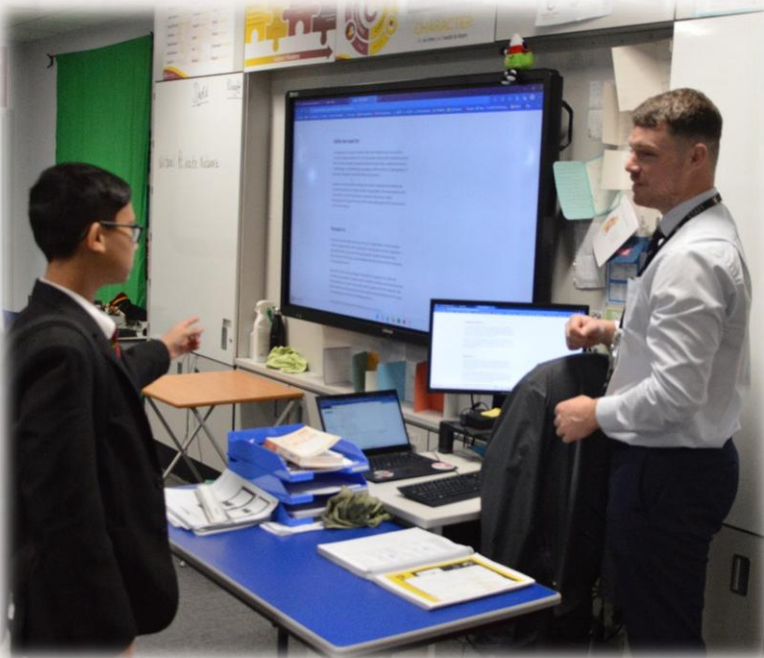
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
- Computation is the foundation for our digital world.;



Creativity and Innovation

Creativity and innovation is a part of Digital technology, Pupils are required to plan and create digital products (Website, Game or Animation, Images / Videos) they need to use the needs and wants of the audience to help determine how their digital products look and work.

Critical Thinking and Problem Solving



Pupils are exposed to scenarios and make choices about how to solve problems. For example, pupils might be required to plan and create a webpage with different criteria / objectives, the pupils will independently plan/carry this out.

Personal Effectiveness

Pupils are required to gain and respond to feedback from their peers (target audience) to improve their work.

Planning and Organisation

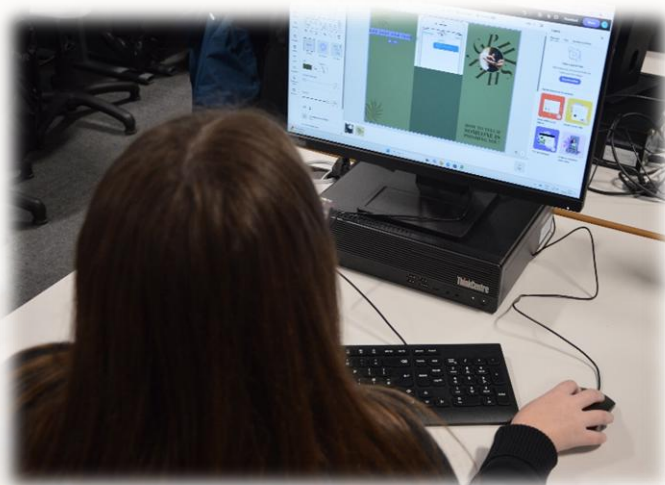
Pupils are taught how to plan effectively to meet their objectives. They are taught to save work effectively.

Literacy

Pupils understand and use subject terminology.

Numeracy

Pupils link mathematical knowledge and real-world situations within the Digital technology area. For example, when working out the conversation ratio of an image that has been converted using a formula.



Digital Competency

Pupils build on their digital skills, knowledge and understanding within their school and everyday lives.

Careers and Work Related Guidance

Pupils discuss different pathways in technology, for example, coding, game development, digital animator, and the skills needed for each. The impact technology is having on current and future jobs is explored.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Digital Technology



Drama

Topics

Blood Brothers, Midsummer Nights Dream, Tell Tale Heart - Mock Unit 1, Woman In Black - Mock Unit 2, Introduction to Unit 3 set text, Preparing Pupils for their written Drama exam - Unit 3, Introduction to physical theatre - DV8, Practitioners and putting Physical Theatre, TIE & Brecht into practice, Exam style questions, Reflections, Discussions, oral and written feedback, Research into various themes, plays etc, All preparation for Units 1-3

What Matters Statements

- Exploring the expressive arts is essential to developing 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.
- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.
- 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.
- Literature fires imagination and inspires creativity.



Creativity and Innovation

In Year 9 drama, the Integral Skill of 'creativity and innovation' is developed through various activities and exercises. Students are encouraged to explore different aspects of performance, such as improvisation, scriptwriting, and character development. Through these activities, students learn to think outside the box, take risks, and come up with original ideas. They are also given opportunities to collaborate with their peers, share and build upon each other's ideas, and experiment with new ways of expressing themselves creatively. By providing a supportive and engaging environment, we aim to nurture students' creative thinking skills and empower them to be innovative in their approach to drama.

Critical Thinking and Problem Solving

In the Year 9 Programme of Study, the Integral Skill of 'critical thinking and problem solving' is developed through various activities that challenge students to analyse, evaluate, and make decisions within the context of performance. Students are guided to critically reflect on their own work and the work of others, identify challenges and obstacles in their performances, and develop strategies to overcome them. They are encouraged to think independently, question assumptions, and consider different perspectives when approaching dramatic tasks. Through engaging in problem-solving activities, such as adapting a script or interpreting a character in a new way, students learn to think creatively and analytically, developing their skills in critical thinking and problem-solving within the realm of drama.

Personal Effectiveness

In the Year 9 drama Programme of Study, the Integral Skill of 'personal effectiveness' is developed through activities that focus on self-awareness, self-confidence, and effective communication. Students are encouraged to explore and express their emotions, thoughts, and ideas through various dramatic exercises and performances. They develop self-confidence by taking on different roles, working in groups, and presenting their work to an audience. Through feedback and reflection, students learn to set goals, assess their progress, and make adjustments to improve their performance. They also develop effective communication skills by listening actively, collaborating with others, and expressing themselves clearly and confidently both on and off stage. By engaging with these activities, students learn to be more self-assured, expressive, and empathetic individuals, fostering their personal effectiveness within the context of drama.

Planning and Organisation

In the Year 9 Drama Programme of Study, the Integral Skill of 'planning and organisation' is developed through activities that require students to collaboratively plan and structure their performances. This includes tasks like dividing roles, analysing scripts, managing rehearsal time, and reflecting on their work. Students learn to break down scenes, allocate responsibilities, and plan their creative process, fostering time management and effective collaboration to improve both their performance skills and organisational abilities.

Literacy

In the Year 9 Drama Programme of Study, the cross-cutting theme of literacy is developed through activities that encourage reading, interpretation, and communication. Students engage with a variety of scripts and texts, enhancing their reading comprehension and analytical skills as they interpret characters, dialogue, and stage directions. Additionally, students are encouraged to write and refine their own scripts or perform monologues, which develops their writing skills. The exploration of themes, vocabulary, and character motivations in drama also strengthens their verbal literacy, improving their ability to articulate ideas clearly and persuasively both in performance and discussion.



Numeracy

In the Year 9 Drama Programme of Study, the cross-cutting theme of numeracy is developed through activities that require students to apply basic mathematical skills in the context of performance. For example, students use timing and sequencing to structure their scenes, manage rehearsal schedules, and coordinate blocking and movement on stage. They may also calculate and manage the number of props, set pieces, or costumes needed for a production. Additionally, students work with spatial awareness, using measurements to plan stage layouts or arrange set pieces effectively. These activities help reinforce numeracy skills in a practical, creative context.

Digital Competency

In the Year 9 Drama Programme of Study, the cross-cutting theme of digital literacy is developed through the use of technology in the creative process. Students engage with digital tools to research plays, themes, and historical contexts, enhancing their understanding of the material. They may also use software for scriptwriting or creating digital storyboards, helping them structure their performances. Additionally, students explore the use of multimedia in performances, such as integrating sound, lighting, and video projections, fostering their ability to work with digital platforms to enhance their presentations. This encourages students to develop both their technical skills and their ability to critically engage with digital resources in the context of drama.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Drama



Engineering

What Matters Statements

- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
- The number system is used to represent and compare relationships between numbers and quantities.
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Creativity and Innovation

Pupils learn how to develop, design and manufacture their project.

Critical Thinking and Problem Solving

Pupils solve engineering problems working to engineering drawings. They identify processes and equipment needed.

Personal Effectiveness

Pupils develop their ability to independently plan projects, evaluating and developing their work in line with their brief.

Planning and Organisation

Pupils complete step by step planning, working to a sequence of operations that they develop. Pupils organise their work independently, completing the correct steps in the correct order.



Numeracy

Measurement and calculating size. Use of measurement equipment including vernier's and micrometres. Pupils calculate tolerances and measure and use angles. Engineering uses numeracy every lesson at some level.

Digital Competency

Pupils take part in some Computer Aided Design (CAD) work.

Qualifications for study in Year 10 (September 2025)

EAL Level 2 Diploma in Practical Engineering (Double Award)



Food and Catering

Topics

Basic cooking skills - range of technical skills; health, safety and hygiene; Nutrition and health; Importance of diet; Where food comes from; Processing of foods and manufacture; Food science experiments.

What Matters Statements

- Developing physical health and well-being has lifelong benefits.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- The number system is used to represent and compare relationships between numbers and quantities.
- Being curious and searching for answers is essential to understanding and predicting phenomena.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.



Creativity and Innovation

Pupils adapt and experiment with their own recipes and practical skills. They use food to create their own science experiments.



Critical Thinking and Problem Solving

Pupils use critical thinking through practical work and experiments to understand the functional properties of ingredients and why food behave in different ways in different mixtures and under different cooking methods.

Planning and Organisation

Pupils organise their own ingredients and plan their dishes and recipes using a time plan to develop their independence and time management skills.

Literacy

Pupils use research, for example, Natasha's Law to produce information about allergies and intolerances.

Numeracy

Pupils develop skills in devising timings, measuring, quantities and scaling up and down recipes.



Careers and Work Related Guidance

Careers in Food are explored. Topics are closely linked to the work place, for example, Health and Safety.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Food and Nutrition

WJEC Vocational Award in Hospitality and Catering

L2 Health, Safety and Hygiene certificate



French

Topics

Self and Relationships; Entertainment and Leisure; Technology; Food and Drink / Health; Holidays.

What Matters Statements

- 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.

Creativity and Innovation

Pupils express themselves creatively in spoken and written French.

Critical Thinking and Problem Solving

Pupils use prior learning to work out new meanings and concepts. Problem solving is used when discussing grammar.

Personal Effectiveness

Pupils act on in class feedback, for example, through dialogue and use of mini-whiteboards to improve their learning and practise correct formations and pronunciations.

Planning and Organisation

Pupils use plans to organise their writing. They keep their digital work organised according to topic to structure their independent learning and revision.

Literacy

Pupils are explicitly taught aspects of literacy, such as grammar, register, speaking, listening, reading and writing. References are made to English and Welsh to support pupils in making connections across languages, understanding patterns and exceptions.

Digital Competency

Pupils are taught how to use digital apps, for example Quizlet to aid with recall. They are taught how to use French spellcheck and French symbols/accents on Word.

Careers and Work Related Guidance

The career opportunities for language speakers are discussed with pupils.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE French



Geography

Topics

River landforms, processes, flooding and the importance of rivers; Coastal landforms and processes; Migration – legal, illegal and refugees.

What Matters Statements

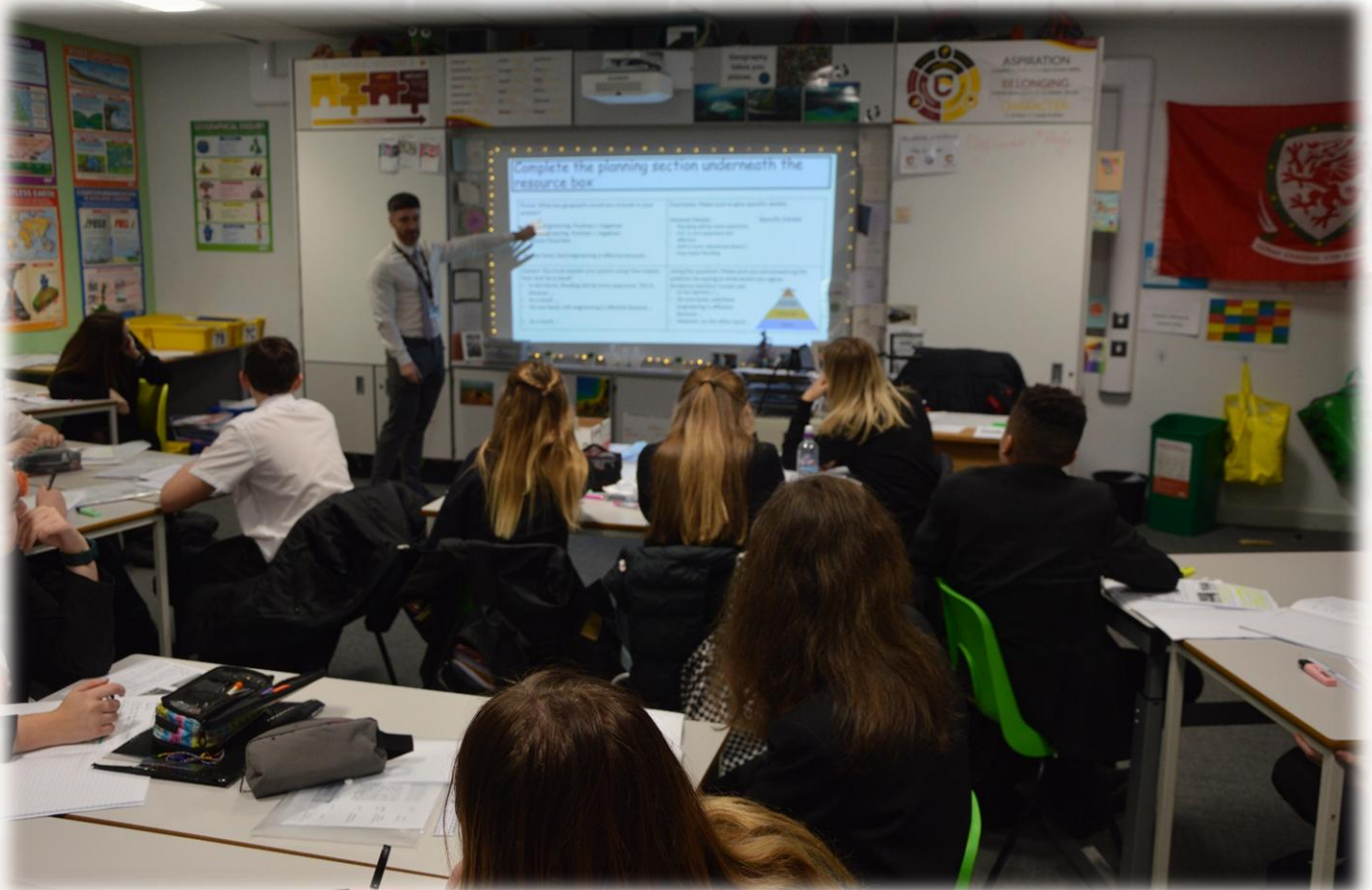
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and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

Creativity and Innovation

Pupils develop creative ways to present and display information.

Critical Thinking and Problem Solving

Pupils complete decision-making activities about a variety of issues related to flooding, coastal management and migration challenges. Pupils also apply knowledge using critical thinking e.g. how deforestation will affect stores and flows of the water cycle.



Personal Effectiveness

Pupils lead discussions about different worldwide views, for example, when learning about rivers and coasts and immigration.

Planning and Organisation

Pupils learn how to gather information about an issue and plan/organise structured notes and responses. Pupils organised information from case studies using graphic organisers.

Numeracy

Graph work, map skills, numeracy questions e.g. percentage increases, data presentation and manipulation.

Digital Competency

Use of arcGIS to use digital maps.

Careers and Work Related Guidance

Pupils explore their understanding of the world in different contexts with relatable experiences, for example, the impact of migration and the surrounding content.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Geography



Health, Social Care and Childcare

Topics

The promotion and maintenance of health and wellbeing of individuals throughout their life – human growth and development, legislation and service provision across health and social care and child care, Welsh language and culture in health, social and child care. How professionals meet needs in health and social care; the development of children, including early health intervention; accesses to services; identity and culture.

What Matters Statements

- Developing physical health and well-being has lifelong benefits.
- Healthy relationships are fundamental to our well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we process and respond to our experiences affects our mental health and emotional well-being.



Creativity and Innovation

Pupils explore health and social care, and childcare provision and services in Wales. They create healthcare and learning plans that would be suitable for a child or adult.

Critical Thinking and Problem Solving

Pupils take part in investigation and research. They are given case studies to explore and model scenarios.

Planning and Organisation

Pupils are supported in creating timeframes for the completion of project work to effectively plan and organise their work.

Literacy

Subject specific terminology and instructional vocabulary is taught.

Numeracy

There is some exploration of centile charts and various statistics.



Careers and Work Related Guidance

Pupils are given the opportunity to explore career opportunities within health and social care, and childcare. They interact (in person or online) with health and social care, and childcare professionals to appreciate their experiences of working within the sector. Roles of healthcare professionals explored, include GP, health visitor, support workers. The impact of unemployment on health and well being is discussed.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Health and Social Care and Child Care



History

Topics

Pupils study a variety of topics across a range of times. In year 9 pupils study changes to US society circa 1880 to 1980. Further topics are taken from Early Modern History, for example, Wales in the era of the Civil War 1603-1660 and Modern History, for example, The Third Reich c1933-1945.

What Matters Statements

- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- 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.;



Creativity and Innovation

Pupils explore a variety of ways to present research, information and findings. For example, body biographies, storyboards etc. Pupils make predictions about events, people and processes in History based on the evidence studied.

Critical Thinking and Problem Solving

Pupils explore a variety of ideas and scenarios. They are encouraged to explore different ideas and ways of thinking, developing the expression of reasoned opinions about these differences. Source materials are evaluated and opinions justified.

Personal Effectiveness

Pupils develop their ability to think analytically and understand the past. There are opportunities to link it to present day situations, such as the US election and its impact. Pupils regularly make predictions about future impacts of the events studied.

Planning and Organisation

Pupils develop teamwork being a reliable contributor by organising and carrying out enquiries, for example, research into the lives of black Americans in the Jim Crow era.



Literacy

Pupils explore a range of texts from a variety of places including history textbooks, historical sources and interpretations. They analyse evidence, think critically, infer meaning, and evaluate interpretations and viewpoints. They explore bias and reliability. Pupils develop oracy skills through discussion, role play, questioning and presentations. This includes hot seating, predictions and source analysis. adapting oracy skills for audience and purpose while listening to and debating different viewpoints.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE History



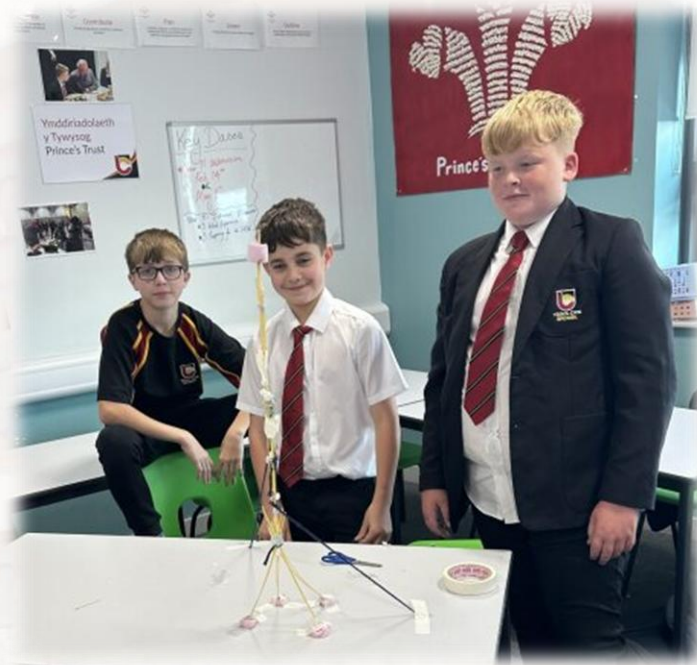
King's Trust

Topics

Topics throughout Year 9 consist of: The Enterprise Project, Teamwork Skills, (General) Wellbeing, Wellbeing - Healthy Eating, Wellbeing - Physical Activity. Pupils will also set themselves targets for the unit Personal Development, which will be reflected on and looked at in Year 11.

What Matters Statements

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



Creativity and Innovation

Pupils create their own Enterprise Project, working independently or in small groups to put potential business ideas together. They produce their own branding and design their own merchandise.

Critical Thinking and Problem Solving

Throughout the Teamwork Skills unit pupils will participate in a variety of activities relating to problem solving.

Personal Effectiveness

Pupils' personal confidence will grow. They will identify their personal strengths and weaknesses, setting themselves targets to. These targets are reviewed regularly.

Qualifications for study in Year 10 (September 2025)

Level 2 Certificate in Personal Development and Employability Skills



Music

Topics

Theory, Composition, Performance

What Matters Statements

- Exploring the expressive arts is essential to developing 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.
- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- How we engage with social influences shapes who we are and affects our health and well-being.
- 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.
- Languages connect us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.
- Computation is the foundation for our digital world.
- Forces and energy provide a foundation for understanding our universe.



Creativity and Innovation

Pupils are able to harness their creativity through composition. Performance provides the opportunity for innovation.

Critical Thinking and Problem Solving

Theory lessons provide opportunities for problem solving and finding solutions.

Planning and Organisation

Pupils are encouraged to plan their pieces well and organise their work electronically too.

Literacy

Pupils develop research skills as they study composers, their lives and influences.

Numeracy

Rhythm and patterns are explored through pieces of music. Fractions and multiplication are also referenced.



Digital Competency

Pupils use MacBooks during composition lessons. They use digital programmes called Sibelius and GarageBand alongside YouTube and the Microsoft suite for topics too.

Careers and Work Related Guidance

Potential careers are discussed throughout the year and skills taught are linked to possible careers. Links are made between musical skills to other careers, for example, medicine and law.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Music



Outdoor Learning

Topics

Year 9 pupils will study aspects of Health and Safety. They will also look at caring for the environment, how to use devices correctly and basic gardening activities, such as, designing, planning and caring for plants. There will be an introduction to garden literacy and glossary terms and pupils will cover the safe use of some tools.

What matters statements

- Developing physical health and well-being has lifelong benefits.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Healthy relationships are fundamental to our well-being.
- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Our natural world is diverse and dynamic, influenced by processes and human actions.;
- The number system is used to represent and compare relationships between numbers and quantities.
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
- The world around us is full of living things which depend on each other for survival.



Creativity and Innovation

Creativity and Innovation is developed through the activity of garden planning and design. Pupils will learn how to design, create and build bug hotels and using recycled materials to create a product of their choice. Pupils will also design a vegetable bed that they will build themselves.

Critical Thinking and Problem Solving

Activities undertaking careful planning, working independently and with others to achieve an agreed objective, such as caring for small animals and the garden.

Personal Effectiveness

Pupils will learn how to set personal goals and plan how to achieve them

through a personal development plan. They participate in a classroom pledge that will allow them to develop skills such as following instructions and active listening.

Planning and Organisation

Pupils need to plan activities in order to successfully achieve the learning outcomes for other units.

Literacy

Glossary of terms and Learning in the Outdoors vocabulary is introduced during year 9. This is to ensure pupils understand subject specific words. The Frayer model, word maps and sentence structure are used daily and terms and consistently put into a contextualised manner.

Numeracy

Pupils will use geometry, weights and measures, time and positioning when planning and designing the garden.

Digital Competency

Pupils are able to present their work and designs using a program of their choice (Canva, PowerPoint and teams). Pupils will gather evidence on the lpad, camera or phone to be able to using this in future units. They will learn how to use sharing platforms effectively.



Physical Education

Topics

The relationship between health and wellbeing, sports and physical activity; The effects of diet and nutrition on health, wellbeing and performance in sports and physical activities.

What Matters Statements

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.;



Creativity and Innovation

Pupils begin to engage in the coaching process by planning, delivering and reviewing their own performance. Pupils develop ideas around physically training themselves and others.



Critical Thinking and Problem Solving

Pupils are given tasks and scenarios. They research and experience the most effective ways to exercise themselves and others around areas of weakness related to national norms.

Personal Effectiveness

Pupils conduct formal and informal reviews of their performance based on feedback from participants of their coaching and training experiences.

Planning and Organisation

Pupils develop specific and targeted physical, technical and tactical sports coaching sessions.

Literacy

Pupils understand and use subject specific vocabulary.

Numeracy

Pupils collate, measure and use fitness and exercise related data, interpreting and using it in the correct context.

Digital Competency

Use of fitness training apps and physical performance data tracking.



Careers and Work Related Guidance

Pupils learn to officiate and lead part of coaching sessions, linking with Primary schools and the NPT Pass team to deliver activities in the community. They develop character through physical work and ability to work under duress and pressure. Extensive enrichment activities are offered, including trips abroad. Links are made with Cardiff Met university around physical competence.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Physical Education and Health

WJEC Vocational Certificate in Sport



Religious Studies

Topics

The Nature of God in Christianity; Creation in Christianity; The Nature of humanity in Christianity; Jesus' birth, death and resurrection; The teachings of Jesus; The history of the Church; Features of a church; The social and community functions of the Church; Christian worship; Infant baptism; Believer's baptism; Eucharist; Confirmation; Marriage; The persecution of Christians in the modern world.

What Matters Statements

- 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.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Human societies are complex and diverse, and shaped by human actions and beliefs.



Creativity and Innovation

Pupils create their own lessons to present to the rest of the class. They are encouraged to present their work in a variety of ways, for example, through picture notes, flash cards, mind maps.

Critical Thinking and Problem Solving

Pupils explore evaluative questions throughout requiring them to think critically about each of the topics they have been taught. Examples include: "Should babies be baptised?", "What is the most important Christian belief?", "Are humans unique?" and "Do you need to be a Christian to be a good person?"

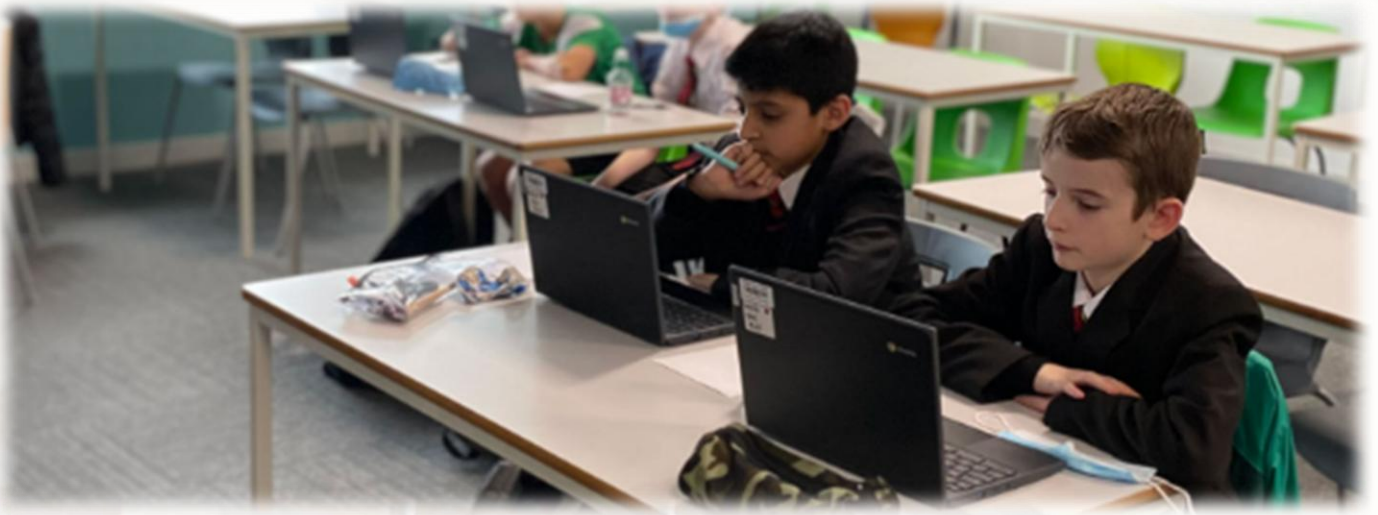


Personal Effectiveness

Pupils conduct independent research on a range of topics. They plan answers to complex problems and work within a given time scale to produce answers. Feedback is provided for evaluative responses and pupils are required to use DIRT time to improve their answers.

Planning and Organisation

Pupils conduct independent research on a range of topics. They plan answers to complex problems and work within a given time scale to produce answers.



Literacy

Pupils analyse and critique a range of written sources, including newspaper articles and academic writing and biblical passages and quotations.

Careers and Work Related Guidance

Pupils study topics which may impact on a religious believer's work/life balance, for example, worship, dietary requirements, festivals.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Religious Studies



Spanish

Topics

My house; Free Time; Holidays; Spanish Festivals and Traditions

What Matters Statements

- 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.



Creativity and Innovation

Pupils express themselves creatively in spoken and written Spanish. They use Spanish learning Instagram pages.

Critical Thinking and Problem Solving

Pupils use prior learning to work out new meanings and concepts. Problem solving is used when discussing grammar.

Personal Effectiveness

Pupils act on in class feedback, for example, through dialogue and use of mini-whiteboards to improve their learning and practise correct formations and pronunciations.

Planning and Organisation

Pupils use plans to organise their writing. They keep their digital work organised according to topic to structure their independent learning and revision.

Literacy

Pupils are explicitly taught aspects of literacy, such as grammar, register, speaking, listening, reading and writing. References are made to English and Welsh to support pupils in making connections across languages, understanding patterns and exceptions.

Numeracy

Pupils are set the challenge of budgeting for a holiday to Spain. They explore flight, accommodation and activity pieces.

Digital Competency

Pupils are taught how to use digital apps, for example Quizlet to aid with recall. They are taught how to use Spanish spellcheck and Spanish symbols/accents on Word.

Careers and Work Related Guidance

The career opportunities for language speakers are discussed with pupils.

Qualifications for study in Year 10 (September 2025)

WJEC GCSE Spanish

