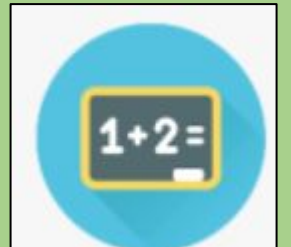
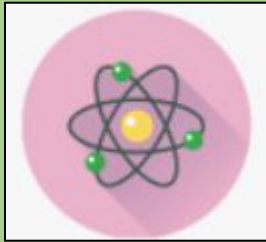
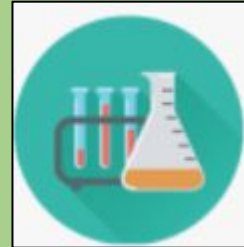
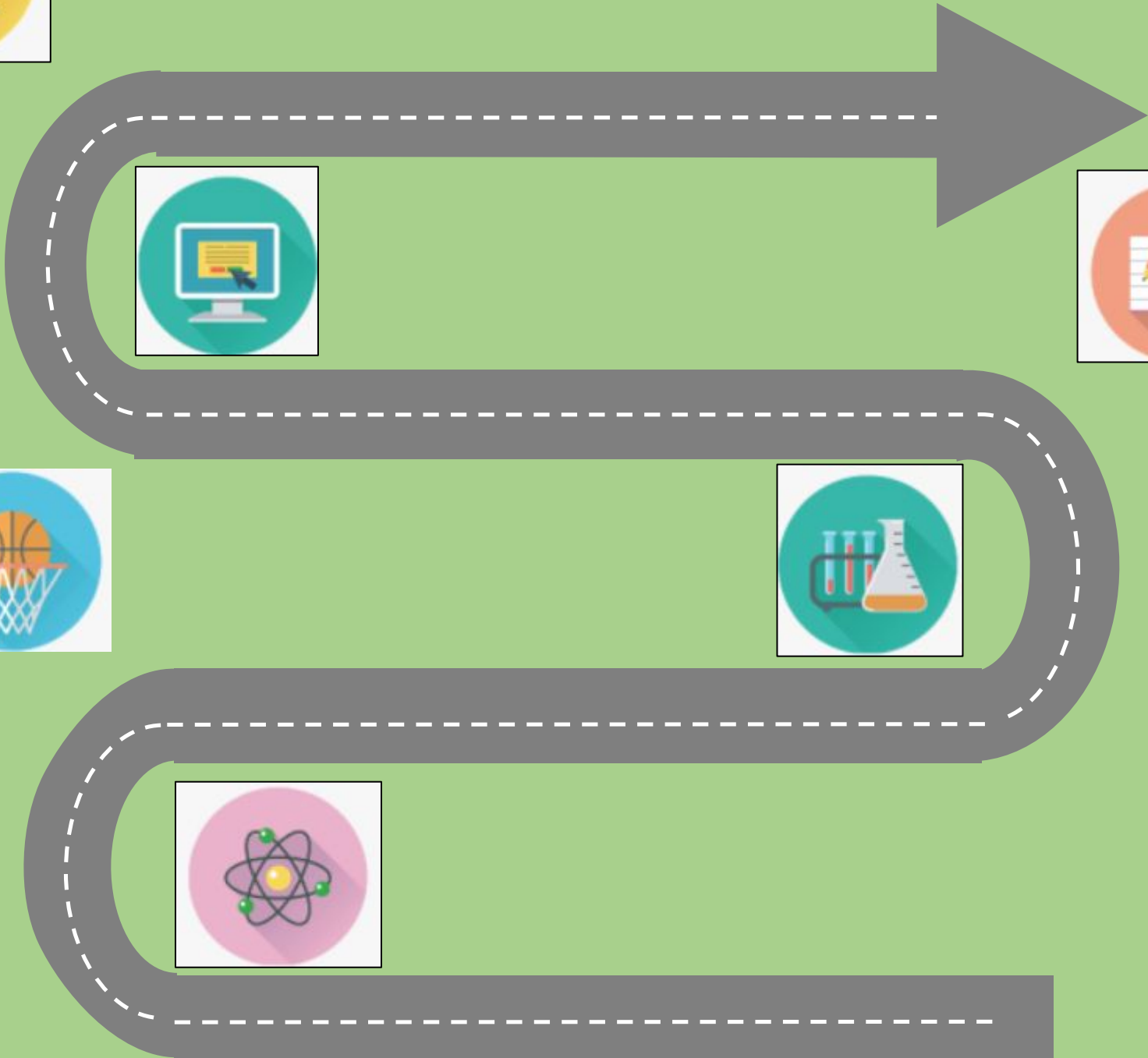




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Year 9
Spring Term 2025-26
Learning Journey



Our Learning Journeys are intended to give pupils and families an overview of what they will be studying each term in the different Areas of Learning Experience (AOLE's). For each subject you can find the skills the pupils will be developing and the content they will be using to do this within the concept of study. There will also be information about key assessments during the term and how parents/carers can support pupils with their learning. Further information about assessments can be found in the assessment calendars. Parents and carers can use these alongside pupil books to discuss what pupils are learning and help support their progress.

Working in partnership is key to pupils realising their full potential.

This Learning Journey is for the Spring Term, you will receive another one for the Summer Term in due course.

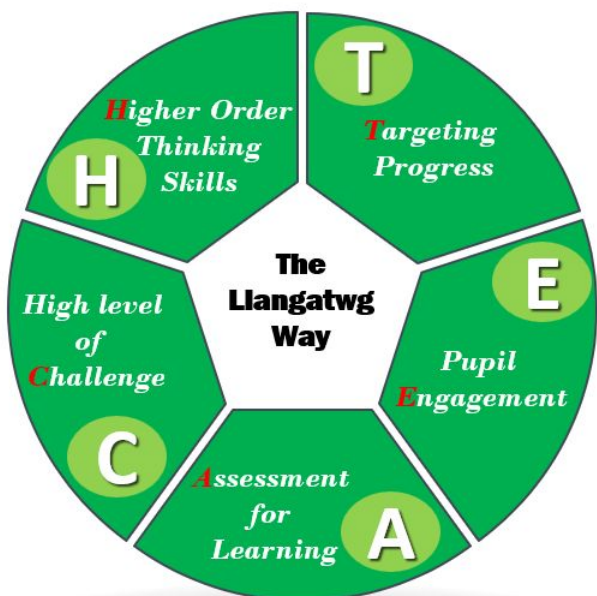
We hope you all find these useful.



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English & Literacy





English – Year 9 Society



Why are we learning this and how can parents/carers can help?

- Studying literary writing helps pupils develop creativity and awareness of how language shapes meaning.
- Support at home by encouraging a love of literature to build reading and writing fluency.

Enhance speaking and listening skills by completing a formal group discussion. Develop skills to move conversations forward and politely challenge the views of other

Oracy: Discussion

Summative Assessment:
EXAM



Summer Term

Develop a love of literature and increase cultural capital by engaging in a range of class discussions, inspired by the events and themes in the novel.



Analyse language choices and techniques to show how settings reflect power, inequality, and control. Use quotations to support your ideas and explain the effect on the reader. Begin to develop exam technique.

Reading: How



Develop digital skills and critical thinking by considering how information can be shaped to entertain, control, or persuade audiences.

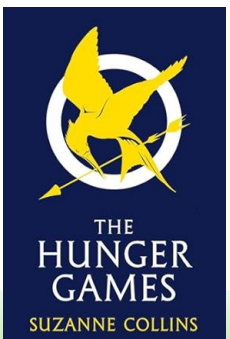
Writing: Descriptive

'The Hunger Games' by
Suzanne Collins



DIVERSION!
Prepare for and complete National Reading Tests.

Consider how setting creates mood and tension. Use precise vocabulary, imagery, and varied sentence structures to reflect danger, control, or contrast between wealth and poverty.

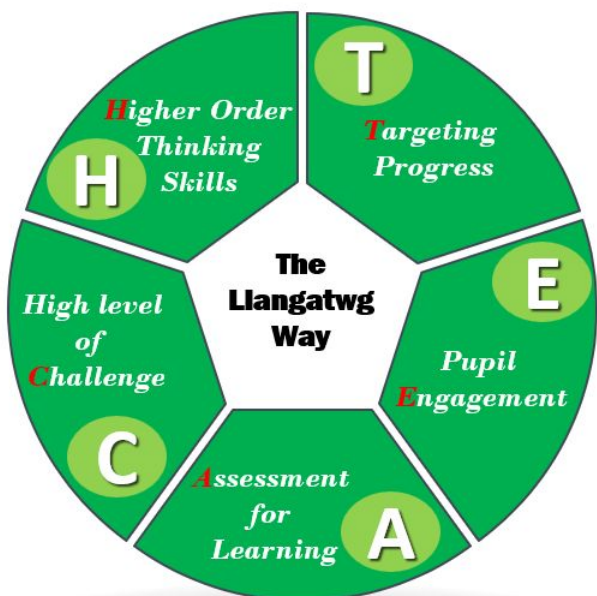




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Expressive Arts





Expressive Arts – Year 9 Identity



Why are we learning this and how can parents/carers can help?

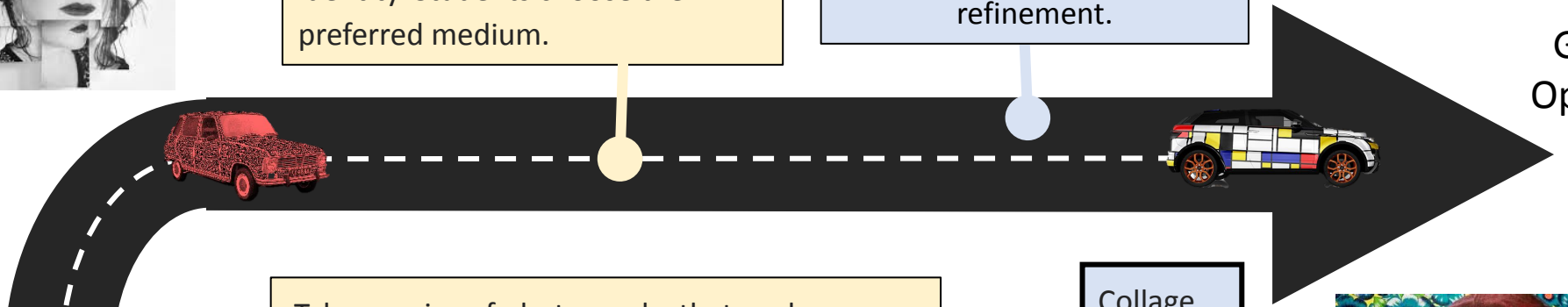
- Pupils will investigate the theme of identity through self-reflection, observational drawing, experimentation with different materials, and use of photography. They'll consider personal, cultural, and social aspects of identity and will learn to express these ideas visually using a range of materials and techniques.
- At home you can support learning by taking a trip to an art gallery, keeping a sketchbook at home and encourage drawing in it often. Learning a new craft or digital skill is also a wonderful and creative activity to do together.



Focus: Planning and creating a final artwork representing personal identity. Students choose their preferred medium.

Summative Assessment. Final A3 Mixed Media Portrait.
Skills: Independent development, composition, refinement.

GCSE Options



Take a series of photographs that explore aspects of your identity. Photographer reference: Alana Dee Haynes, Brno Del Zou.

Collage portrait task.



Literacy – Researching artwork. Creatively analysing artists work and comparing their work.

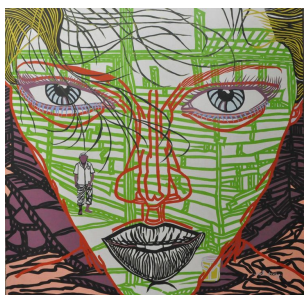
Painting exploration, Artist reference - Julian Opie, Jean-Michel Basquiat.



Photography

Painting

Task: Create an expressive self-portrait in oil pastel showing emotion or inner identity.



Artist Outcome inspired by Boris Nzebo.

Expressive Drawing and Oil Pastel Techniques. Observational Drawing



Numeracy – Proportions.

Skills: Observational drawing using pencil/charcoal from mirrors or photographs.

Introduction to Identity &

Task: Lettering Task. Identity Doodle.

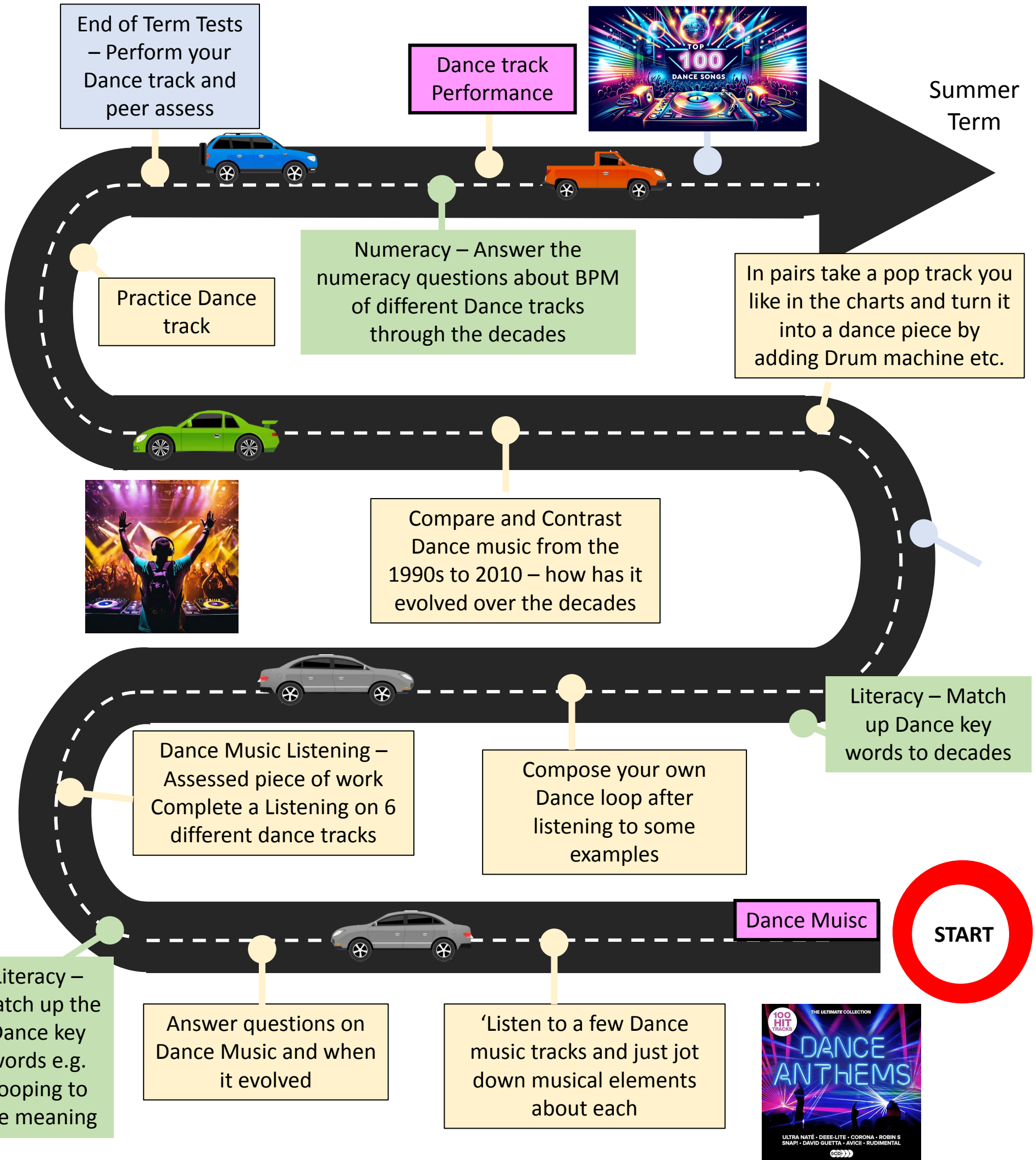


Why are we learning this and how can parents/carers can help

Reasoning

At home you can help your child listen to different pieces of music

Evolution of Music
Dance Music
 – Year 9

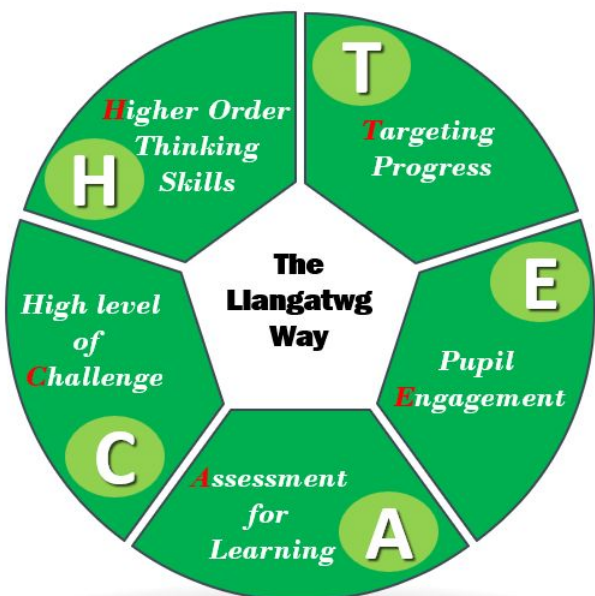




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Health & Wellbeing

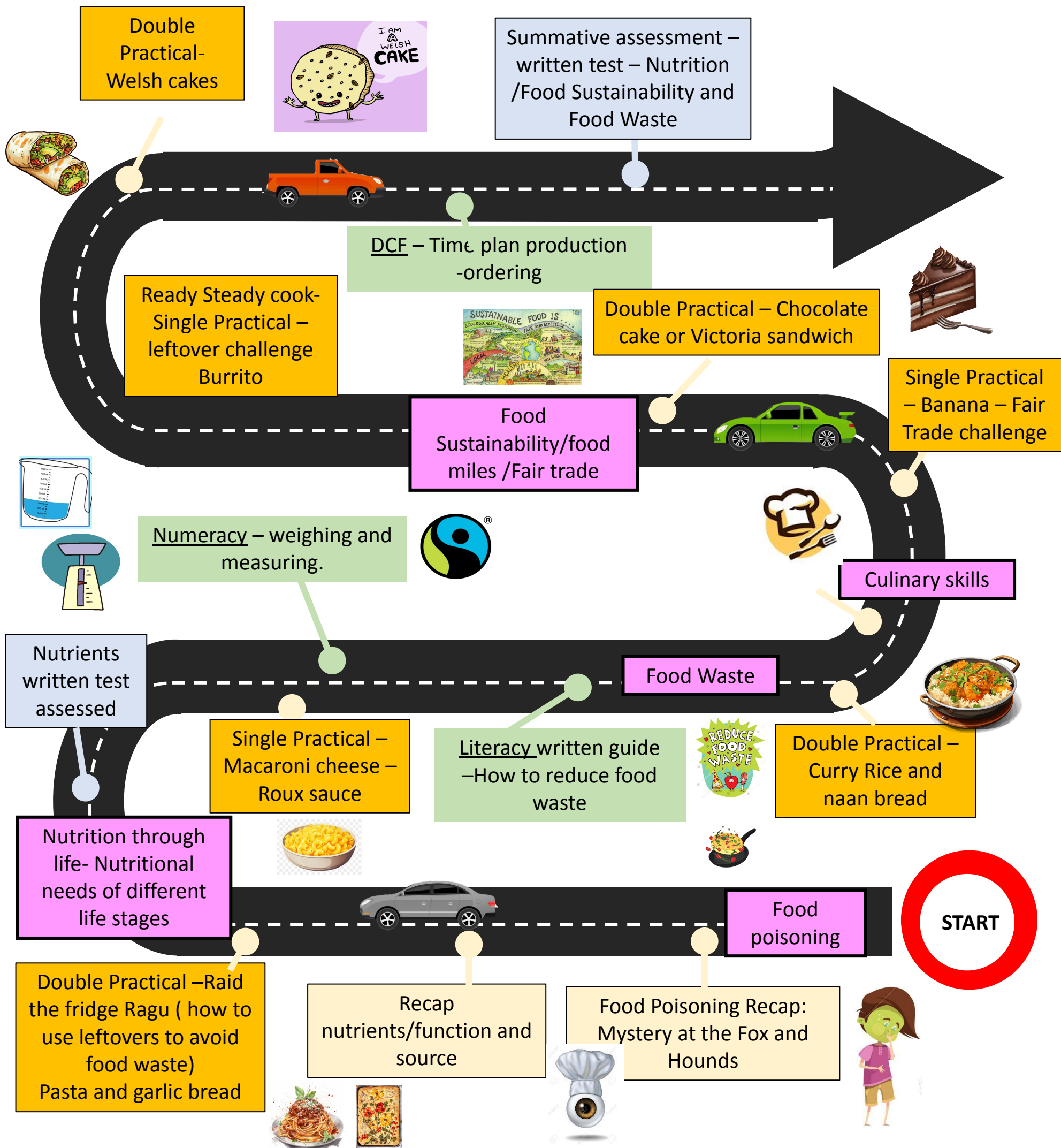




Why are we learning this and how can parents/carers can help?

- The main aim of this scheme of learning is to provide pupils with practical skills to produce a variety of dishes being mindful of the nutritional needs of individuals and how to reduce food waste and be more mindful of where and how our food gets to us.
- At home you can support learning by allowing your child to help cook different food items, wash up and clean the kitchen environment. Watch cookery programs e.g. Bake off, Great British Menu for presentation ideas.

FOOD Studies – Exploit Year 9 Waste Not Want Not





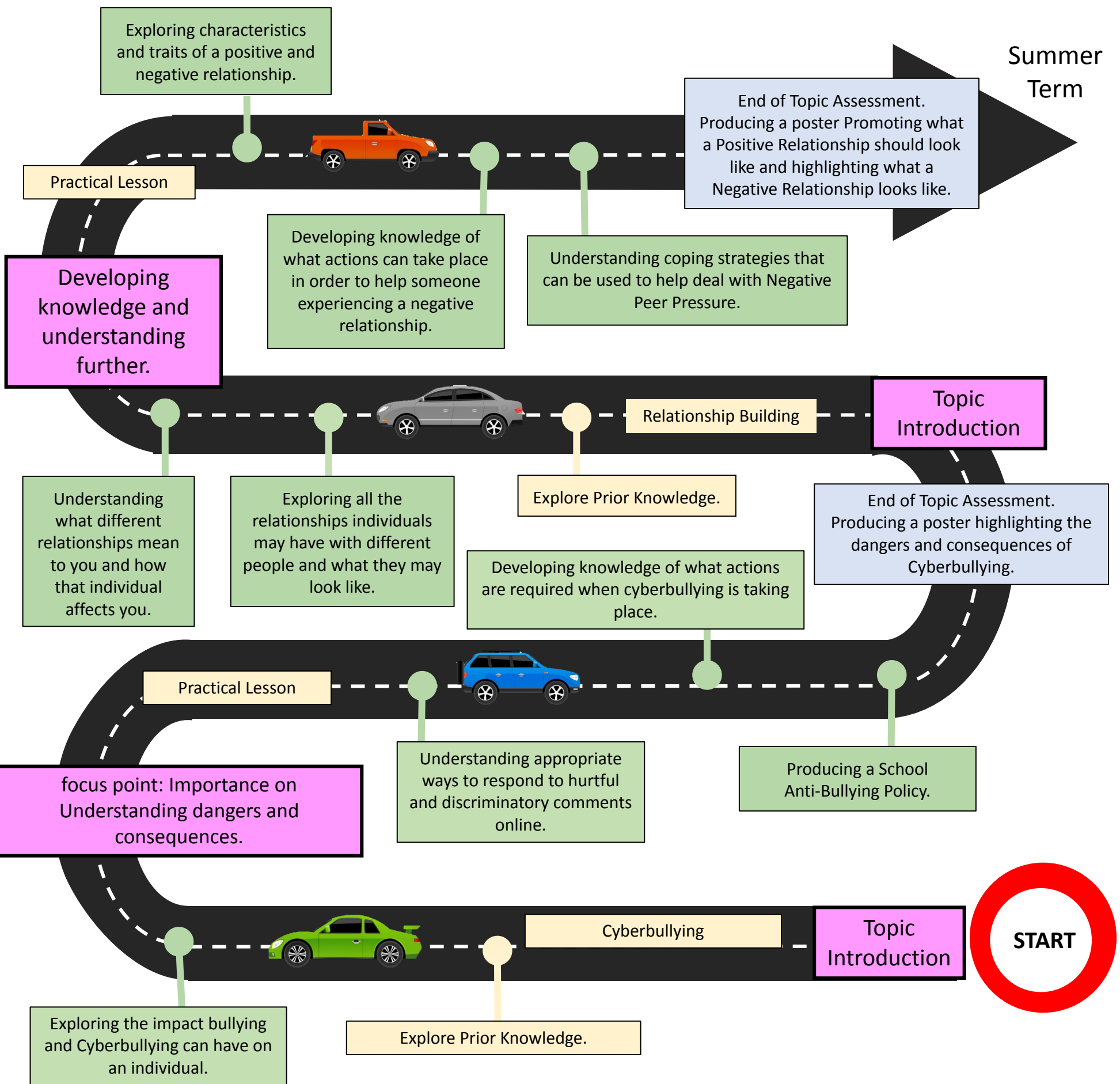
Yr 9 Health & Wellbeing

- **Cyber Bullying**
- **Relationship Building**



Why are we learning this and how can parents/carers can help?

- Reasoning: We are learning this to develop general knowledge of physical health and wellbeing that has lifelong benefits.
- At home you can help your child by encouraging them to bring their kit to lessons, take part in physical activity inside and outside of school environment and encourage overall wellbeing.



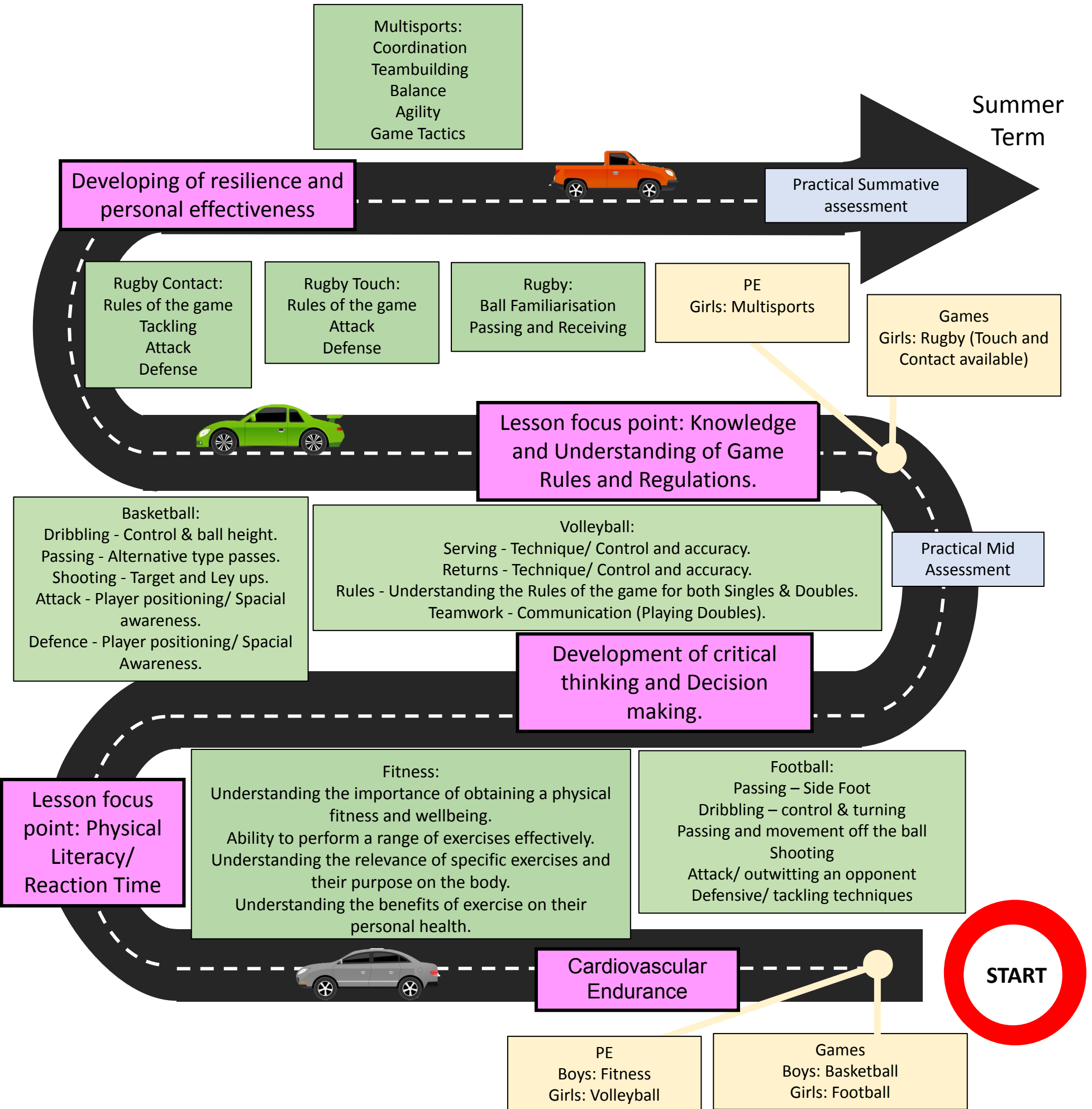


Games & PE – Year 9 Basic Skills



Why are we learning this and how can parents/carers can help?

- Reasoning: We are learning this to develop basic skills, physical health and wellbeing that has lifelong benefits.
- At home you can help your child by encouraging them to bring their kit to lessons, take part in physical activity inside and outside of school environment.

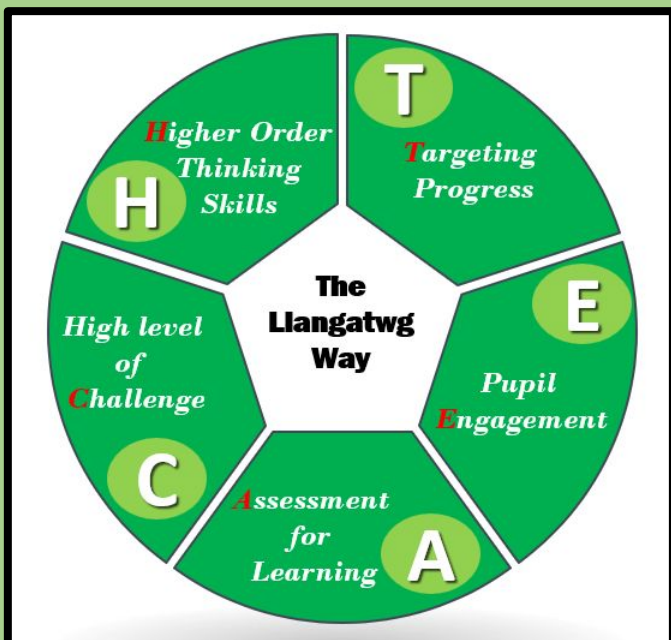




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Humanities



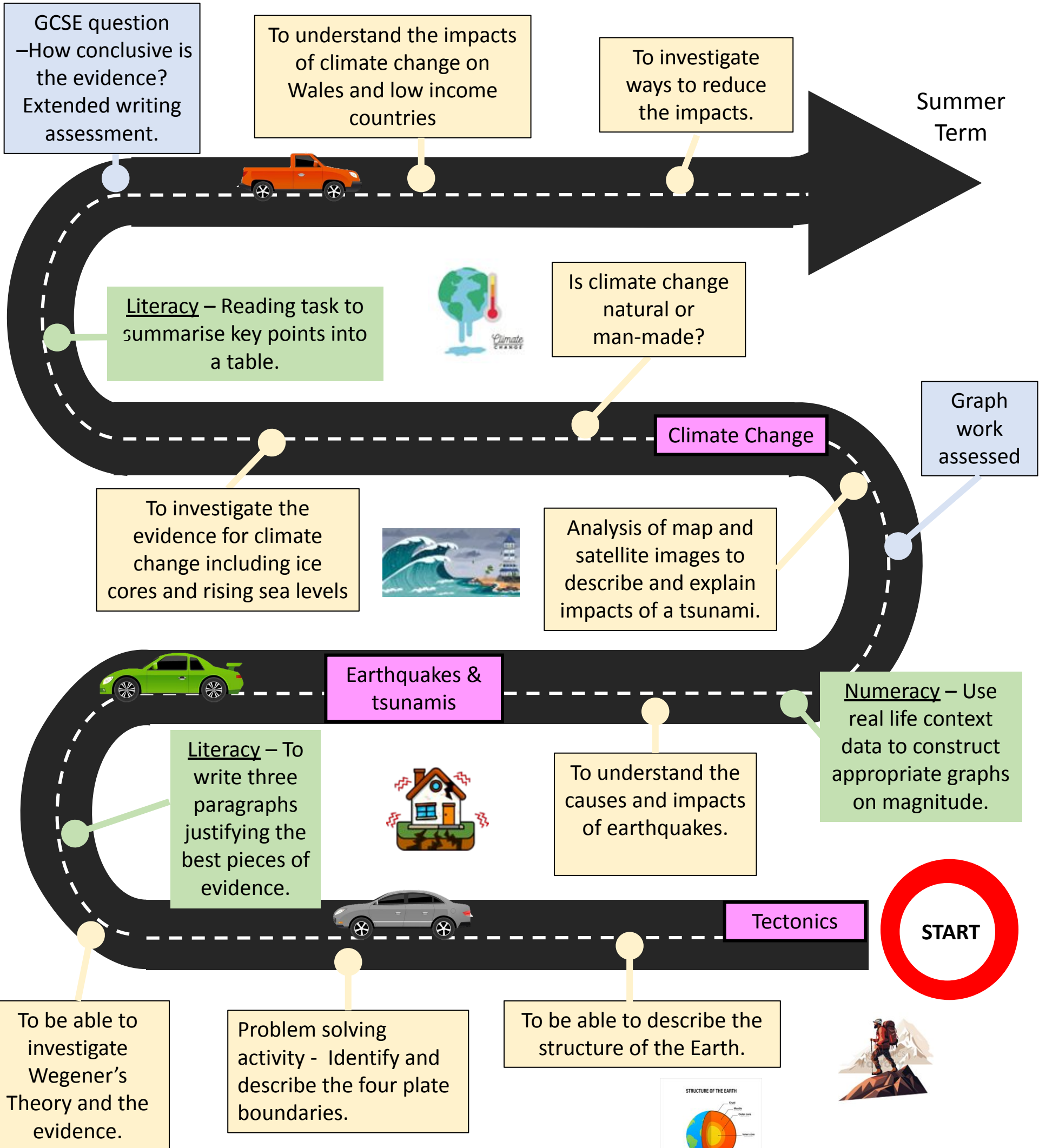


Humanities – Year 9 Change 2



Why are we learning this and how can parents/carers can help?

- Nurturing curiosity can help learners understand and appreciate how and why places, landscapes and environments in their locality and elsewhere in Wales, as well as in the wider world, are changing. This in turn will enable learners to identify what makes places and spaces distinct.
- At home you can support learning by reading over key terms and discussing concepts taught in class. You could also discuss recent global events in the News.





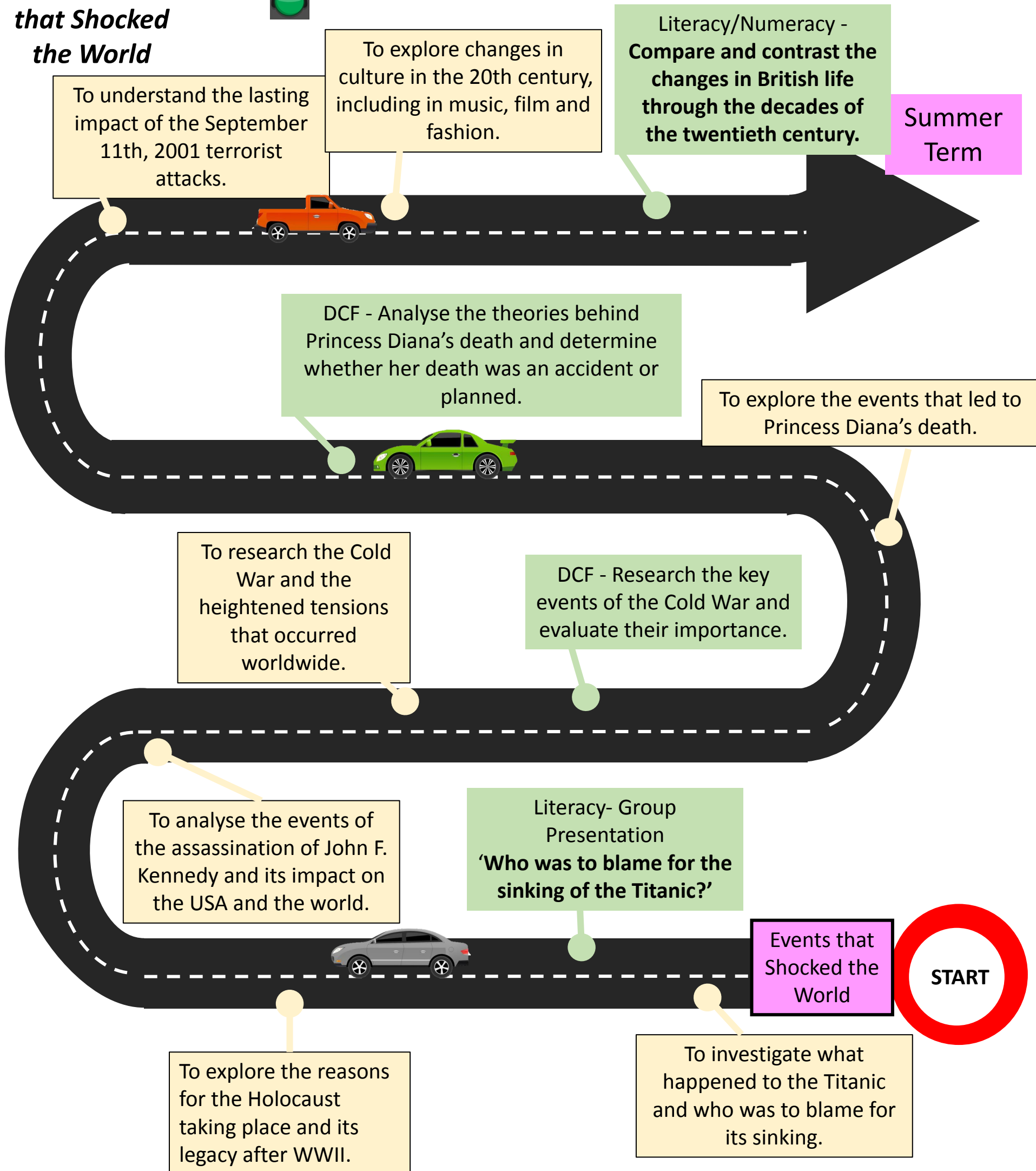
Humanities – Year 9- Events that Shocked the World



Why are we learning this and how can parents/carers can help?

By investigating change,

- At home you can support learning by reading over key terms and discussing concepts taught in class.



Summer Term

START

Autumn Term



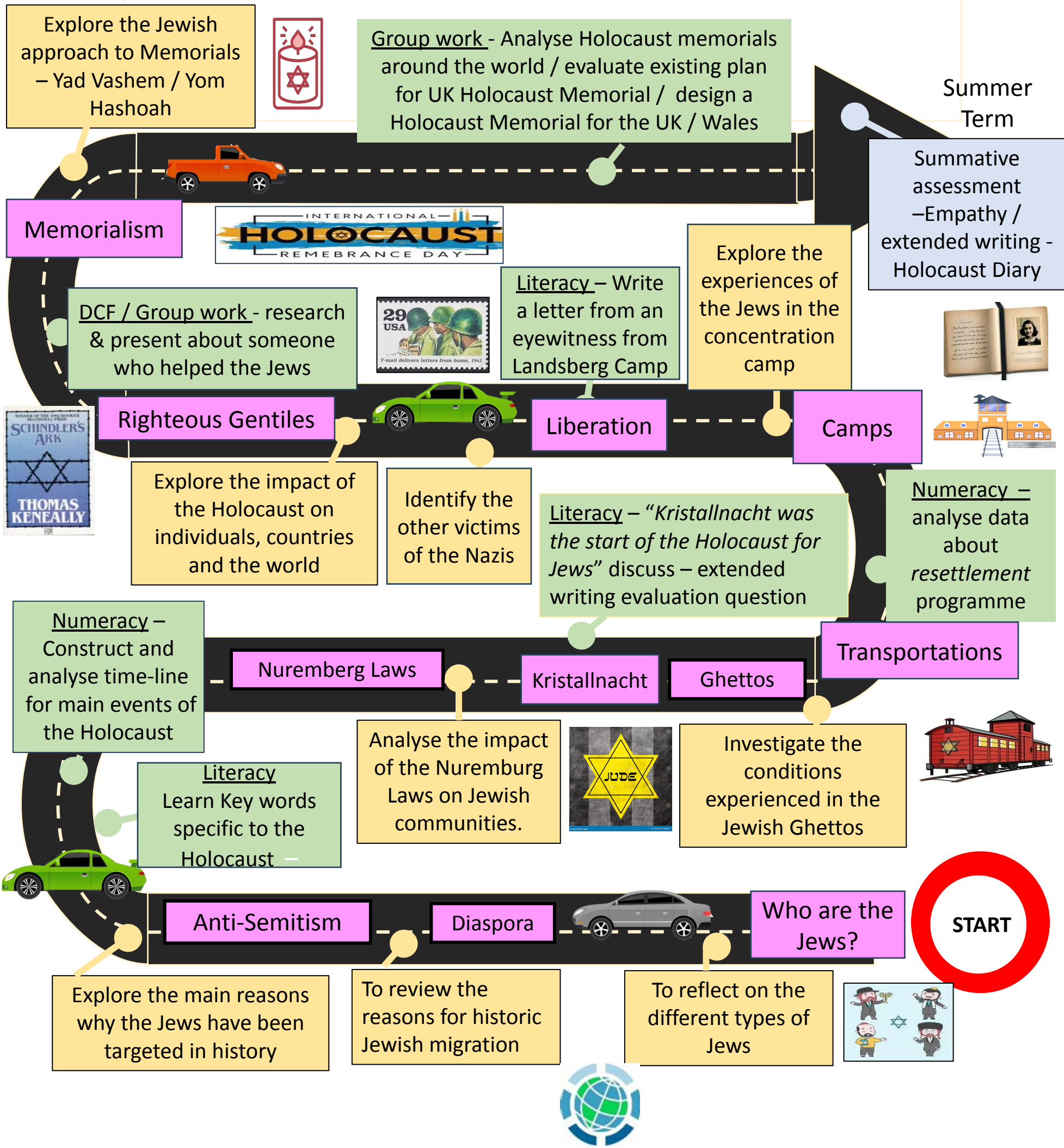
**Humanities –
Year 9**

‘Holocaust – an Event that Changed the World’



Why are we learning this and how can parents/carers can help?

Nurturing curiosity can help learners understand and appreciate themes of diversity, human rights, tolerance, empathy, and standing up against injustice. We encourage open conversations where pupils feel comfortable asking questions such as “What can we learn from this event to prevent it happening again and evaluate its’ impact on our own world. At home you can support learning by reading over key terms and discussing concepts taught in class. You could also discuss recent global events in the News.





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Languages



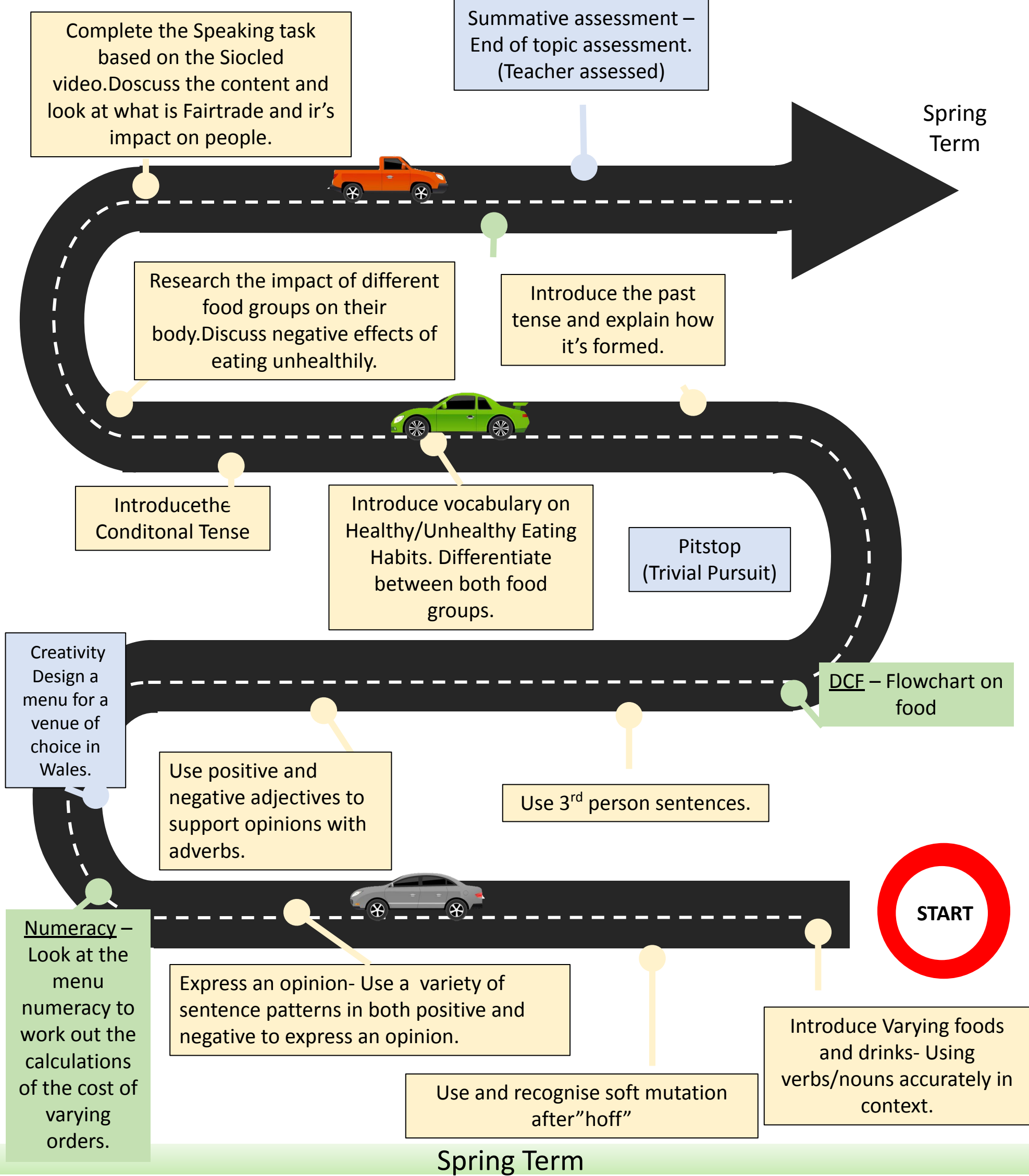


Cymraeg – Blwyddyn 9 Bwyd a Bwyta'n iach



Understanding that languages connect us and becoming an informed citizen of Wales and the world.

Ask your child to talk to you about what they have learned and teach you vocabulary and phrases. Support with vocabulary learning by testing and checking knowledge

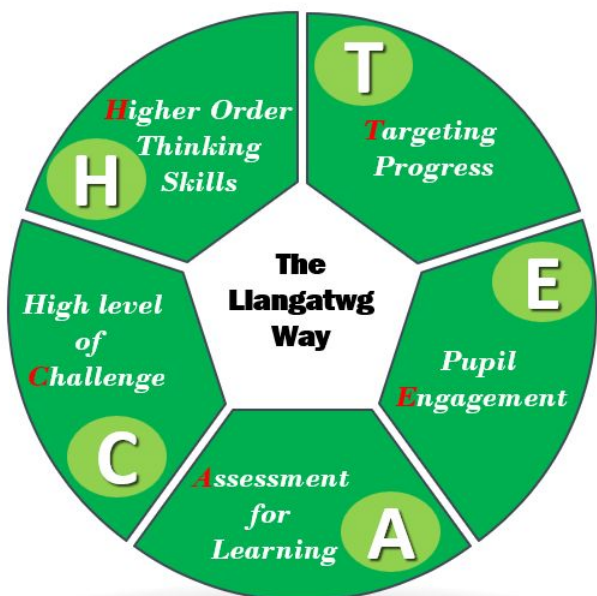




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Maths & Numeracy



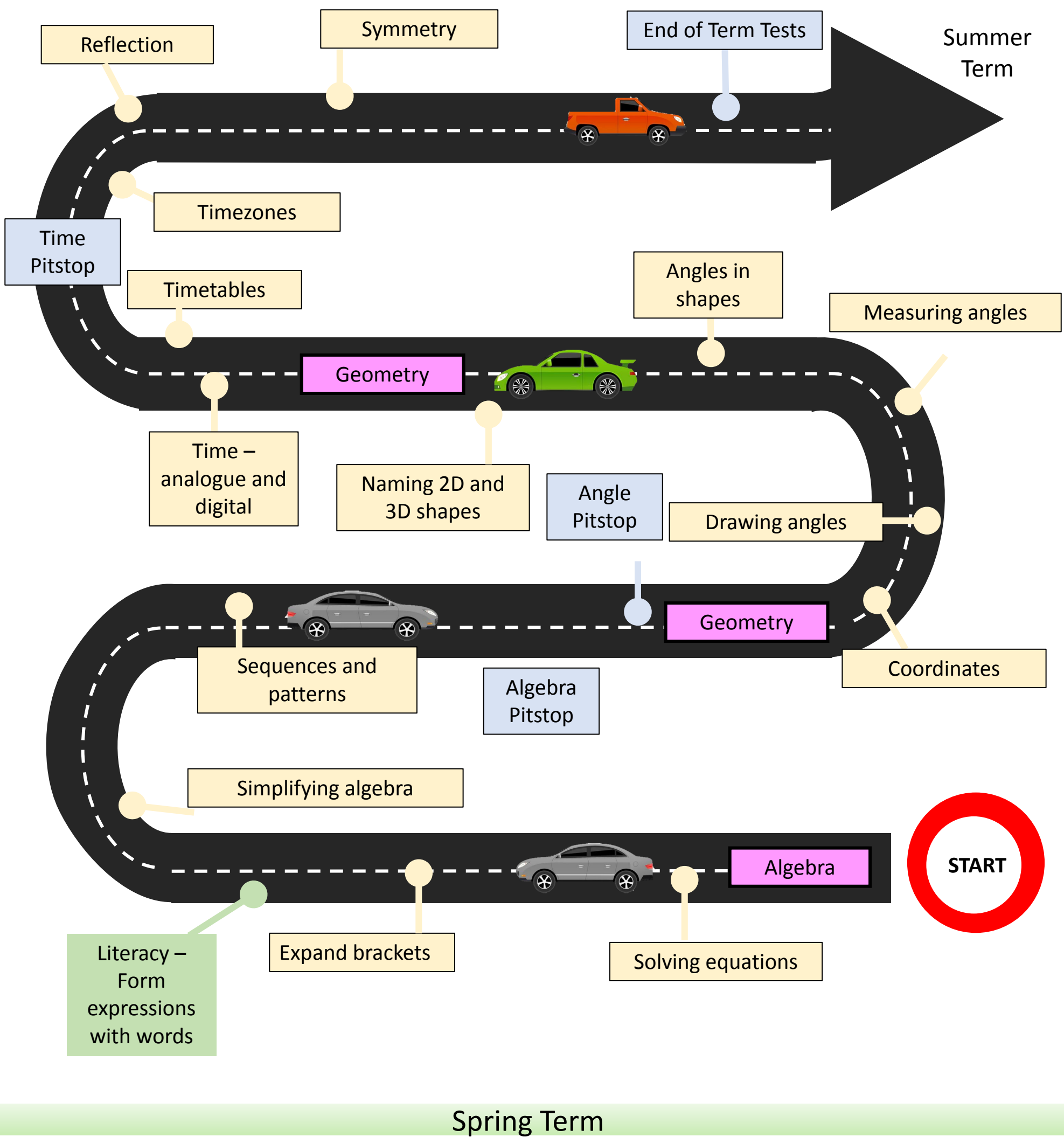


Why are we learning this and how can parents/carers can help

Reasoning about the sizes and properties of shapes and their surrounding spaces helps learners to make sense of the physical world and of mathematical shapes.

At home you can help your child complete their Sparx Maths homework

Maths and Numeracy – Year 9 Foundation



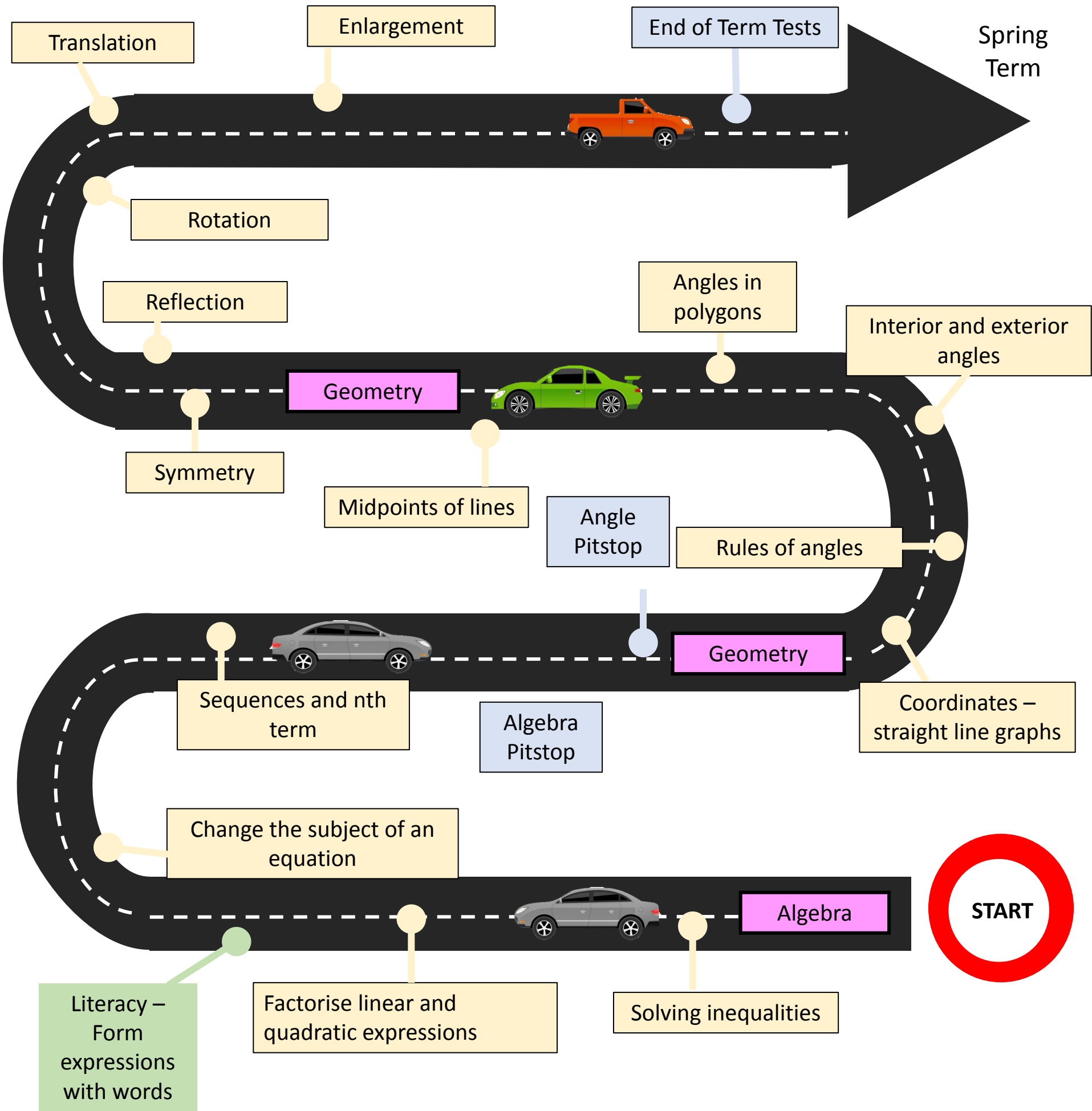


Why are we learning this and how can parents/carers can help

Reasoning about the sizes and properties of shapes and their surrounding spaces helps learners to make sense of the physical world and of mathematical shapes.

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Maths and Numeracy – Year 9 Higher

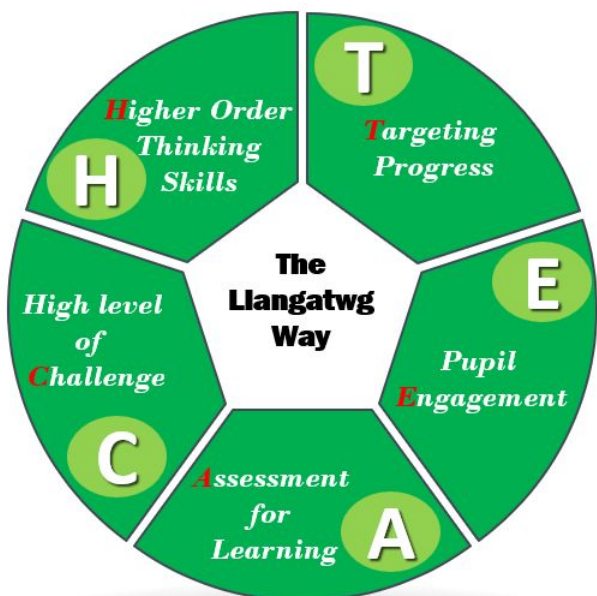




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Science & Technology





Digital Passport Pupil Review



Self Assessment

Summer Term

Game Maker Coding Assessment

Creative, technical and communication skills

Desktop Publishing using Adobe Express

Coding in Game Maker

Essential digital literacy skills related to the DCF and skills related to year 9 schemes of work across the curriculum.

Coding and AI

Digital Passport Gold - Intro

START

Coding/AI Assessment

Coding constructs, coding etiquette, syntax errors, Testing AI modules



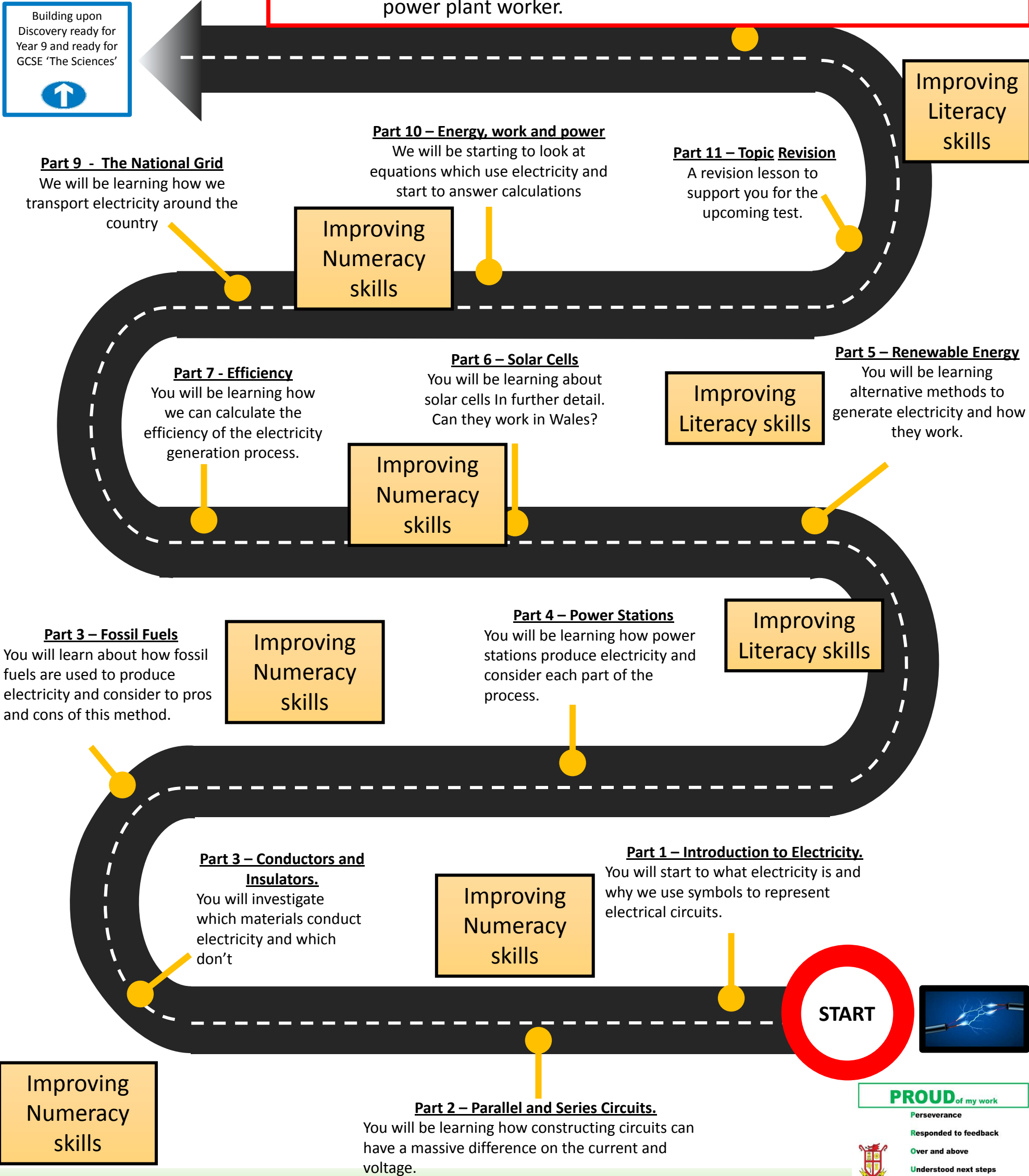


Why are we learning this?

Learning about this topic help us to understand how Electricity is generated, how it works and what are the alternatives to generating electricity. Jobs this links to are electrical engineer, electrician and power plant worker.

Science – Year 9 Reactions

Building upon Discovery ready for Year 9 and ready for GCSE 'The Sciences'



PROUD of my work

- Perseverance
- Responded to feedback
- Over and above
- Understood next steps
- Developed skills



YEAR 9

- WJEC GCSE PRODUCT DESIGN
- EAL Diploma in Practical Engineering, - METAL
- WJEC Level 1 / 2 Award in Constructing the Built Environment

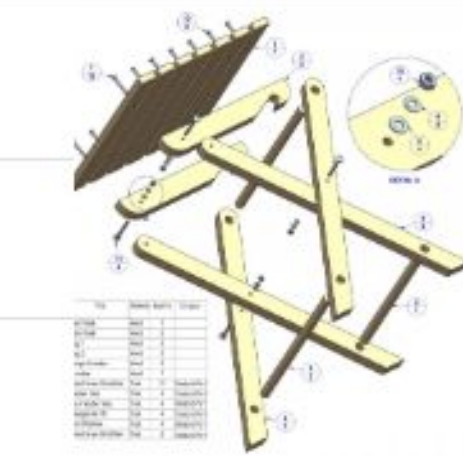


Why are we learning this and how can parents/carers can help

When engineering products, services and systems, they will need to understand and control the interactions between materials, structures, components and users. The application of engineering processes allows learners to develop accuracy, precision, dexterity and craftsmanship. By designing and engineering outcomes in response to needs and wants, learners can become enterprising problem solvers

Assessment A
I can evaluate and apply responsible habits of working which consider environmental and societal impacts.

Assessment B
I can use my making skills and knowledge of materials to produce high-quality and effective outcomes.



Assessment A
I can use a variety of design communication methods and techniques to develop and present ideas clearly, and can respond constructively to feedback.

Assessment B
I can use design communication methods to develop and present ideas, and respond to feedback.



NUMERAC
-Measuring X,Y,Z Axis
-Units of measurement
-Scale

Oracy Skills
Instructional writing
Evaluating skills

NUMERACY -NETS
Running totals
Reading Drawings
Conversions

Metal Elephant

Wooden Side Table

