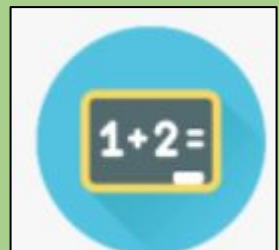
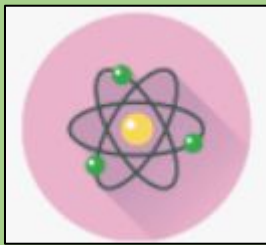
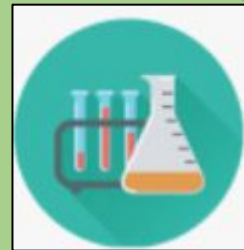
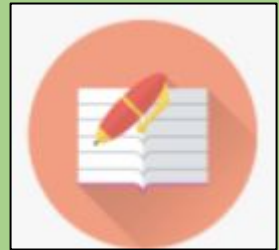
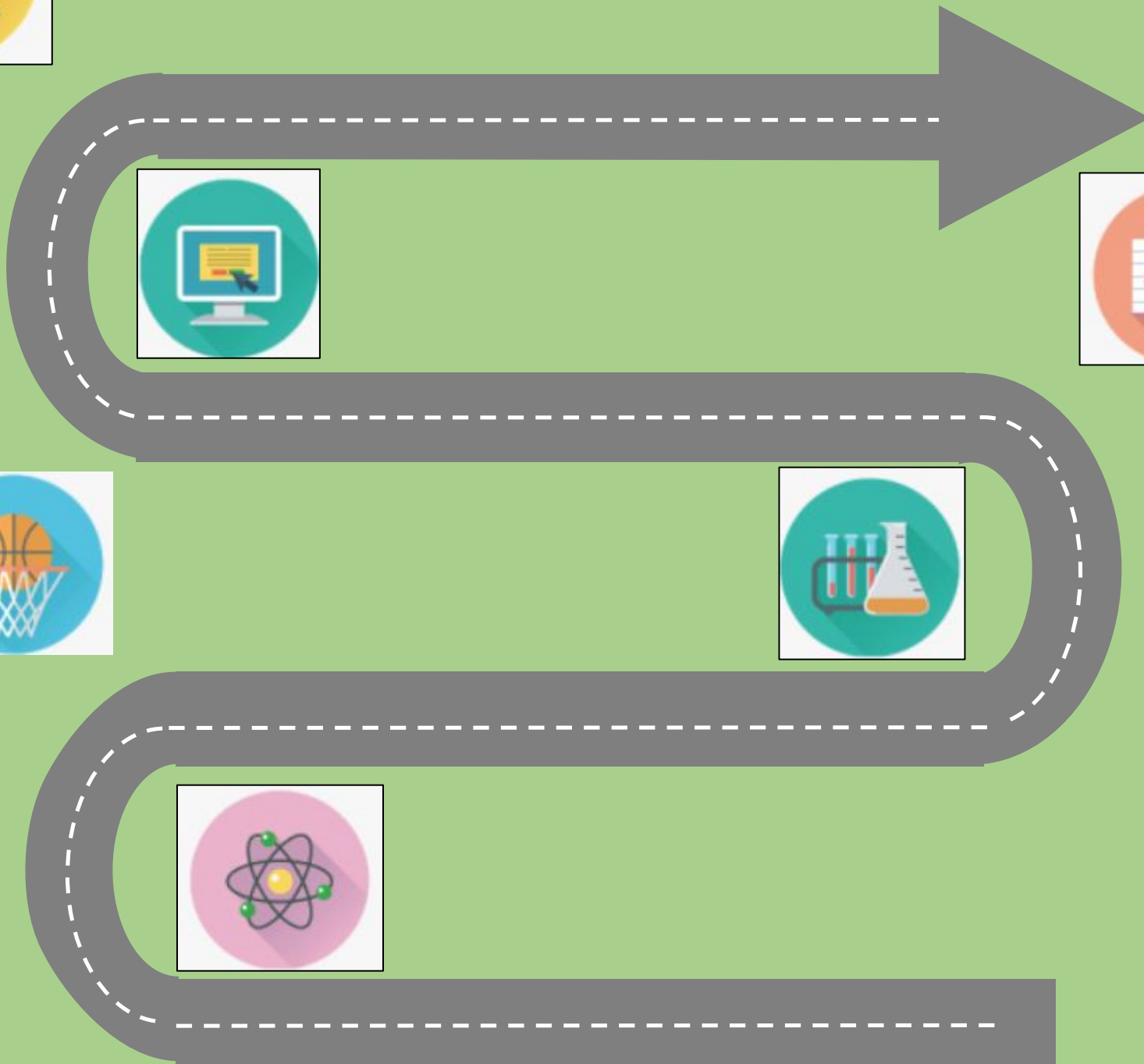




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Community School



**Year 9**  
**Autumn 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 Autumn Term, you will receive another one for the Spring Term in due course.**

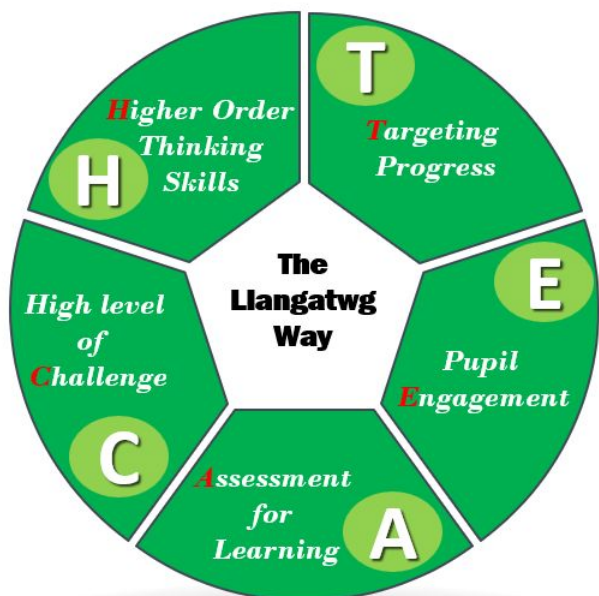
**We hope you all find these useful.**



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# English & Literacy





## English – Year 9 Innovation & Creativity



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

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

Debate real-life cases to explore justice and moral decision-making.

Assessment: Exposition essay on the death penalty.



Summative Assessment: EXAM



Spring Term

Contentious Issues



Develop descriptive writing by using the five senses to create immersive, emotionally rich scenes.

Explore fear and empathy by analysing text and reflecting on personal experiences.



Trapped!

Assessment: First person, narrative writing.

Assessment: Group sales pitch.



Assessment: Invert your skills. Explain **HOW** a text is persuasive.

Design a guide to attract visitors to your local area.

Critique a model answer before collaborating on your own sales pitch.

A Guide to your Local Area

Building on previous work, design a logo to promote your local area.

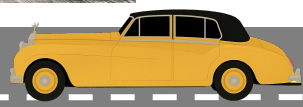


Dragon's Den



Use negotiation skills to decide which product would be the most successful.

Use your imagination and current knowledge to design a new product.

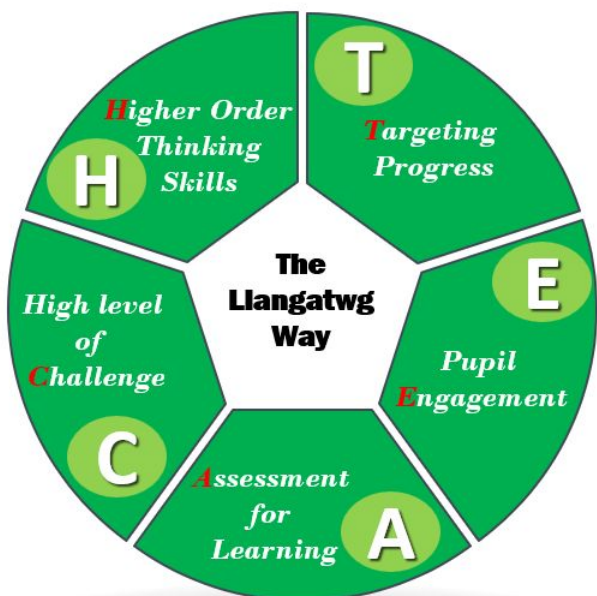




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# Expressive Arts





## Expressive Arts – Year 9 Identity



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

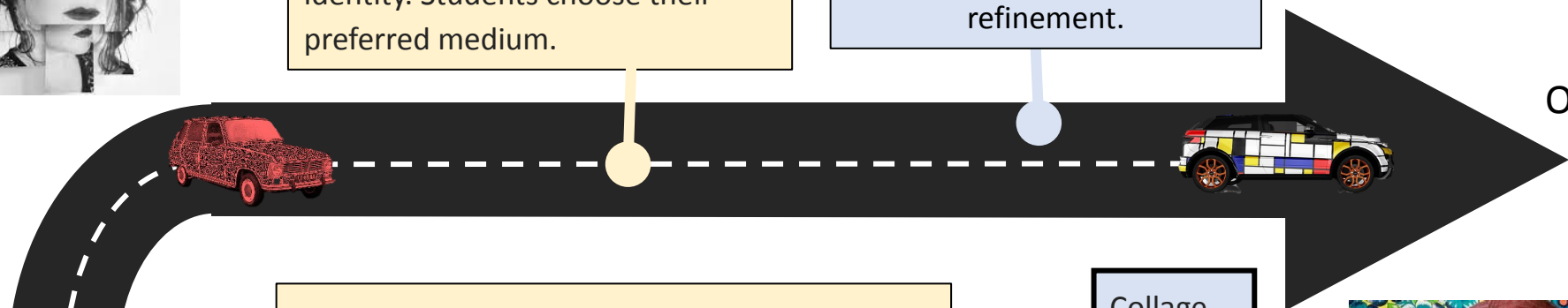
- Pupils will investigate the theme of identity through self-reflection, observational drawing, experimentation with different materials, and use of photography. They'll consider personal, cultural, and social aspects of identity and will learn to express these ideas visually using a range of materials 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.

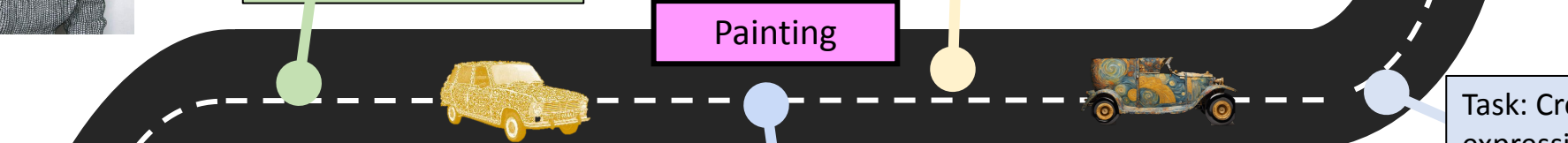
Painting exploration, Artist reference - Julian Opie, Jean-Michel Basquiat.



Photography

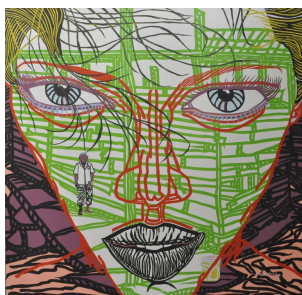
Painting

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.

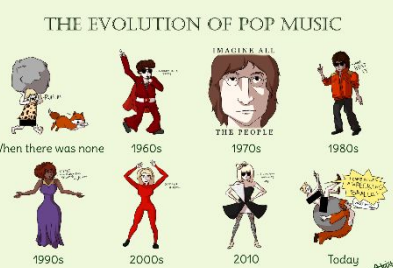
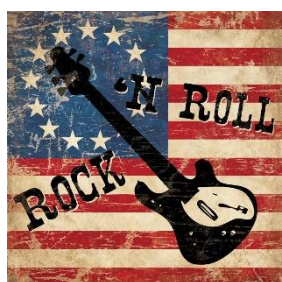
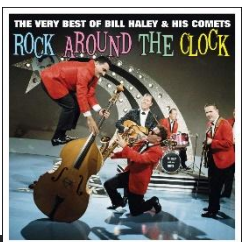
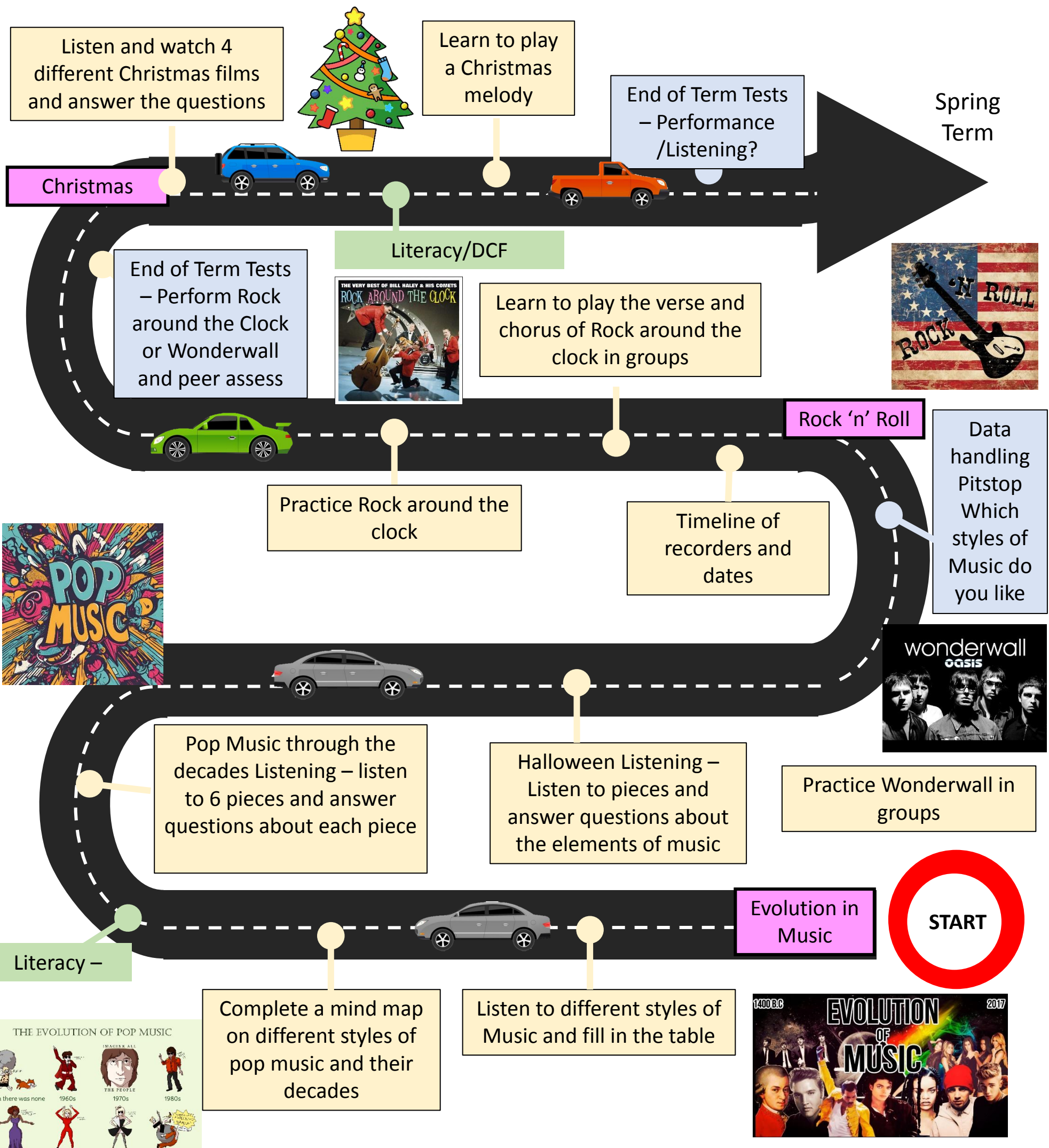


**Why are we learning this and how can parents/carers can help**

**Reasoning .....**

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

## Evolution in Music – Year 9

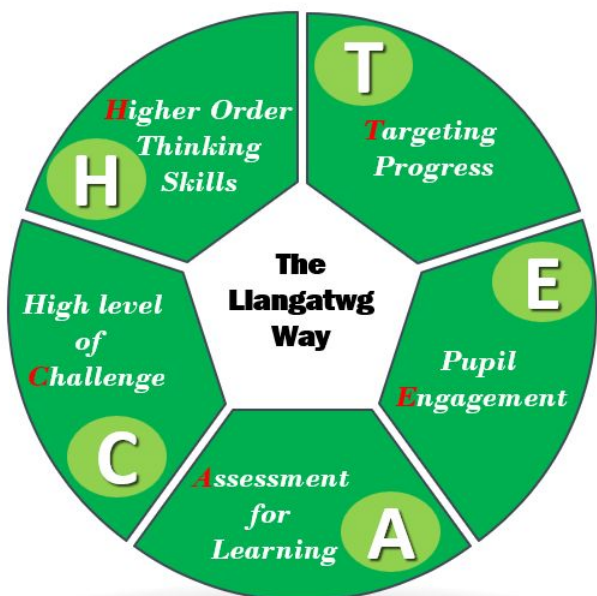




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# Health & Wellbeing

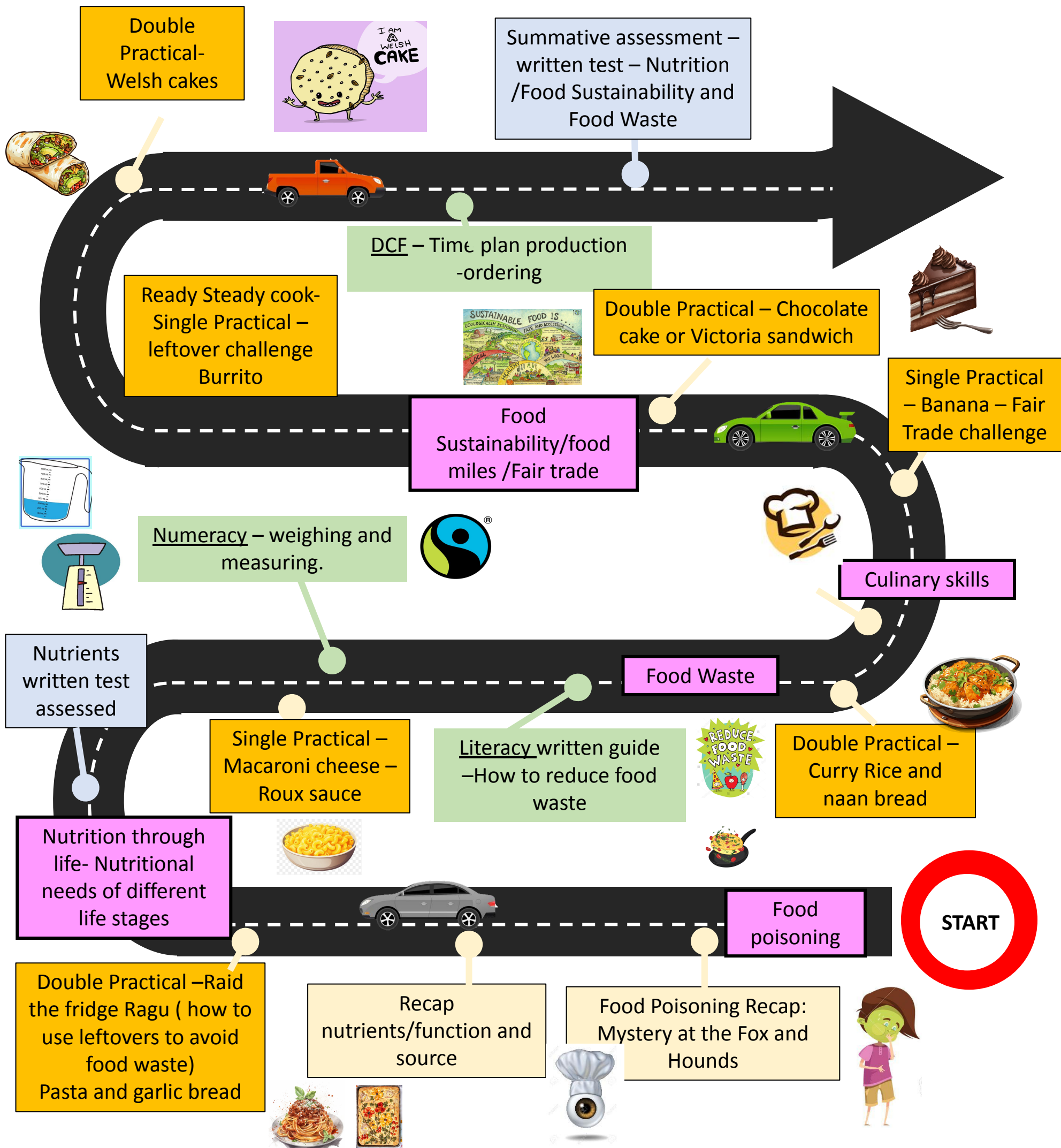




## Why are we learning this and how can parents/carers can help?

- 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



# Health & Wellbeing LEARNING JOURNEY

Llangatwg Community School



## Health & Wellbeing – Year 9 Understanding Dangers & Consequences



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

- Reasoning: We are learning this to further develop pupils' knowledge and understanding around the dangers and impact some situations/ habits may have on them, their health and their future.
- We are educating pupils on real life dangers and consequences to enable pupils to be educated citizens of the community and make educated decisions.
- At home you can help your child by encouraging them to use the knowledge they are gaining and apply them to their day-to-day habits and lifestyles.



Analysing the Environmental/ Health/ Legal and other impacts of vaping.

Self Reflection – the consequences that influence their decisions about vaping.

Summative Assessment – Create a leaflet advertising why people should STOP Vaping.

Spring Term

Exploring situations of where individuals may be influenced into vaping and understand why this may have happened.

Literacy - Exploring Prior knowledge and understanding around vaping.

Topic: Vaping Understand the different influences and consequences that might affect decisions relating to vaping.

Summative Assessment – Create a poster representing what a positive and negative relationships are.

Exploring positive traits in a friendship relationship.

Exploring the effects of a positive friendship relationship.

Summative Assessment – Create a school anti-bullying policy.

Topic: Relationship Building Exploring types of relationship what a negative/ positive relationship may look like, and the effects it can have on an individual.

Creativity - Exploring Prior knowledge and understanding around positive and negative effects of a relationship.

Exploring negative traits in a friendship relationship.

Exploring how we begin to stop or prevent this in the first place.

Understand the impact of Bullying and cyberbullying.

Scenario activities: Answer questions for each scenario based on what they think is right and their opinion.

Literacy - Exploring Prior knowledge and understanding around bullying and cyberbullying.

Understanding what a friendship would look like.

NEGATIVE

POSITIVE



Self Assessment: Score on 1-10 rate their confidence of the 4 statements given.

Topic: Cyber Bullying

Exploring the impact of bullying and cyberbullying as well as appropriate ways of responding to discriminating, hurtful or intimidating behaviour.

Intention of the year: To develop our knowledge and understanding around Health and Wellbeing, real life situations and become informed citizens of their community.

Introduction to Yr 9 Health & Wellbeing

START

Autumn Term

# Physical Education LEARNING JOURNEY

Llangatwg Community School

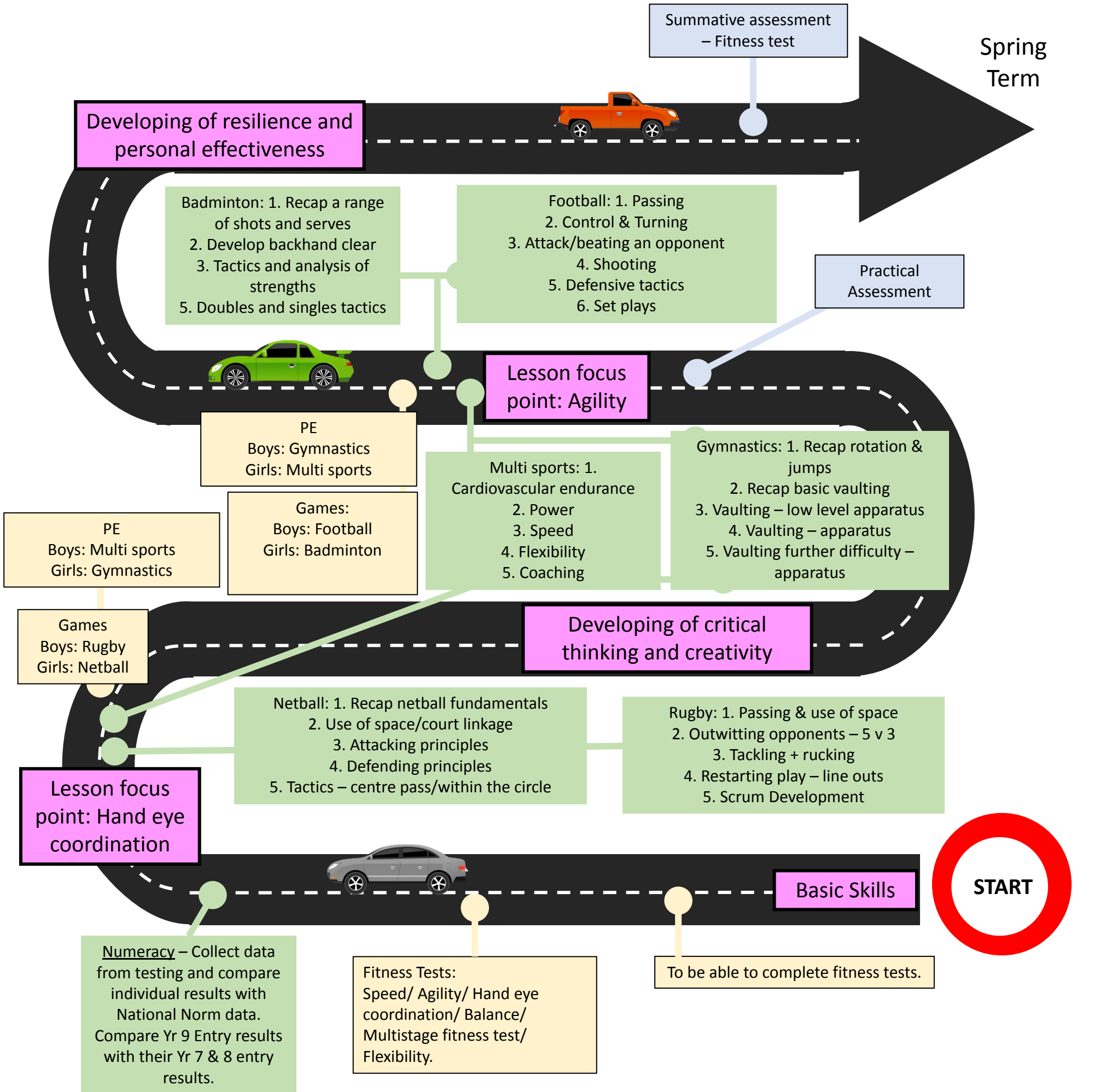


## Games & PE – Year 9 Basic Skills



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

- Reasoning: We are learning this to further develop basic skills, physical health and wellbeing that has lifelong benefits.
- Pupils will expand their knowledge and ability within these sporting activities while focusing on enhancing their communication skills and awareness of working with others.
- Pupils will engage in developing their planning & organisation of sessions and deliver them to their peers.
- 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.

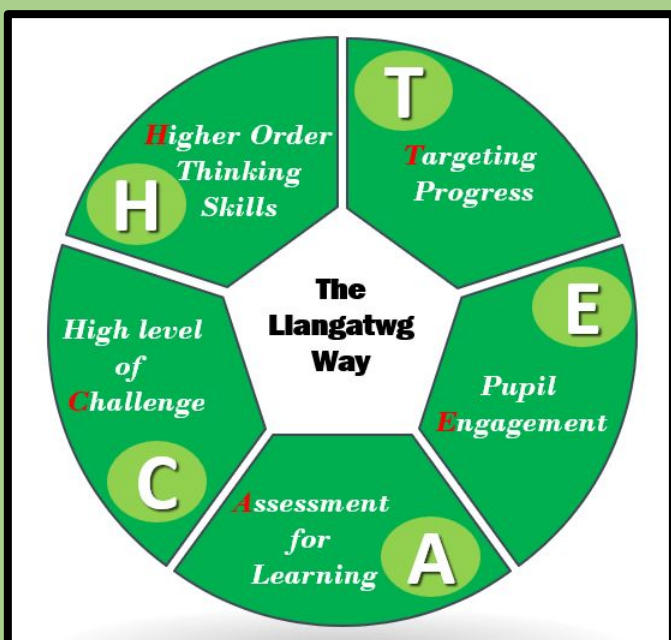




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# Humanities



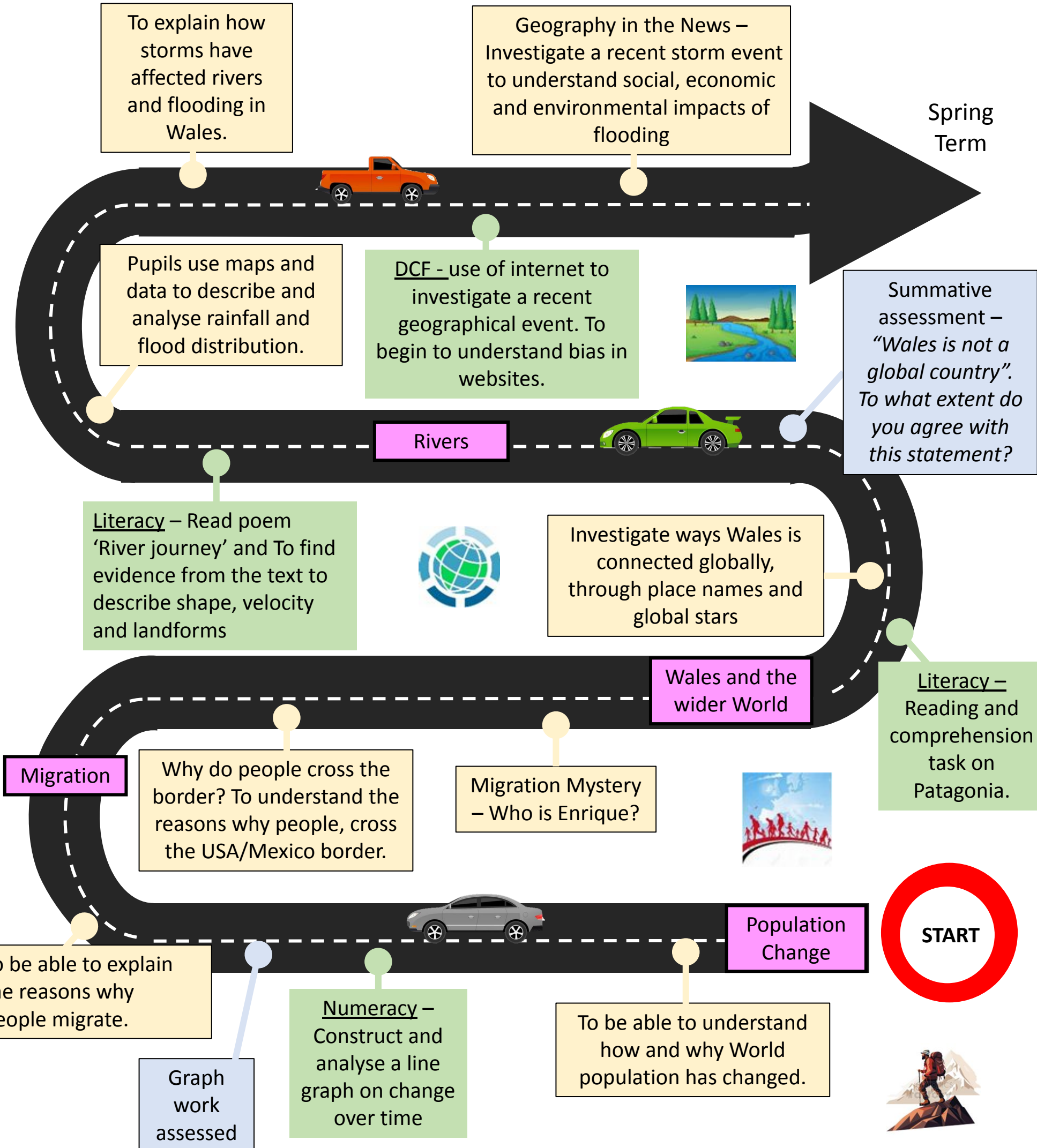


## Humanities – Year 9 Change



### 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-Change



**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.



Autumn  
Term

To discover who Jack the Ripper was

To explore Living Conditions in Industrial Britain



Literacy – Factory Report

To understand what Factory Conditions were like in the Industrial Revolution

To research Key Individuals who contributed to Medicine

Extended writing work assessed

Numeracy–Represent population figures in bar chart.



Change

START

Literacy- Create an extended piece of writing on population change

To find out how the Population of Britain changed

To understand what changes occurred during the 20<sup>th</sup> century in Britain

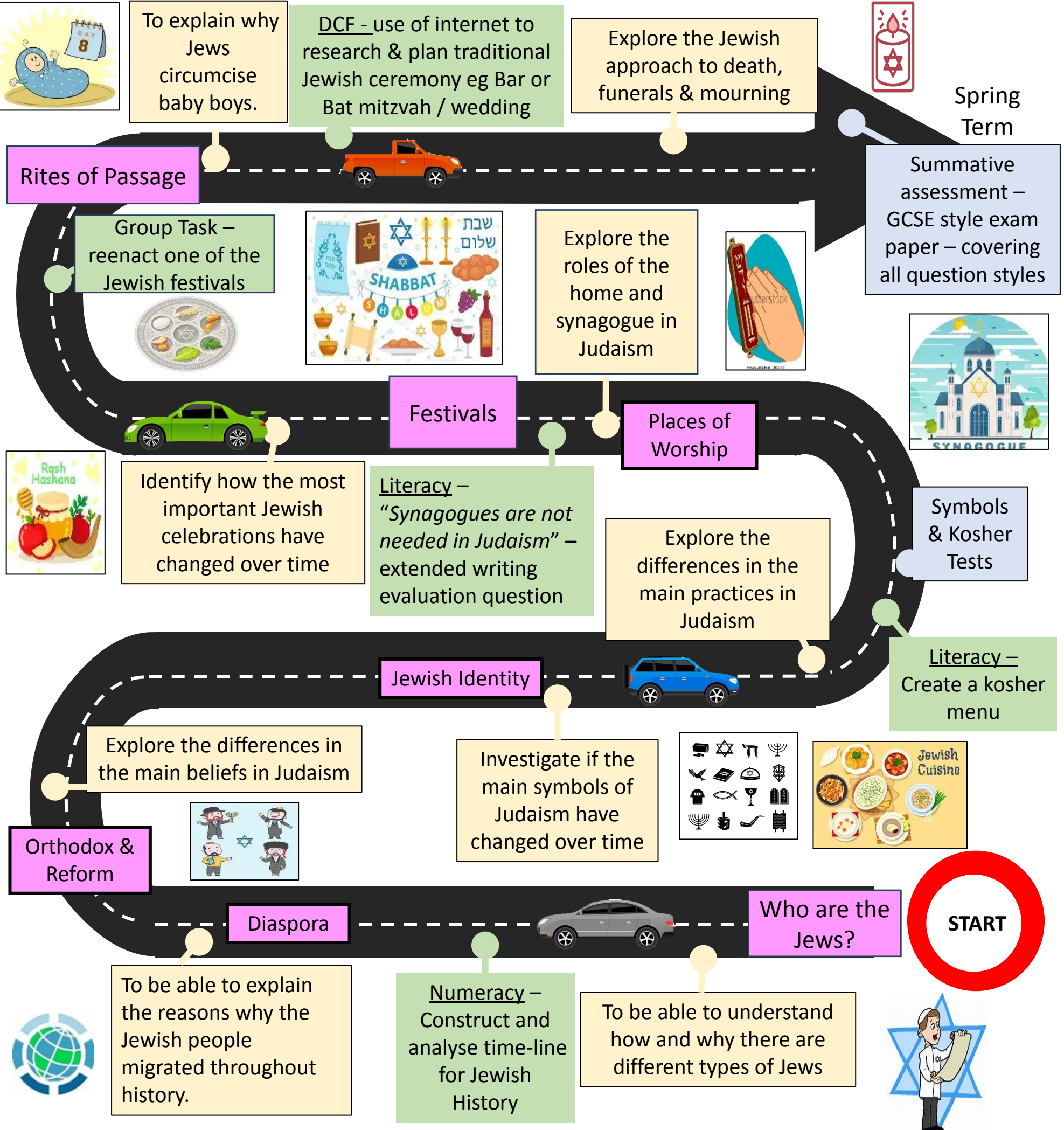


**Humanities –  
Year 9  
'Change  
& Tradition'**



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

- Nurturing curiosity can help learners understand and appreciate whether a religion can change and adapt to the modern world while retaining its' traditional beliefs, values and practices. This in turn will enable learners to identify what makes a religion distinct and evaluate its' particular impact on our 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.





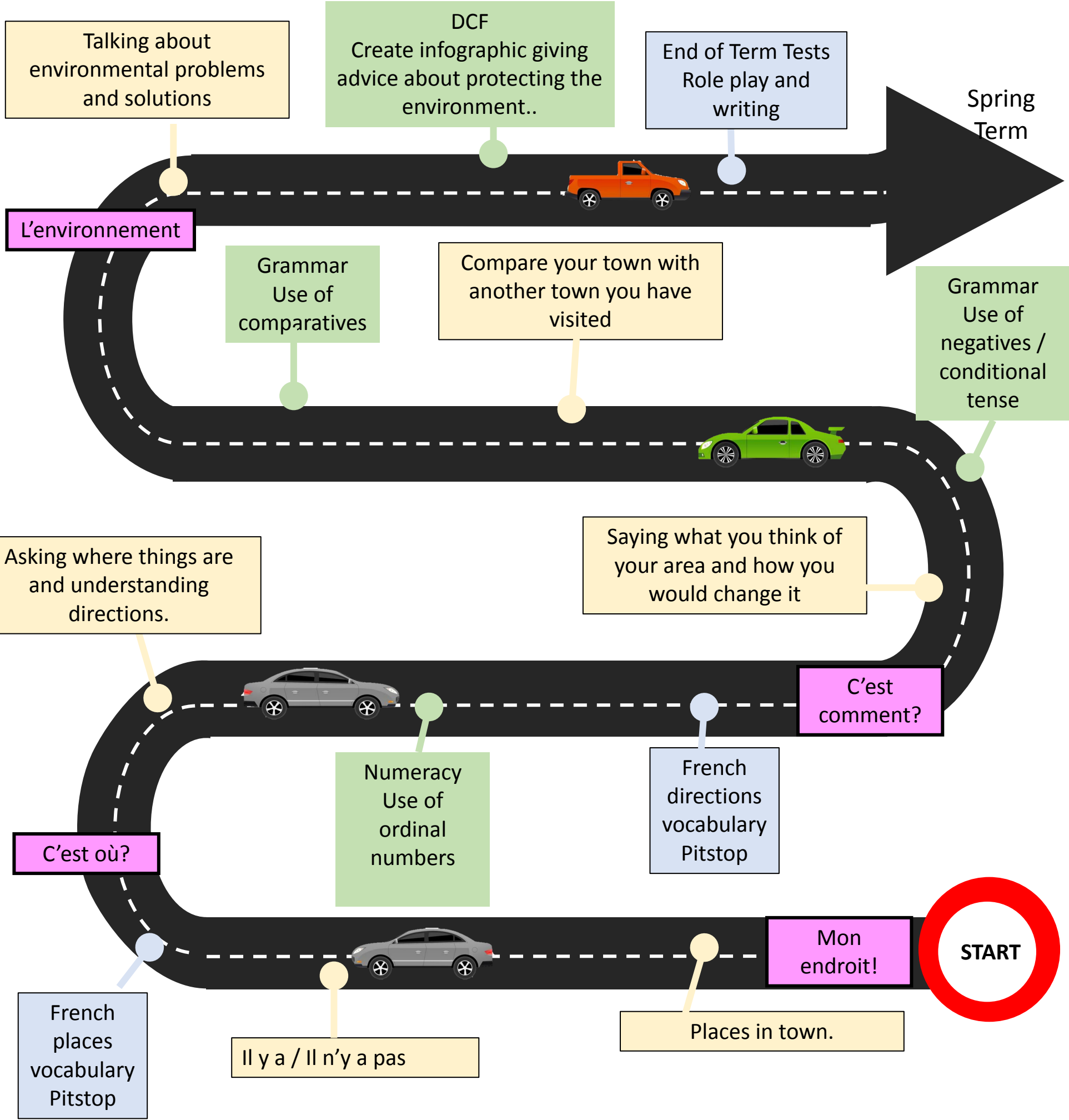
### French – Year 9 Autumn Term



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

*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.*



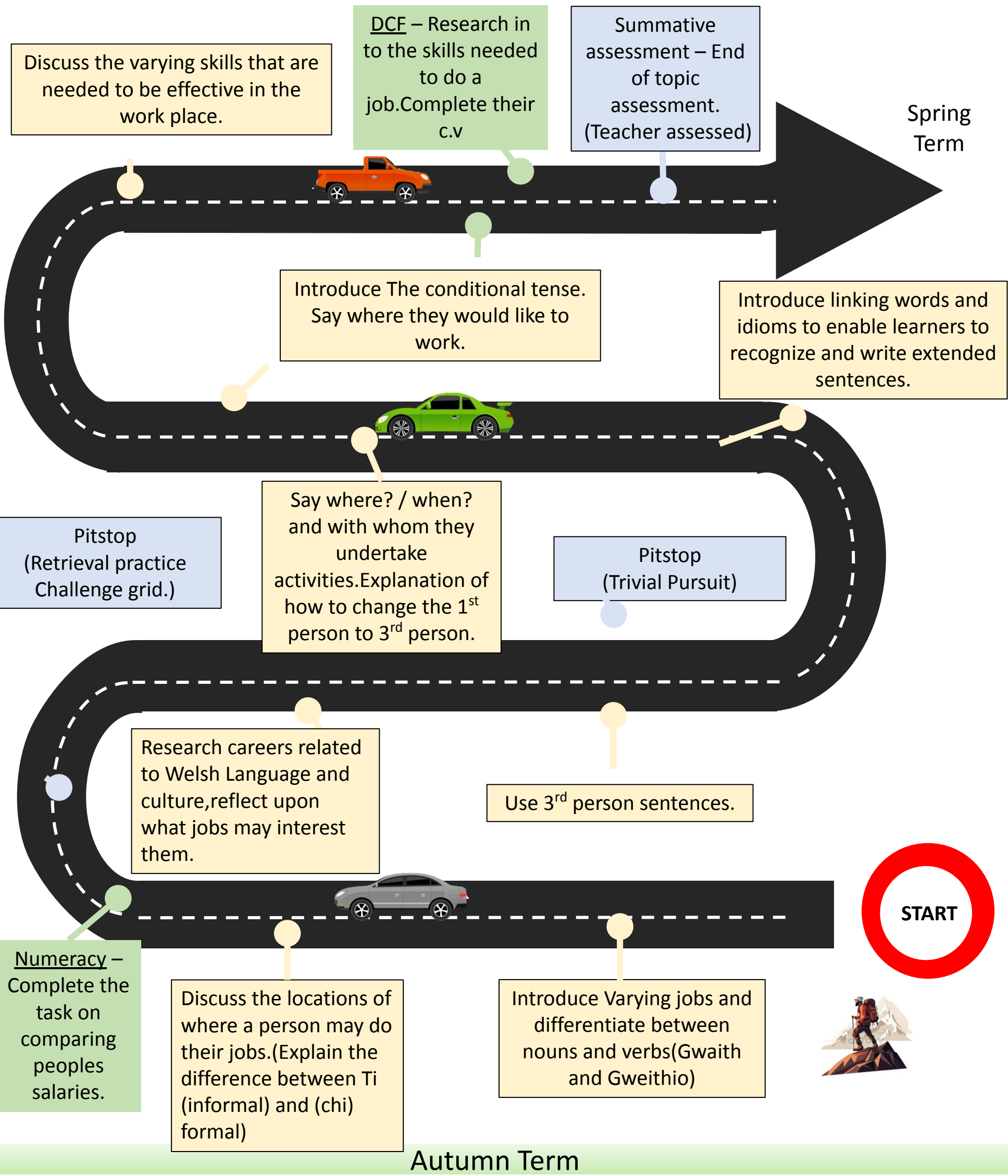


## Cymraeg – Blwyddyn 9 Uned 1 – Gwaith



*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*

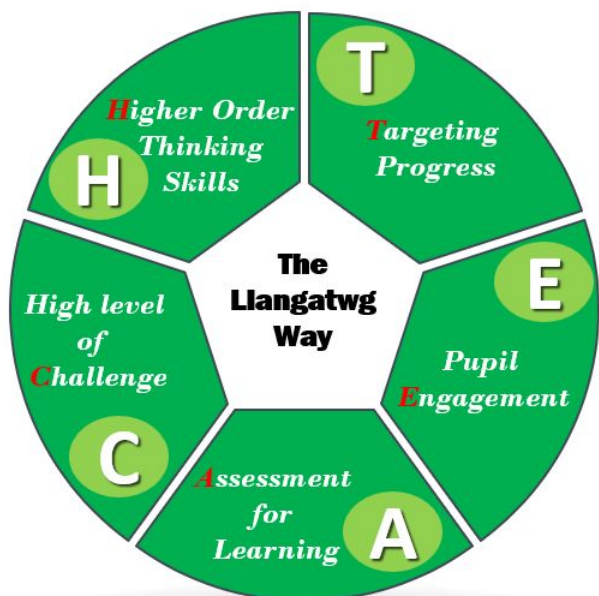




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# Maths & Numeracy



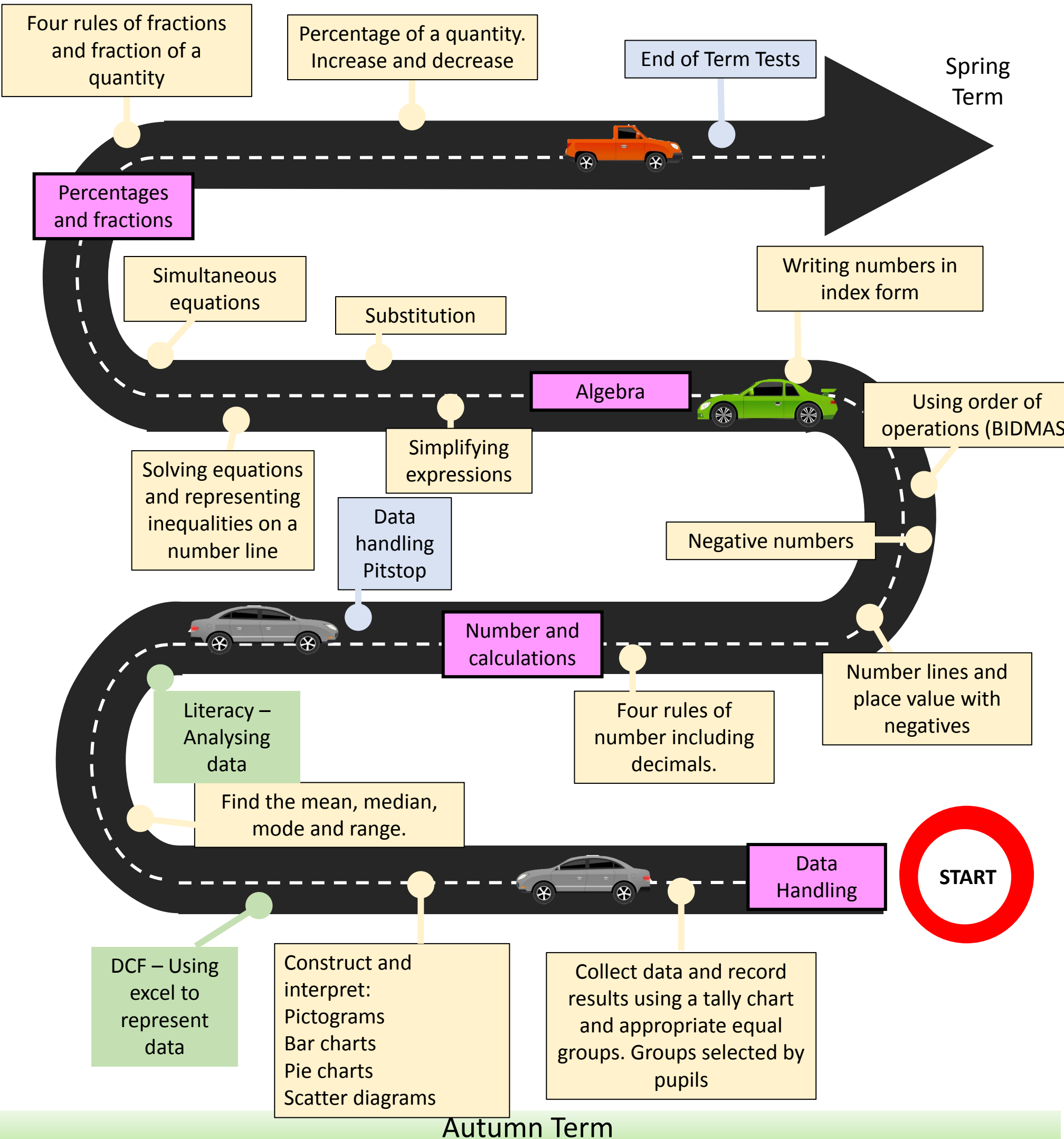


*Why are we learning this and how can parents/carers can help*

*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 Higher



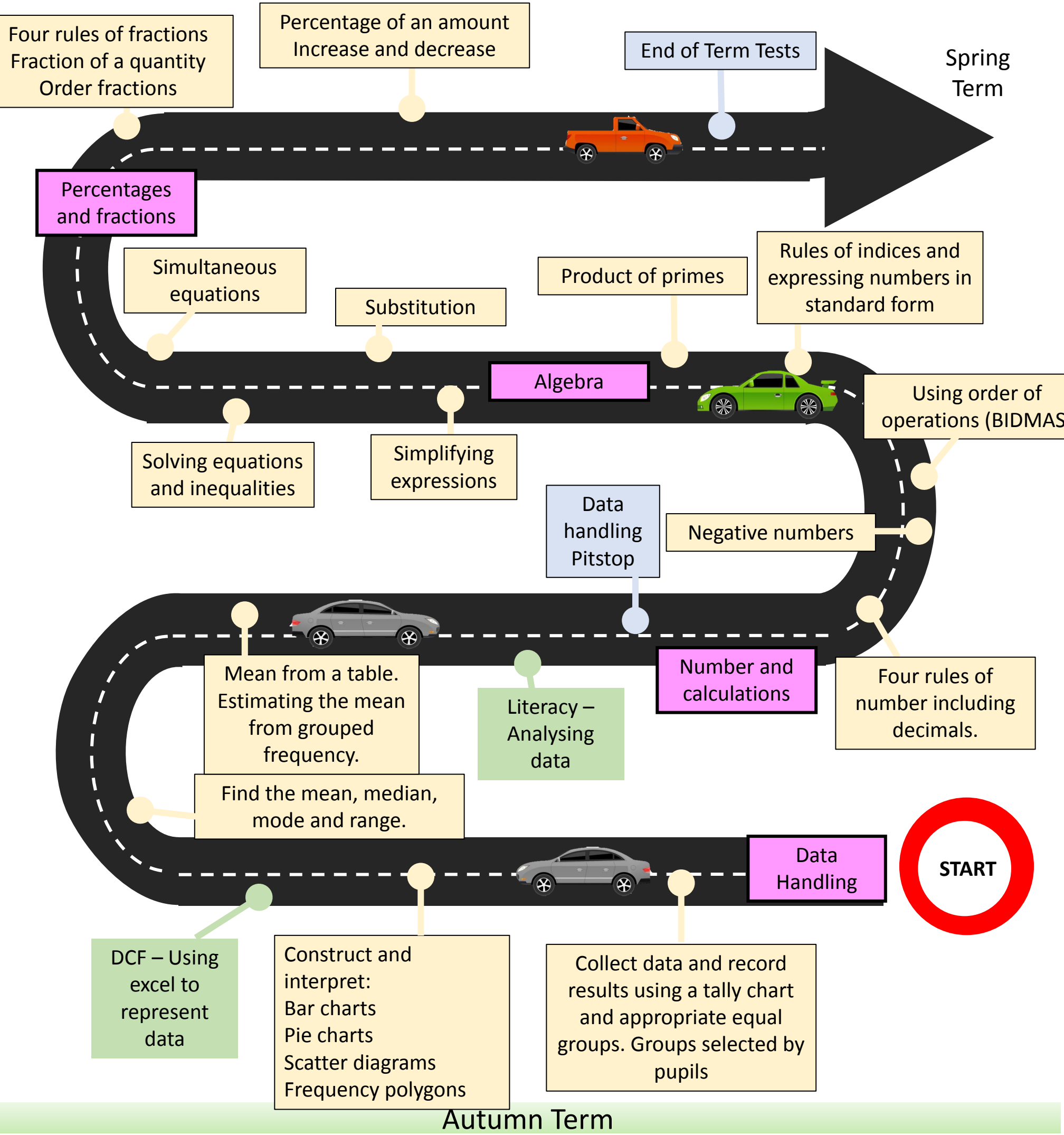


*Why are we learning this and how can parents/carers can help*

*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 Intermediate



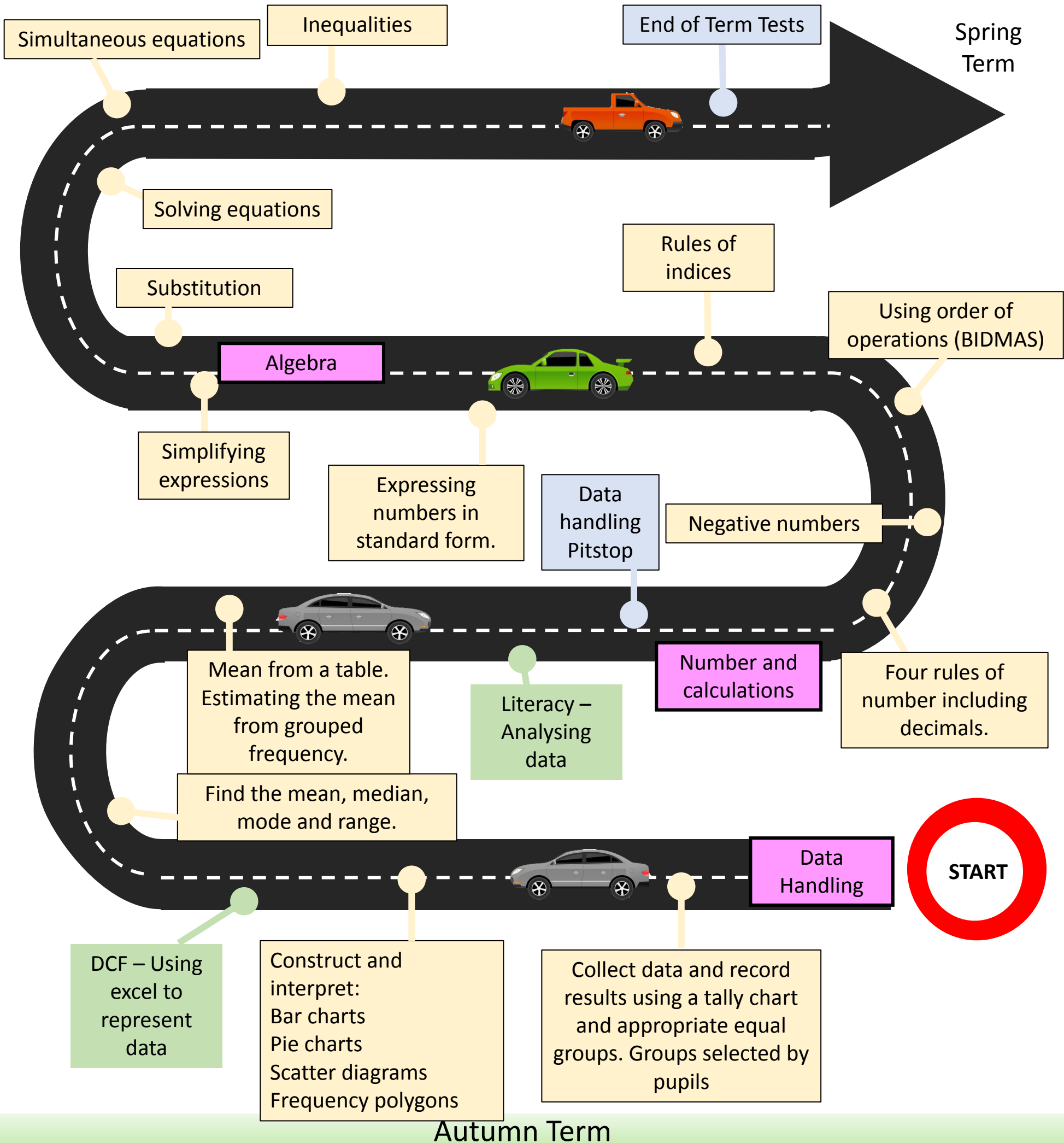


*Why are we learning this and how can parents/carers can help*

*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 Higher

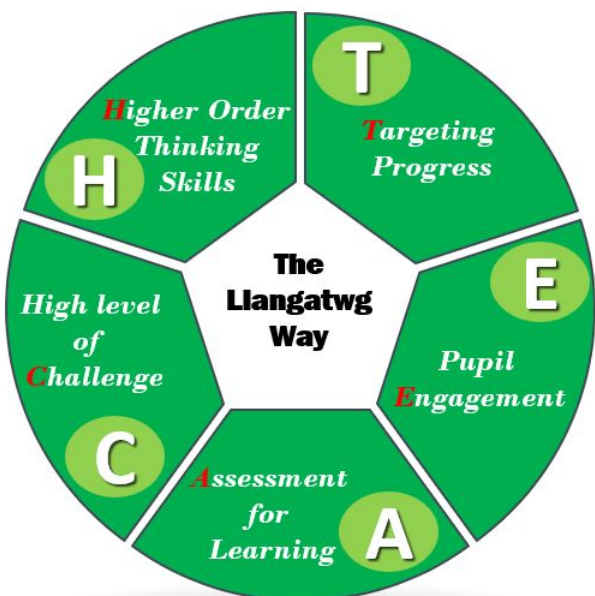


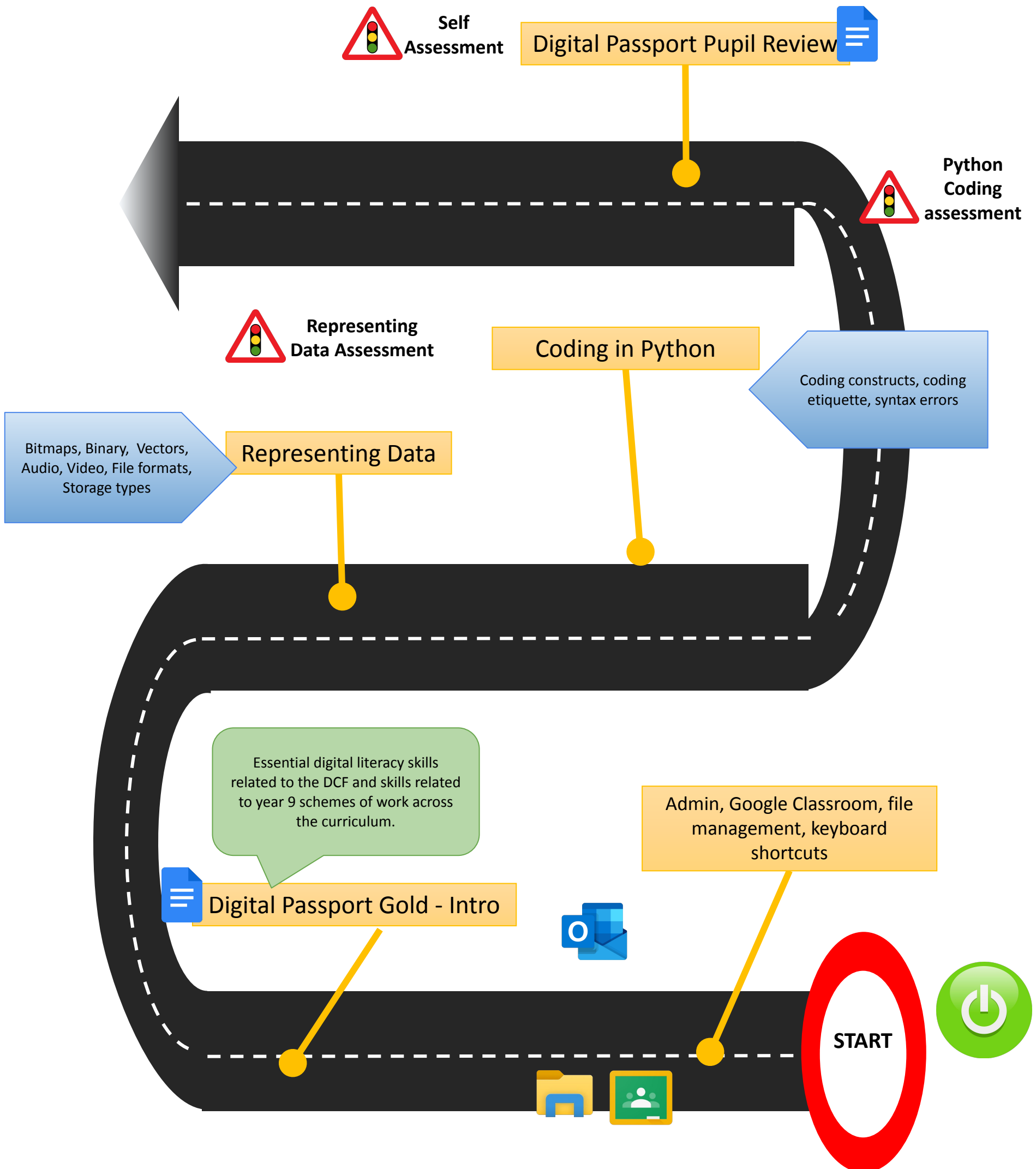


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# Science & Technology



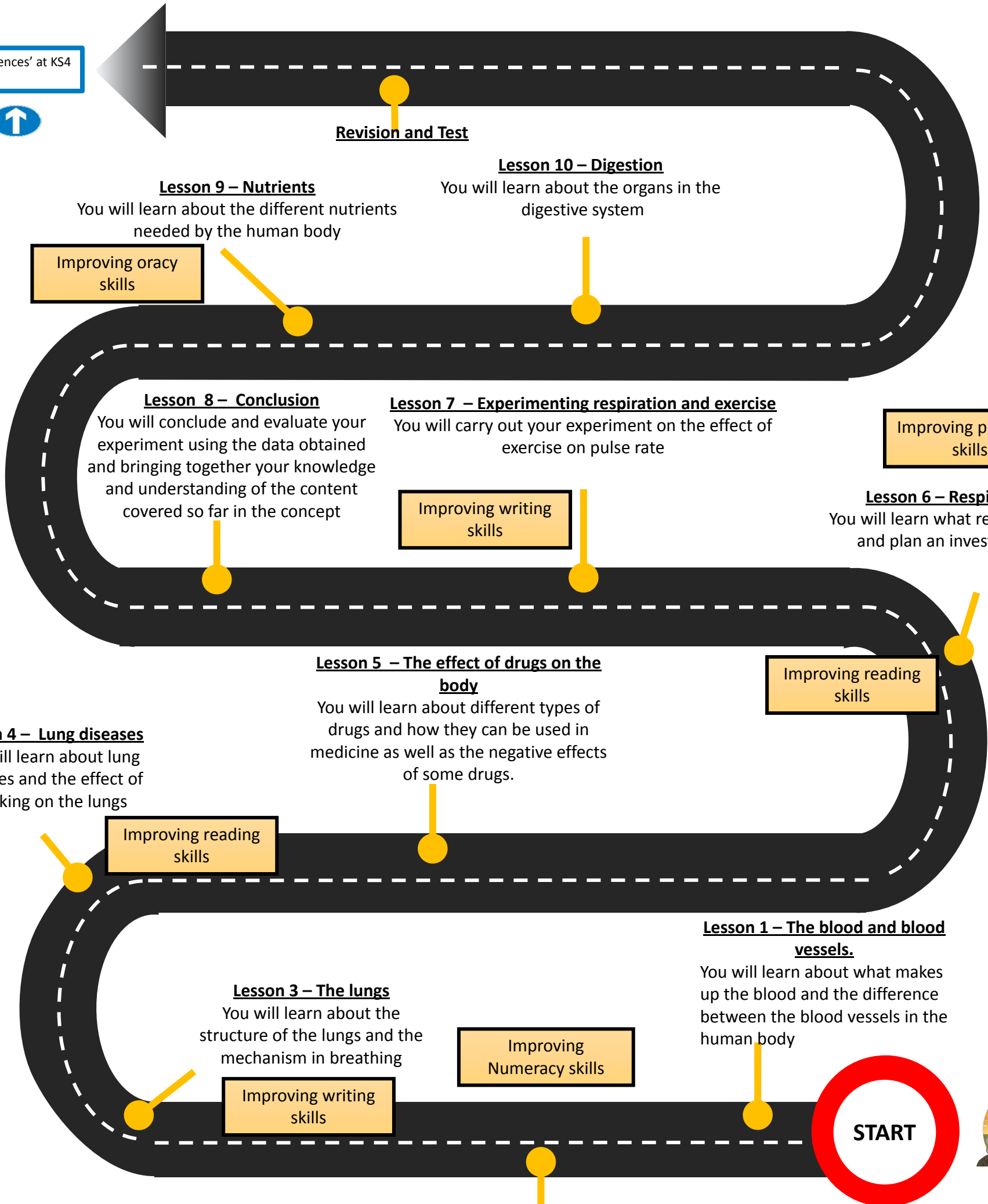




**Why are we learning this?**  
 Learning about this concept will help you understand the processes that take place in the human body. It is linked to the Survival concepts but you will also begin to prepare for GCSE biology. You will also continue developing your skills used in Year 7 and Year 8 in readiness for the next step: GCSE 'The Sciences'.

## Science – Year 9 'Body Systems'

The 'Sciences' at KS4



**Revision and Test**

**Lesson 10 – Digestion**

You will learn about the organs in the digestive system

**Lesson 9 – Nutrients**

You will learn about the different nutrients needed by the human body

Improving oracy skills

**Lesson 7 – Experimenting respiration and exercise**

You will carry out your experiment on the effect of exercise on pulse rate

Improving planning skills

**Lesson 8 – Conclusion**

You will conclude and evaluate your experiment using the data obtained and bringing together your knowledge and understanding of the content covered so far in the concept

Improving writing skills

**Lesson 6 – Respiration**

You will learn what respiration is and plan an investigation

**Lesson 5 – The effect of drugs on the body**

You will learn about different types of drugs and how they can be used in medicine as well as the negative effects of some drugs.

Improving reading skills

**Lesson 4 – Lung diseases**

You will learn about lung diseases and the effect of smoking on the lungs

Improving reading skills

**Lesson 1 – The blood and blood vessels.**

You will learn about what makes up the blood and the difference between the blood vessels in the human body

**Lesson 3 – The lungs**

You will learn about the structure of the lungs and the mechanism in breathing

Improving Numeracy skills

Improving writing skills



**PROUD** of my work

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



**Lesson 2 – The heart.**  
 You will learn about the structure of the heart



## YEAR 9

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

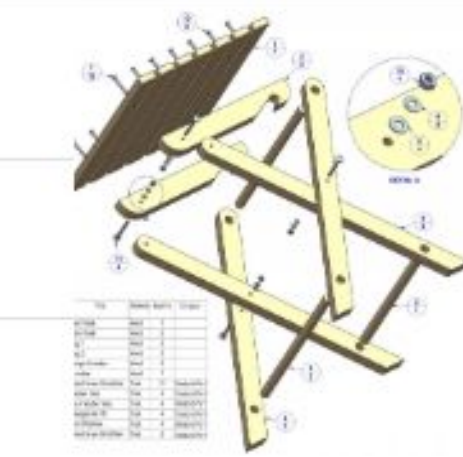


### Why are we learning this and how can parents/carers can help

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

