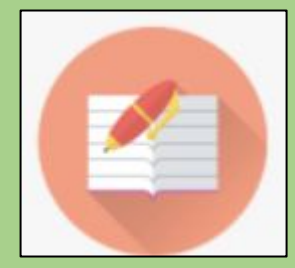
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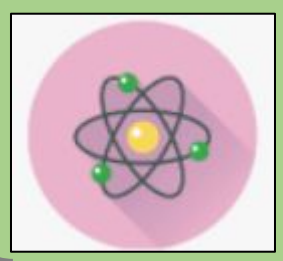




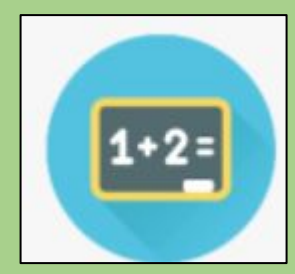












# Year 8
# Autumn Term 2026-27
# Learning Journey

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**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.**

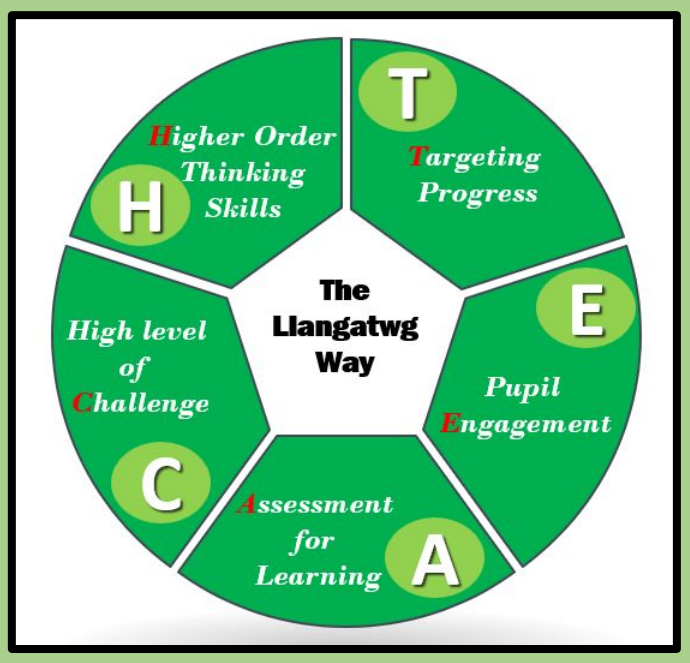
**This Learning Journey is for the Autumn Term, you will receive another one for the Spring Term in due course.**

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

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**Llangatwg**
Community School




# English & Literacy






# ENGLISH LEARNING JOURNEY

**Llangatwg Community School**

## *English – Year 8 Citizenship*



### *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.

Reading a variety of text on the same topic commenting on similarities and differences.

Assessment: Answer a GCSE-style comparison question.

Summative Assessment: EXAM



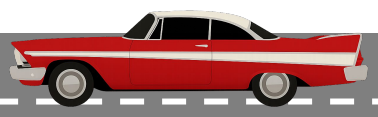
Spring Term



Travel Writing - Comparison

Group discussion using critical thinking & problem solving.
Choose the perfect hotel for each family.

Assessment: Write a formal letter OF complaint about a holiday.



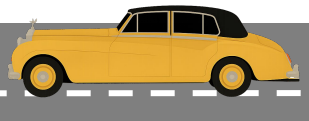
Assessment: Individual speaking & listening task.

Descriptive writing – Your perfect holiday.

Write a script in role as a customer and a travel agent.

Use persuasive techniques to create a piece of persuasive writing.

Travel Writing – Formal Writing



Persuasive Writing

START

Create a persuasive leaflet for a charity.

Assessment: Reading task (PEE) 'How does the writer persuade…'

Analysing a piece of persuasive writing, selecting key techniques used and why.

Autumn Term

# Art and Design LEARNING JOURNEY

**Llangatwg Community School**

## *Expressive Arts – Year 8*

# *Cultures*

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

By investigating cultures within the concept of design, learners can explore the expressive arts to developing artistic skills and knowledge. Learners will understand the creative process, learn how to evaluate artwork and experience how Art is used to communicate ideas and thoughts through different cultures.

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.



Researching how different cultures celebrate their heritage and history.

Summative Assessment. 3D card constructed Cultural Celebration Mask exhibition.



Spring Term

**Masks and Ceremonial Traditions**



Looking at the traditional Mexican festival, Day of the Dead.





**Mexican Art**

3D clay Mexican Masks task





Aboriginal painting Assessment.



Dia de los Muertos.

Explore dot painting, storytelling imagery, and Dreamtime concepts through Aboriginal art (Northern territory styles).

**Aboriginal & First Nations Art**

Contemporary African Pattern Repeat poly print task

Mehndi Designs







Adinkra Symbols





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





**Welsh Art & Cultural Identity**

START

Response to Artist Task.





Numeracy – Repeat patterns, rotations and symmetry.

Introduction to Cultures around the world.

Art Term for Tech Rotation

# MUSIC LEARNING JOURNEY

**Llangatwg Community School**

***Cultures in Music – Year 8***

***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***

Identify key musical components from varied Christmas films and evaluate their success



Refine and improve the playing of a Christmas melody

End of Term Tests – Performance /Listening

Spring Term

Christmas

Literacy/DCF

End of Term Tests – Perform Wimoweh and peer assess

Learn to play the verse of Wimoweh, pupils can use guitar, keyboard, drums and voice



Wimoweh Group Performance



Practice Wimoweh in groups, learn the chorus section

In groups of 3 or 4 arrange Wimoweh

Data handling Pitstop

Literacy –



Halloween

World Music Listening – listen to 5 pieces and answer questions about each piece

Halloween Listening – Listen to pieces and answer questions about the elements of music

Cultures in Music

START

Literacy – Match up the countries to the explanation of the instrument

Research the music from 6 different countries around the world

‘Listen to 5 pieces of Music from around the world and fill out a table



Autumn Term

# FOOD STUDIES LEARNING JOURNEY

**Llangatwg Community School**

***Food Studies***
***My Country***
***Fy Ngwald***



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

- The main aim of this scheme of learning is to enable students to further develop their culinary skills and to be able to apply their understanding of food poisoning to ensure safe food products are produced in practical lessons . It is important students understand how to apply nutrition principles and how to make healthier food choices .This scheme will build confidence when working in the kitchen to prepare and make a range of well-balanced food products within the time allocated.
- 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.

Assessment

Explore Welsh Foods

Food provenance & Food Miles

WCF & DIRT

Practical – Bara Brith Muffins




Noodle Stir Fry

Food Origins









Literacy
Nutrition

WCF & DIRT

Practical –Pizza Scone based

What influences food choice ?

Practical –Pasta Pot

Veganism & Vegetarians
Allergies and intolerances



Literacy
Reading –
Food Poisoning Mystery



NUTRITION





Refresher
What do you remember from Yr 7

START

Practical – Scones

Recap the 4 C's Bacteria and Hygiene

Recap - Weighing & Measuring

Recap - Health & Safety








Food Studies Rotation 9 weeks

# HEALTH & WELLBEING LEARNING JOURNEY

Llangatwg Community School

## *Health & Wellbeing – Year 8 Diet & Nutrition*

### *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 food and its importance of leading a life with a balanced diet.
- Pupils will expand their knowledge and understanding of a balanced diet and what each nutrient gives to their bodies.
- At home you can help your child by encouraging them to use the knowledge they are gaining around day-to-day eating habits.

Exploring the importance of water, how to be aware of dehydration and the dangers of dehydration.

<u>Numeracy</u> – Collecting the body's water percentage in adults and children.

To analyse different types of drinks and its effects.

Summative assessment - Diary of their diet of 1 day. Written evaluation of the diet and analyse if it is balanced or unbalanced. Suggestions of how it can also be improved.

Spring Term

To understanding Fibre, its substances and good sources of fibre.

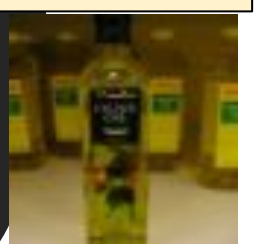
True or False Activity will be marked.



Further investigating the nutrient vitamins and the benefits they have on our bodies.



To be able to define the meaning of saturated and unsaturated fats.

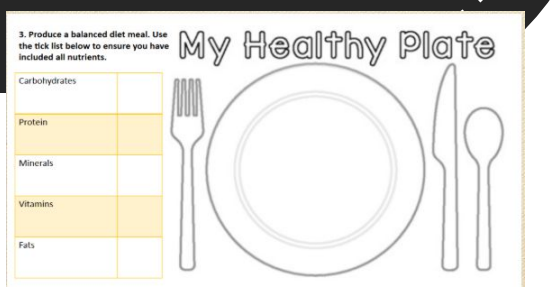


<u>Literacy</u> – Explanation text. Complete worksheet and explain what each nutrient gives our bodies.

To examine what specific foods contain each nutrient.

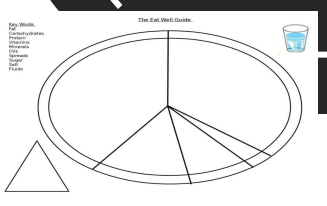
<u>Numeracy</u> – Collecting data. The recommended percentage of each nutrient to create balanced diet.

'My Healthy Plate' Assessment. A meal that contains the correct proportion of each nutrient for a well balance meal.




To understand what nutrient each group is and what gives our bodies.

Create an Eaw Well Plate placing food in their specific food groups.






Topic: Diet and Nutrition

To understand a balance diet and to explore the quantity of each food group we should be consuming to maintain a health balanced diet.

Introduction to Yr 8 Health & Wellbeing

START

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

Autumn Term

# PHYSICAL EDUCATION LEARNING JOURNEY

**Llangatwg Community School**

## *Games & PE – Year 8 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.
- 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.

Summative assessment – Fitness test

Spring Term

Developing of resilience and personal effectiveness

Badminton: 1. Recap badminton basic
2. Develop overhead clear
3. Develop long & short serve
5. Single & doubles game play

Football: 1. Develop passing
2. Dribbling, turns and outwitting a defender
3. Develop Attack
4. Develop shooting
5. Heading
6. Defensive strategies/ tactics

Practical Assessment

Lesson focus point: Agility

PE
Boys: Gymnastics
Girls: Multi sports

Games:
Boys: Football
Girls: Badminton

Multi sports: 1. Cardiovascular endurance
2. Power
3. Speed
4. Flexibility
5. Game inclusion tactics

Gymnastics: 1. Recap rotation & jumps
2. Recap balance – individual/partner work
3. Intro to basic vaulting
4. Vaulting – low level apparatus
5. Vaulting - apparatus

PE
Boys: Multi sports
Girls: Gymnastics

Games
Boys: Rugby
Girls: Netball

Developing of critical thinking and creativity

Netball: 1. Recap passing skills & Fundamental rules
2. Timing of passing/ support play
3. Attacking play/ outwitting opponents
4. Shooting
5. Marking defence (Phase 3)

Rugby: 1. Recap passing & refine handing skills
2. Developing passing/ 4v2
3. Developing tackling technique
4. Kicking
5. Tactical play/ outwitting opponents

Lesson focus point: Hand eye coordination

Basic Skills

START

<u>Numeracy</u> – Collect data from testing and compare individual results with National Norm data. Compare Yr 8 Entry with their Yr 7 entry results.

Fitness Tests:
Speed/ Agility/ Hand eye coordination/ Balance/ Multistage fitness test/ Flexibility.

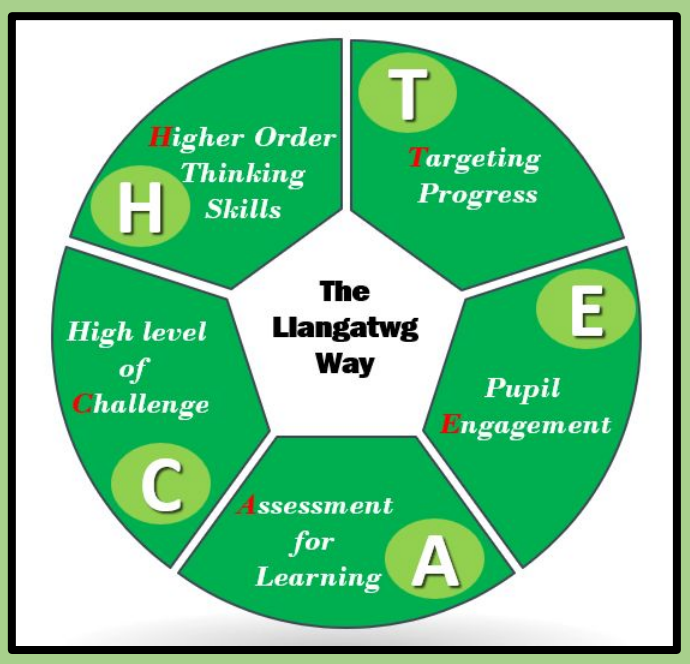
To be able to complete fitness tests.

Autumn Term

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# Humanities






# GEOGRAPHY LEARNING JOURNEY Llangatwg Community School

***Humanities – Year 8 Power***

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

- Learners will explore the connections and interdependence between Wales and the wider World, in the context of globalisation. This concept will encourage them to explore – and develop a tolerant and empathetic understanding of values and ethics that underpin and shape human society.
- At home you can support learning by reading over key terms and discussing concepts taught in class. You could also support learning by watching the news and talking about global issues.

To understand where your old mobile phone goes and the impact of e-waste



<u>Literacy</u> – Explanation text. Write a paragraph to explain where your mobile phone goes. Is it ethical?

Spring Term



**Sustainability**

To investigate the working conditions in an Apple factory.



<u>Numeracy</u> – Calculate and analyse individual Water footprints.



**Globalisation**

It takes the World to make an I-phone. Describe patterns of production.

Evaluate the influence of Coca-Cola on global water supply.



Graph and map work assessed

**Multinational companies (MNCs)**

Summative assessment – Extended writing on the Power of McDonald's.

To understand that multi-national companies can have advantages and disadvantages on a country.



Is McDonald's taking over the World?



**Power**

**START**

<u>Numeracy</u> – Collect primary data on global brands and construct bar chart.

Using our own products, evaluate whether we are global citizens.

To be able to define the meaning of Power and what that means to us.



Autumn Term

# HISTORY LEARNING JOURNEY

**Llangatwg Community School**

***Humanities – Year 8 - Power***

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

We are learning this to understand how power has changed over time and to understand how we as individuals have power in today's world.

- At home you can support learning by reading over key terms and discussing concepts taught in class.
- At home you can support learning by linking concepts taught in class to your local area to provide an authentic context for your child.



To discover what devolution is and how Wales has developed its political power.



Literacy - Complete a summative assessment on how power has changed over time.

Spring Term

DCF– Research key individuals of the Civil Rights/Black Power Movement and explain their importance.

To explore the causes, events and consequences of the Civil Rights Movement and how this affected changes in racial power in the USA.

Literacy - Create an investigation into whether Emily Davison's death was an accident.



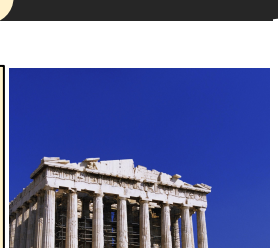
Literacy - Create an extended piece of writing analysing the causes of the Civil War.

To examine the events of the Chartists and how they attempted to gain more power.

To understand what the Suffragettes did to give women more power in Britain.

To evaluate the causes of the Civil War and how this affected power changes in Britain.

To develop an understanding of how and why ancient Greece became the founder of democracy.





Power

START

To analyse the reasons why power changed in Britain after the Magna Carta was signed by King John.

To describe the hierarchy of the feudal system within medieval Britain.

To understand what power is and to explore how our country is governed today.



Autumn Term

# RVE LEARNING JOURNEY

**Llangatwg Community School**

## *Humanities – Year 8 Power*

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

- When students explore different kinds of power — like religious ideas and their own rights and duties — they start to understand themselves better and feel more responsible. This helps them become thoughtful and aware members of their community.
- Discussing at home, the value of respecting different opinions and the rights of others can further support their understanding

**Spring Term**

**Founders**

DCF
Create a leaflet using Adobe Express to promote an influential ethical person of power

To be able to compare 3 Founders of 3 Religions

Summative assessment – Extended writing task on the power of others




**Personal Conviction**

To understand moral decisions aren't easy. Doing the wrong thing for the right reasons?

Numeracy – Rank order the Universal Declaration of Human Rights. Justify our choices




Creativity; design your own Ten Commandments

Explain if rules and rights are important

**Authority**

To explore the different types of authority

**Faith**

What power does faith have over people ? eg Abraham / Moses

**People**

Numeracy – Create a timeline & Venn diagram of Scientific and religious creation ideas

Creation Assessment
"Religious Creation Stories are out of date – Modern science means that people don't believe that God created the world!"




Oracy / group work – Abraham chat show

DCF – Create your own Creation Story
OR
Research any other Creation story – Greek, Egyptian ideology etc

What is the power of freewill ?

Group work – explore the story of Adam and Eve

Literacy – structuring a debate.
Does everyone believe the same thing?

**God**

**START**

To be able to understand a variety of religious & non religious / Scientific creation stories




Literacy Discuss.
"God is powerful"
Justify own opinion




Literacy – structuring our own questions about Gods / Goddesses / Higher Power

To be able to explore ideas of a Higher Power

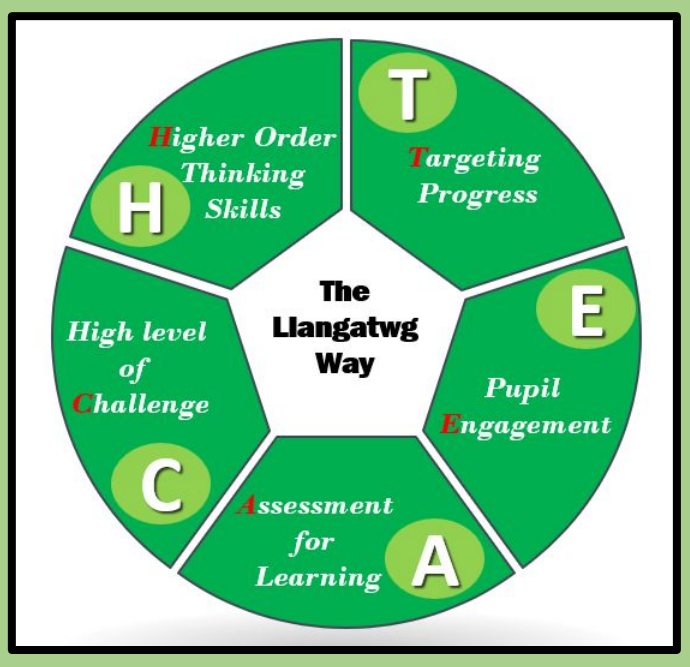


Autumn Term

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# Languages






# MFL LEARNING JOURNEY

**Llangatwg Community School**

***French – Year 8 Autumn Term***

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

***To build on previous knowledge of vocabulary and verbs in order to speak and write at greater length.***
***Encourage your child to practice and record themselves speaking to improve confidence and pronunciation.***

Grammar
Conditional tense

DCF
Use of AI to create an image from a French text about your ideal house

End of Term Tests
Speaking Photo cards

Spring Term

Comment est ta maison idéale?

Ma maison idéale

Grammar
Use of prepositions

Ma routine

Saying when you do things and expressions of time

Use of reflexive verbs to describe daily routine

French rooms vocabulary
Pitstop

Ma chambre

Comment est ta maison?
Talking about what's in your house.

Grammar
Agreement of adjectives

Items in the bedroom

Les pièces

Ma maison!

START

Grammar
Present tense of habiter

Points of the compass and countries

Où habites tu?
Talking about where you live.

Autumn Term

# Taith Ddysgu Cymraeg

**Llangatwg Community School**

***Cymraeg – Blwyddyn 8***
***Uned 1 – Tymor 1***



***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***

Summative assessment – End of topic assessment. (Teacher assessed)

Spring Term

Introduce linking words and idioms to enable learners to recognize and write extended sentences.

Introduce the past tense and explain how it's formed.

Say where? / when? and with whom they undertake activities.

Pitstop (Trivial Pursuit)

Graph work teacher assessed – S / NS

DCF – Flowchart on hobbies

Use positive and negative adjectives to support opinions with adverbs.

Use 3rd person sentences.

START

Numeracy – Collect data on the class favourite hobbies, hypothesise and construct a bar chart.

Discuss positive and negative opinions.

Introduce hobbies and differentiate between chwarae and non- chwarae nouns.



Autumn Term

# Taith Ddysgu Cymraeg

**Llangatwg Community School**

***Cymraeg – Blwyddyn 8***
***Uned 2– Tymor 1***



***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***

Summative assessment – End of topic assessment. (Teacher assessed)

Spring Term

Learn how to conjugate 4 main irregular past tense verbs. (mynd / dod, cael a gwneud)

Revise strategy on forming the past tense (Stem + ending)

<u>Numeracy</u> – Timeline- sequencing events.

Write about daily routines using 1st and 3rd person.

Pitstop (Yr Amser a Threfn Ddyddiol

Use the soft mutation after ‘Mae hi’n / am/ i’

Introduce Daily Routine verbs

START

<u>Numeracy</u> – Labelling clocks/ Sequencing activities

To tell the time confidently showing understanding of wedi / i.

Differentiate between formal and informal numbers.

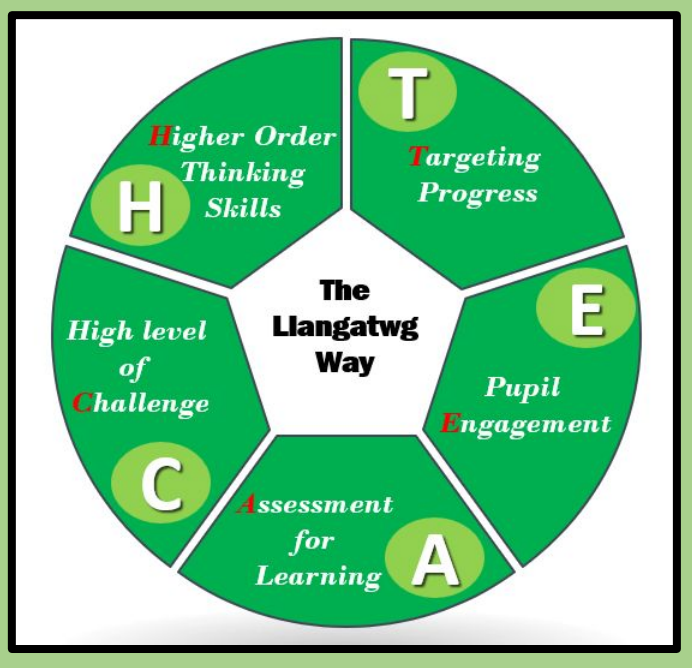


Autumn Term / Spring Term

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# Maths & Numeracy






# Maths LEARNING JOURNEY

**Llangatwg Community School**

***Maths and Numeracy – Year 8 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.***

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

Number facts, cube, cube root, reciprocals, using powers, finding the Highest Common Factor and Lowest Common Multiple, rounding (dp&sig fig)

Percentages of amount incl calculator, percentage increase / decrease, FDP of quantities, fractional percentage and finance. Use of multipliers.

End of Term Tests

Spring Term

Percentages

Literacy

Ratio, simplifying, sharing in a ratio, inverse ratio, ratio and proportion

Four rules of number with decimals
Express recurring decimals using correct notation

Decimals and number work

Simplifying expressions, solving equations, substitution, rearrange formulae, functions and inequalities

Fractions

Algebra

-Four rules of fractions
-Fractions of amounts

Literacy – worded problems

- Equivalent fractions
- Simplifying fractions (incl: mixed and improper fractions)

Find the volume of cubes and cuboids
Use inverse techniques

Area of compound shapes

Area and Volume

Length, Weight, Capacity

Data handling Pitstop

Convert between metric and imperial units

Find the perimeter and area of plane shapes including trapeziums and kites

DCF – Using excel to represent data

Literacy

Data Handling

START

Find the mean, median mode and range for two distributions using continuous data
Mean from a table

Construct and interpret:
Bar charts
Pie charts
Scatter diagrams

Collect data and record results using a tally chart and appropriate equal groups. Groups selected by pupils

Autumn Term

# MATHS LEARNING JOURNEY

**Llangatwg Community School**

***Maths and Numeracy – Year 8 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***

Number facts, cube, cube root, reciprocals, using powers, finding the Highest Common Factor and Lowest Common Multiple, rounding (dp & sig fig

Percentages of amount incl calculator, percentage increase / decrease, FDP of quantities, fractional percentage and finance. Use of multipliers.

End of Term Tests

Spring Term

Percentages

Literacy

Ratio, simplifying, sharing in a ratio, inverse ratio, ratio and proportion

Express recurring decimals using correct notation

Simplifying expressions, solving equations, substitution, rearrange formulae, functions and inequalities

Decimals and number work

Fractions

Algebra

-Four rules of fractions
-Fractions of amounts

Literacy – worded problems

- Equivalent fractions
- Simplifying fractions (incl: mixed and improper fractions)

Find the volume of cubes and cuboids
Use inverse techniques

Area of compound shapes

Area and Volume

Length, Weight, Capacity

Data handling Pitstop

Convert between metric and imperial units

Find the perimeter and area of plane shapes including trapeziums and kites.

DCF – Using excel to represent data

Literacy

Data Handling

START

Find the mean, median mode and range for two distributions using continuous data
Mean from a table and estimated mean

Construct and interpret:
Bar charts
Pie charts
Scatter diagrams

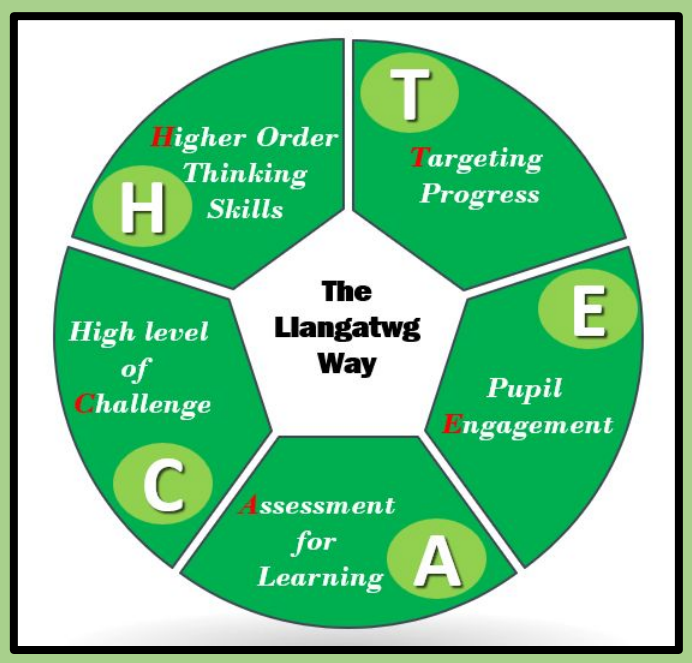
Collect data and record results using a tally chart and appropriate equal groups. Groups selected by pupils

Autumn Term

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# Science & Technology






# DIGITAL TECHNOLOGY LEARNING JOURNEY

Llangatwg Community School

Self Assessment

Digital Passport Pupil Review

Spreadshee ts Assessment

Block Coding Assessment

Spreadsheet Modelling Chimp Andy

Advanced formulae, Advanced functions, formatting, modelling for more complex scenarios.

Block Based Coding, Loops, Variables, If/Else/While statements, Logic,

Micro:bit Coding

Essential digital literacy skills related to the DCF and skills related to year 8 schemes of work across the curriculum.

Admin, Google Classroom, file management, keyboard shortcuts

Digital Passport Silver - Intro

START

**Science & Technology** – *Digital Technology* ***Year 8*** *(Autumn Term)*

**Mr Isaac/Mr Hansen**

# SCIENCE LEARNING JOURNEY

Llangatwg Community School

## *Science – Year 8 'Origins'*

### *Why are we learning this?*

Learning about this concept will help you understand the world around us and beyond. We will build upon the scientific knowledge, understanding and skills developed in the Year 7 concepts. It will also help develop your knowledge and understanding of our future concepts by linking what we have already learned to find out more about living things, the structure of the Earth and its materials, forces and energy.

Building upon knowledge, understanding and skills in our next Year 8 concept 'Survival'.

**Revision and Test**

**Lesson 9 – Climate Change continued**
You will analyse data on climate change

Improving Numeracy skills

**Lesson 7 – Renewable energy**
You will be learning about the alternatives to burning fossil fuels

Improving oracy skills

**Lesson 6 – Fossil Fuels**
You will develop your knowledge on the burning of fossil fuels that you learnt in Year 7

**Lesson 8 – Climate change**
You will be learning about what the term climate change means and how it affects us

Improving reading skills

Improving reading skills

**Lesson 5 – Predators and Prey**
You will learn about predators and prey and analyse data on the numbers of predators and prey

Improving Numeracy skills

**Lesson 4 – Adaptations**
You will be learning what an adaptation is and how they help animals and plants survive

Improving oracy skills

Improving numeracy skills

**Lesson 3 – Natural selection**
You will learn what the term 'Natural Selection' means by doing an experiment

**Lesson 1 – Evolution**
You will recap the evolution of Earth's atmosphere and begin learning about evolution of plants and animals

Improving Numeracy skills

START



**Lesson 2 – Theory of Evolution**
You will learn about Charles Darwin and the Theory of Evolution

**PROUD** of my work

**P**erseverance
**R**esponded to feedback
**O**ver and above
**U**nderstood next steps
**D**eveloped skills

# TECHNOLOGY LEARNING JOURNEY

Llangatwg Community School

## YEAR 8

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

Being part of a user-centred design process will encourage them to use creativity to develop ideas, manage and mitigate risks, and minimise complexities

**Assessment A**
I can use prototyping techniques to test ideas and support my making.

**Assessment B**
I can **combine** component parts, materials and processes to achieve functionality and improve the effectiveness of my outcome.

**Assessment C**
I can select and safely use specialist tools and techniques in order to develop and construct my outcomes.







**Assessment A**
I can creatively respond to the needs and wants of the user, based on the context and on the information collected

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

**Assessment C**
I can adopt an iterative process to improve my design proposals, while minimising their negative impact on the environment and society.

NUMERACY
**-Circle Properties**
**-Measuring**
**X,Y,Z Axis**

NUMERACY
**-Units of measurement**
**-Scale**

NUMERACY
**-NETS**
**Running totals**

**Animal Light**

**Tea Light holder**

**Organiser**

**4 ROTATIONS**
Food
**Engineering**
**CAD/CAM**
**Art**