

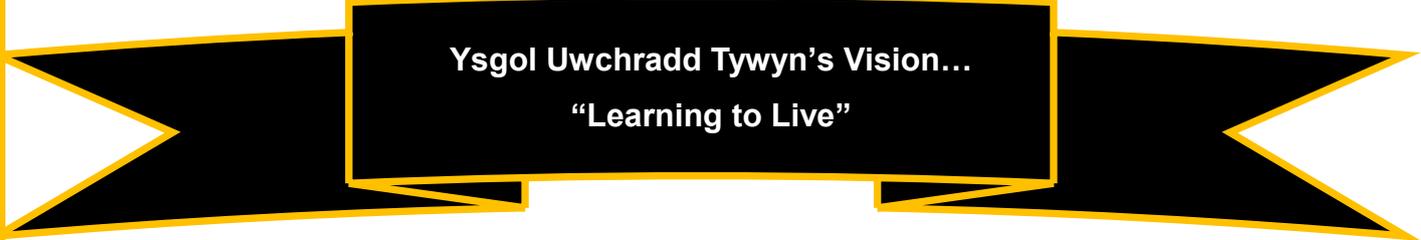


Ysgol Uwchradd Tywyn

'Learning to Live'

Our Curriculum for Wales





Ysgol Uwchradd Tywyn's Vision...
"Learning to Live"

The School's objectives for all pupils:

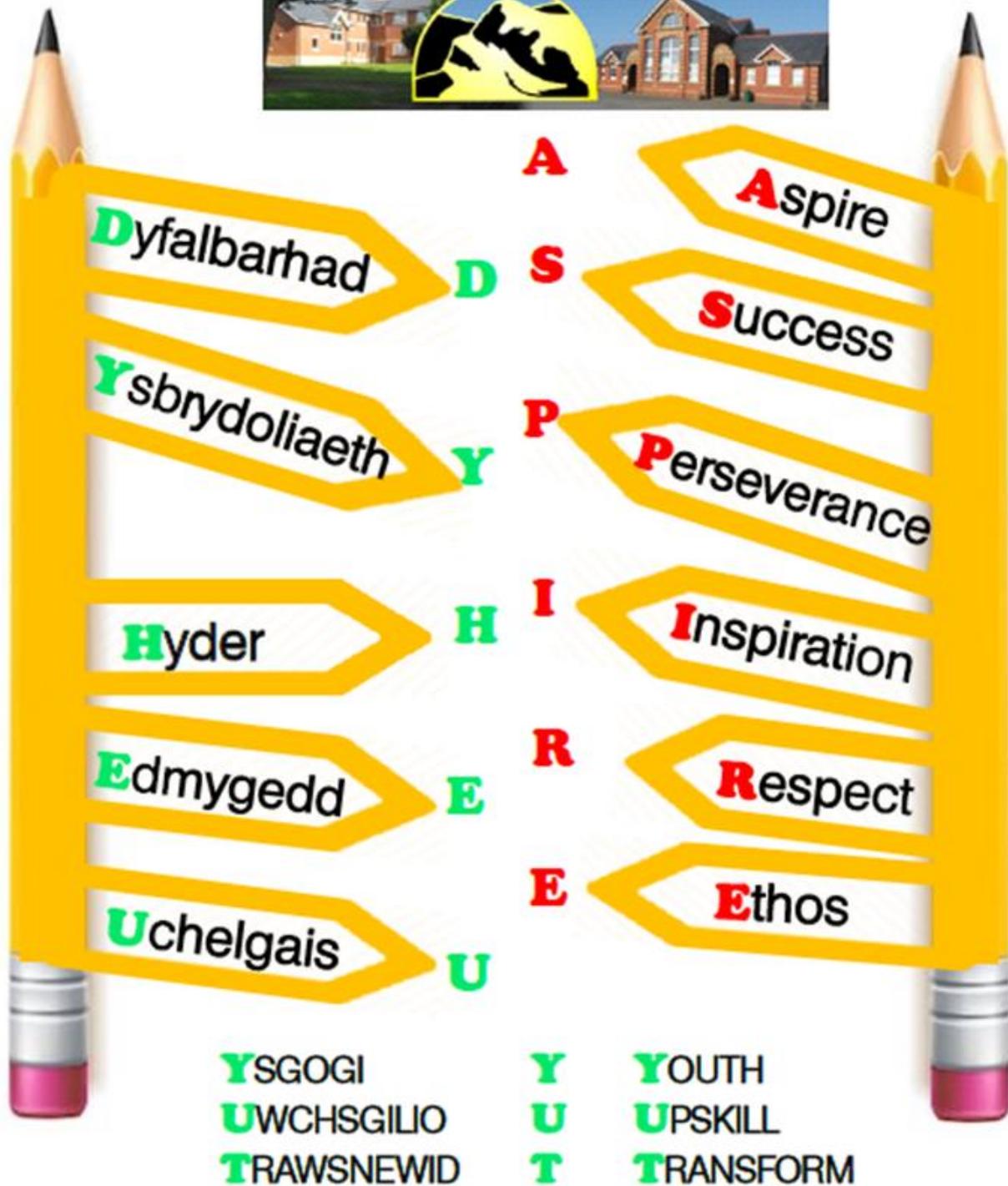
The school's objectives set out our aspirations to give our young people the best possible opportunities and education while preparing them for life beyond school.

- **Successful learners** with good qualifications and the enthusiasm to improve their knowledge and skills, in order to achieve their full potential.
- **Self-confident individuals** who can make informed decisions and communicate them based on their values and beliefs.
- **Responsible citizens** who respect others and participate responsibly in the political, economic, social and cultural life of the communities in which they live.
- **Effective contributors** with an energetic positive attitude who can lead or work in a team, meeting the challenges of 21st Century life.

We are a school that:

- puts learners first, invests in its staff and works closely with its community.
- excels at what it does.
- allows all our students to achieve their individual potential by providing excellent teaching.
- rich opportunities for learning and support for all learners.
- has firm values and high expectations which are consistently implemented.
- is very inclusive and works as a team to reduce learning barriers.
- proving that social situations are not an obstacle to achievement.
- is a self-evaluative school that continues to improve through effective planning and promotes an atmosphere that welcomes change

Ysgol Uwchradd Tywyn's Values



... gan adlewyrchu'r pedwar pwrpas craidd y Cwricwlwm Newydd i Gymru
 ... reflecting the four core purposes of the New Curriculum for Wales

New Curriculum and Assessment (Wales) Act 2021

A new Act for Curriculum and Assessment (Wales) 2021 requires the Welsh Ministers to publish three codes which must form the basis of curriculum and assessment arrangements in all schools and locations subject to the Act.

The Act also requires the Welsh Ministers to continue to review the Codes and develop updates as necessary.

The codes are:

- [Statements of what matters code](#)
- [Progression Code](#)
- [Relationships and Sexuality Education \(RSE\) Code](#)

The Four Purposes of a Curriculum for Wales is the heart and core of Ysgol Uwchradd Tywyn's curriculum

They underpin all aspects of designing, planning and teaching our curriculum. Our vision and values as a school support the Four Purposes and we summarise below what they mean to us. Our learning experiences and teaching methods will always aim for this.

ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts

and are ready to learn throughout their lives

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are ready to be citizens of Wales and the world

**healthy, confident
individuals who:**

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

**and are ready to lead
fulfilling lives as
valued members of
society.**

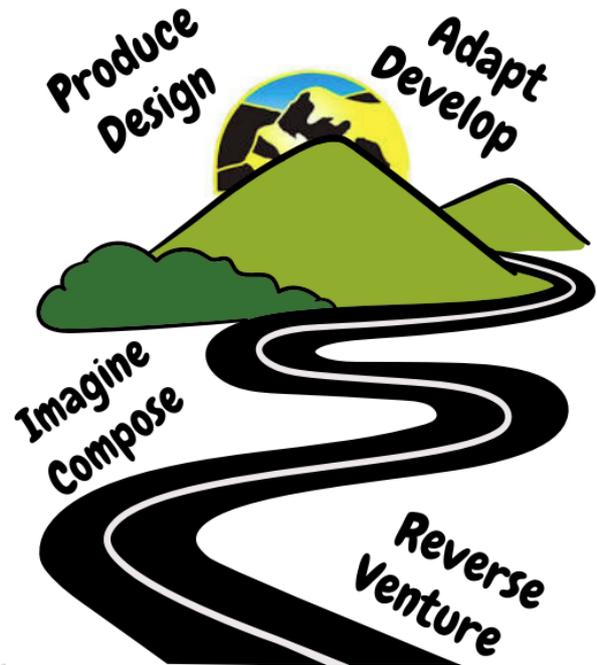
Ambitious, capable learners



Ethical, informed citizens



Enterprising, creative contributors



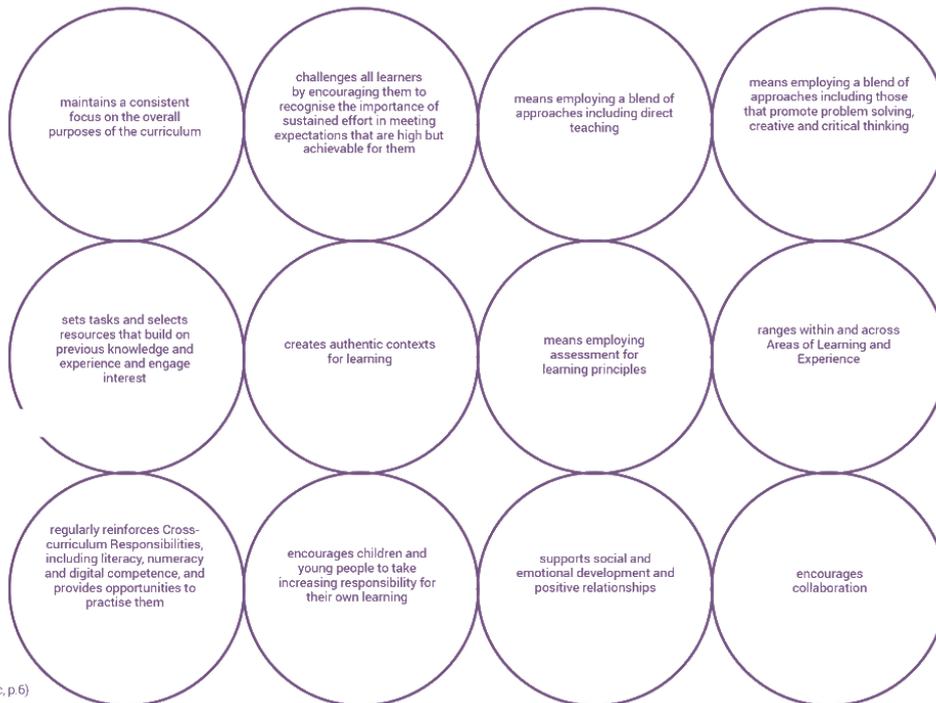
Healthy, confident individuals



Teaching

At Ysgol Uwchradd Tywyn we constantly reflect on, share and develop our teaching practices, based on an understanding of the 12 Pedagogical Principles set out in the Curriculum Framework.

Good teaching and learning:



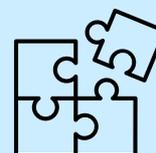
(Estyn, 2018c, p.6)

Planning

Here at Ysgol Uwchradd Tywyn, we also intend to ensure that our provision and teaching develops the integral skills that are essential for our learners to achieve the Four Purposes.

Creativity and innovation

- Search, explore, be curious, create and share ideas
- Linking experiences, knowledge and skills



Critical thinking and problem solving

- Questioning and evaluating information and situations
- Identify problems and suggest different solutions
- Make decisions objectively



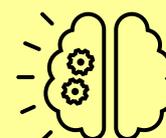
Personal effectiveness

- Develop emotional intelligence, confidence and independence
- Evaluate and discuss their current learning and next steps
- Appreciate and celebrate mistakes
- Discuss and consider their perspectives and values, and their ethical, social, cultural implications

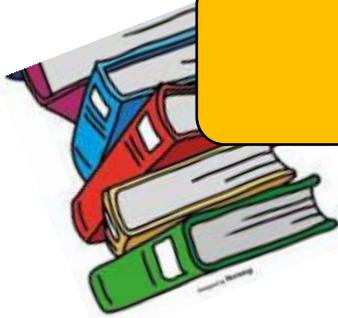


Planning and organisation

- Set goals for their learning and discuss and reflect on their ethical, social, cultural progress



Literacy, Numeracy and Digital Competency



The mandatory cross-curricular skills of literacy, numeracy and digital competency are foundations for all learners and are essential for learners to access information.

They enable learners to take advantage of the breadth of a school's curriculum and the wealth of opportunities it offers, providing them with the lifelong skills to achieve all four purposes. These are the skills and knowledge that can be transferred to the world of work, enabling learners to adapt and thrive in today's world.

The curriculum is designed so that it provides opportunities across the curriculum for learners:

- to develop listening, reading, speaking and writing skills
- to have the ability to use numbers and solve problems in real-life situations
- to be confident in using a range of technologies to help them operate and communicate effectively and make sense of the world

6 Areas of Learning Experiences

Curriculum for Wales gives us the freedom to design our own content based on:

- 6 Areas of Learning and Experience and Their Statements What Matters
- Cross-Curricular Skills Development
- 5 Cross-Cutting Themes

How will pupils in years 7 & 8 be taught?



Cross-Curricular Skills - Literacy, Numeracy and Digital Competency are developed across the fields.

5 Cross-cutting Themes

- Relationship and Sexuality Education
- Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC)
- Diversity
- Work-related careers and experience
- Local, national and international context

Statements of what matters

Science and Technology	<ul style="list-style-type: none"> • Being curious and searching for answers is essential to understanding and predicting phenomena. • Design and engineering thinking offer technical and creative ways to meet the needs and wants of society. • The world around us is full of living things that depend on each other to survive. • Matter and the way it behaves defines our universe and shapes our lives. • Forces and energy are the foundation for understanding our universe. • Accounting is the foundation of our digital world
The Humanities	<ul style="list-style-type: none"> • Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. • Human events and experiences are complex and are absorbed, interpreted and represented in different ways. • Our natural world is diverse and dynamic, influenced by human processes and actions. • Human societies are complex and diverse, and are informed by people's actions and beliefs. • Informed, self-aware citizens address the challenges and opportunities facing humanity, and are able to take meaningful and principled action.
Health and Well-being	<ul style="list-style-type: none"> • Developing physical health and well-being has lifelong benefits. • How we process and respond to our experiences affects our mental health and emotional wellbeing. • Our decisions affect the quality of our own lives and the lives of others. • The way we engage with social influences shapes who we are, and affects our health and wellbeing. • Healthy relationships are essential to our well-being.
The Expressive Arts	<ul style="list-style-type: none"> • Exploring the expressive arts is essential to the development of artistic skills and knowledge and enables learners to become curious and creative individuals. • Response and reflection, as an artist and audience, is a fundamental part of learning in the expressive arts. • Creation combines skills and knowledge, drawing on the senses, inspiration and imagination
Mathematics & Numeracy	<ul style="list-style-type: none"> • 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, the chance of probabilistic models, both of which support informed conclusions and decisions
Languages, Literacy and Communication	<ul style="list-style-type: none"> • Languages connect us. • Understanding languages is key to understanding the world around us. • Expressing ourselves through languages is key to communication. • Literature sparks imagination and inspires creativity.

Assessment and Progress

We use the learning descriptions for each What Matters Statement to assess and plan for learner progress.

These roughly match the expectations for 5, 8, 11, 14 and 16 years and provide guidance on how learners should demonstrate progress in each Statement.

These are not used as a list of checkboxes, but as tools to consider when planning for our learners' progress.

In addition, there are Principles of Progress that underpin our planning for learners' progress across the fields over time

The school will carry out the Purposes of Curriculum Assessment as follows:

1. Support individual learners on a daily basis
2. Identify, capture and reflect on the progress of individual learners over time
3. Understand group progress to reflect on practice

Sample overview of our school's curriculum design in action

Subjects within learning and experience areas will share learning journeys with pupils.

These will include:

- A enquiry unit that could be a question, picture or some sort of trigger
- Prior knowledge and learning
- What they would learn on the trip
- Why they are on the go (skills etc)
- What will the assessment tasks be



Er nhaith ddysgu yn Saesneg
My learning journey in English



Uned ymholi/Enquiry unit:

Poetry can be dangerous - Rumi

Gwxbodaeth a dysgu blaenorol/Prior knowledge and learning:

What do you already know (or think you know!) about poetry?

Yn ystod eich taith mi fyddwch yn ...

During your journey you will ...

1. Increase your knowledge of different styles of poetry by exploring non-traditional forms of poetry and creating your own black-out poem
2. Investigate what makes slam poetry different from other forms of poetry
3. Manipulate language as you create a simile tree, using similes to reflect on injustices in our society
4. Consider your own invisible privileges before using these privileges as a basis for creating antithetical metaphors
5. Discover how to make effective language choices by ruining a poem
6. Plan how to combine your language skills in a slam poem on the theme of injustice
7. Use your imagination and technical skills to write your own slam poem
8. Perform your slam poem as part of a class slam using non-verbal language to demonstrate empathy for you subject
9. Reflect on whether 13th century poet Rumi was correct when he declared that 'poetry can be dangerous'

Yr ydym ar y daith hon oherwydd ...

We are on this journey because ...

- Slam poetry allows us to explore our own human and democratic rights, as well as those of others.
- There are many ways to speak out about issues in society, and Slam Poetry is one of them
- We can build our confidence through performing Slam Poetry in a secure classroom environment
- We live in a diverse society and Slam Poetry allows us to celebrate this diversity as well as standing up against all forms of discrimination

Eich tasgau/Your tasks:



Tasg/k 1: Write your own slam poem

Tasg/k 2: Perform your slam poem as part of a class slam

Homework Task/g Gwaith Cartref: Create a moodboard on an injustice of your choice to inspire your Slam Poem

More detailed planning by AoLE or a combination of AoLE will support this overview. The 'What Matters Statements' and 'Descriptions of Learning' will be used to ensure learners' progress in all areas so that learners are challenged and supported to achieve to the best of their ability.

The different elements are taught using different teaching methods as needed.

On the following pages are examples of possible content for Years 7 & 8.

Year 7

	Term 1	Term 2	Term 3
Science and Technology			
The Humanities			
Health and Well-being			
The Expressive Arts			
Mathematics and Numeracy			
Languages, Literacy and Communication			

Year 8

	Term 1	Term 2	Term 3
Science and Technology			
The Humanities			
Health and Well-being			
The Expressive Arts			
Mathematics and Numeracy			
Languages, Literacy and Communication			