

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	Geography	Cynefin: Am I global citizen?	Enquiry: Should Carminha stay or go?	Enquiry: How do people use natural resources?	Enquiry: What is the best route in Trefil?	Enquiry: Should wolves return to Wales?	Enquiry: Where is the best place for benches in our school?
		The course begins by defining cynefin as our key concept. Students are encouraged to explore their own connection to different places. The focus is that cynefin occurs at different scales and that our relationship to place is individual. Students examine if they are global citizens.	Students will extend their links to the wider world through examining rural to urban migration in Mexico. Pupils consider a place at a different level of development through the eyes of Carminha.	This unit links the way humans use the resources of our world to our benefit and introduces the critical concept of sustainability. The focus first is on geology before considering energy. This unit links the three branches of geography.	This is a skills unit focused on the local area. Students return to skills that should have been mastered in primary but placed in our own cynefin.	This project uses secondary data to investigate the presence of wolves in Europe. It then asks pupils to evaluate the enquiry question based on their research. This opens-up questions of future geography and their role as active citizens.	Students will follow an enquiry process of setting a hypothesis, collecting primary data using a qualitative method, presenting the data graphically and analysing it before writing a report on the best place to locate resources in the school grounds.
	History	How to be a Historian.		Invasion Resistance and Settlement		Invasion Resistance and Settlement	
		Pupils will gain an understanding of the importance of evidence to the subject of history. They will look how historians categorise evidence. They will explore different types of evidence and complete work on various topics to have a thorough understanding of this skill. They will also discover how historians categorise time periods. This will culminate in completing work on an ancient 'Bog Body' using the skills and information they have gathered.	Students will gain an understanding of the different events that have shaped Cymru and the relationship with England from a 1000AD until the Acts of Union. Students will explore Norman invasion of England, Cymru on the eve of the Norman invasion and Norman invasion of Cymru. They will investigate the Norman use of the castle as a means of conquest and the resistance of the Cymru. Students will consider the Age of the Two Llywelyn's and the Owain Glyndwr Rebellion, Henry VII, Bosworth and the Acts of Union.		Students will gain an understanding of the different events that have shaped Cymru and the relationship with England from a 1000AD until the Acts of Union. Students will explore Norman invasion of England, Cymru on the eve of the Norman invasion and Norman invasion of Cymru. They will investigate the Norman use of the castle as a means of conquest and the resistance of the Cymru. Students will consider the Age of the Two Llywelyn's and the Owain Glyndwr Rebellion, Henry VII, Bosworth and the Acts of Union and also how Cymru and England are intrinsically linked in this period.		Tudors and Wales
		Cynefin: Who am I?	Festivals & Celebrations		Pilgrimage		
RVE		Students will develop their skills of enquiry and gain an understanding of what is meant by 'worldview.' Students will appreciate that identities are complex and develop over time. They will be able to explore the many cultural differences within their community and identify with the real meaning of diversity & what it means to be a global citizen. Students will achieve this through exploring, what makes us who we are? What influences you as a person? Where might your identity come from? Student ideas will develop through creating their own 'Who am I?' poem. They will also devise their own family tree. Students will explore and utilise their skills of enquiry to gain an appreciation and understanding of what makes a community.	Students will explore the symbolic meaning of light through learning about different religious festivals, artefacts, and stories. Students will develop their skills of enquiry and creativity through critically evaluating a plethora of genres; art, music, written sources enabling them to challenge and reflect a possible deeper meaning of light, linking it to their own experiences. Students will gain an understanding of why festivals are celebrated; recognise symbols associated with the celebrations and understand what they represent; recognising that an understanding can be achieved among people of different religious & non-religious backgrounds. Students will develop an appreciation that celebrations are unique, discuss the notions of celebration, commemoration and remembrance and make links to the significance of light.		Students will reflect on a variety of events, experiences and worldviews, and explore ultimate questions. They will form their own viewpoints, be equipped to appreciate the views of others, and develop self-awareness. Pilgrimage is one of the core ways in which religious believers' worship together as a community. The Unit of Study on Pilgrimage will enable students to reflect upon key events in the history of religion. They will explore that for many religions pilgrimage is a duty and this rite often involves special rituals. This will be achieved through exploring their own philosophical, moral and/or religious responses to a range of ultimate questions. Students will be able to explore through the skill of enquiry because pilgrimage is pivotal in the life of many religious believers. Students will be able to explore and suggest reasons for their own and other people's views, including religious / non-religious ideas about pilgrimage.		

Year 8		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	Geography	How did we get here?		How do animals adapt to the physical world?	Changing Landscapes		No Planet B
		Students begin by exploring how our planet was formed. The focus will be on Deep Time. They will focus on the dinosaur era (Mesozoic) and its end. In addition, pupils complete an enquiry into Welsh dinosaurs. This unit links to 'Our world and the environment' and stewardship. RVE.		Students will examine the world's main biomes. The first section of this theme identifies the characteristics of an ecosystem. Students will locate and describe their distributions. They will explore four of the World's biomes and the key concept that biomes are a response to the climate features at this scale. Students focus on researching and then explaining how the Death Stalker Scorpion and the Arctic Fox have adapted to extreme abiotic conditions.	Students will focus on the dynamic Glamorgan coastline around Dunraven Bay. Links are made to its geological history. They will be developing their learning by explaining how large coastal landforms develop. Students will complete the unit with an investigation into the formation of Spurn Head. Students will follow the enquiry process of setting a hypothesis, locating a case study, gathering data from a secondary data source, presenting and analysing it.		The concept of population density is explored through an enquiry into where people live in Wales. This unit returns to cynefin. This is a free-standing numerical enquiry using secondary data. The final section examines the challenges our planet faces going forward. It aims to link rapid population growth to the decline in the natural world. It touches on consumerism, globalisation and climate change. Also, social action and to stewardship.
	History	How did the Lives of the Cymry change between a 1000AD and the Eighteenth century?	How did the Lives of the Cymry change between a 1000AD and the Eighteenth century?	Towns/Disease and the Black Death	Protestant Reformation and Chapel Life in Cymru.	Lives of Medieval Women	
	Students will gain an understanding of how the lives of the people of Cymru changed between 1000AD and the Eighteenth Century. Students will explore the difference between the types of jobs/houses we live in/food we grow/eat compared to the medieval period. They will consider key questions such as: How did the Normans begin to settle Cymru? The growth of towns and how were these areas divided? What was the difference between the Englishry and Welshry? What was the Feudal system and did it operate in Cymru?	Pupils will explore the fundamental role that religion played in the lives of the Cymru and the people of Western Europe. They will look at religion today using their own prior knowledge then contrast with Medieval religion and the influence of the Medieval Church. They will explore how to Monastic lives.	Students will look at the medieval town, using knowledge already covered, and then look at then link to the greatest disaster in medieval history, The Black Death. They will link the Black Death pandemic and its' effect on Cymru while comparing it to a modern-day pandemic. Students will use their history skills to consider 'What were the consequences of the Black Death and how does this link to the end of Feudalism?	Students will again use their own knowledge of religion to look at the Protestant Reformation. They will determine how and why the church changed in Britain. Students will develop an understanding of Catholic and Protestant ideas. They will look at Cymru and the Protestant Reformation and especially on the translation of the bible into Welsh by Yr Esgob William Morgan. Students will explore how Cymru became staunchly Protestant and look at non-conformity and chapel life in Cymru.	Pupils will complete a small unit of work on the lives of medieval women.,		
	RVE	Our World & the Environment		Stewardship & Sustainability		Social Action: Charities	
		Student will focus on Our World & the Environment and what makes us human? Students will reflect on and identify the distinctive features of human beings and humanity. How does humanity affect the environment? They will engage with ultimate questions concerning the nature & purpose of the soul. Where did the Universe come from? Students will have the opportunity to discuss the poem 'Things that make me stop and think.' They will draw out the key ideas: evolution theory and Big Bang theory. They will consider if scientific ideas more convincing than religious ones and whether the two go together. Olaf Skarsholt's, "If the earth were small," may be used to stimulate discussion and ideas. Students will explore what is meant by creation & explore creation stories: Aboriginal Dreamtime Creation; The Big Bang; Christianity, Hinduism, Humanism. Students will explore both the Genesis creation stories and Darwin's Theory of Evolution. They will consider how is the planet exploited, strategies to care for the planet and investigate the work of various environmental groups (such as WWF, Friends of the Earth) and consider why religious and non-religious people might support their work. Students will use their skill of enquiry to explore Animal Rights; How are Humans different from Animals? Medical Research and the use of animals.		This Unit is a journey of 'care, concern and respect,' 'awe and wonder.' Students will explore what is means to live sustainably and find the best way of utilizing our natural resources. It is important that learners have opportunities to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical challenges and social inclusion issues. Likewise, opportunities to explore the natural world, locally, the importance of stewardship within and beyond Wales, will help foster in them a sense of place and of well-being. These experiences will help develop learners' resilience, build independence, and increase self-confidence and self-esteem. This will support the development of healthy, confident individuals, ready to lead fulfilling lives as valued members of society. As a result, learners will be able to recognise the characteristics that distinguish different places and spaces and develop an understanding of the connections between people and their environment in both historical and contemporary contexts, including considering the current environmental and climate emergency. Learners can also become aware of how they affect how individuals interact with the world by exploring a variety of worldviews, ideologies, and beliefs about the natural world and what it means to be a global citizen.		Students will explore concepts, including justice, equality, rights, responsibility and social action. Students will develop an understanding of how human actions affect interrelationships between the natural world and people; heightening awareness of how the future sustainability of our world and climate change is influenced by the impact and actions of humanity. Through the exploration of a range of beliefs, philosophies and worldviews about the natural world, they will develop an understanding of how these influence people's interactions with the world. Students will be encouraged to understand the interconnected nature of justice and authority; and the need to live in and contribute to a fair and inclusive society, developing as self-aware, informed, ethical global citizens, who critically reflect on their own and others' beliefs, values and attitudes. Students will be able to consider the impact of their actions when making choices, underlining the need for to justify their decisions when acting socially, politically, economically and entrepreneurially. This will enable students to take committed social action as caring, participative citizens of their local, national and global communities, showing an understanding of and commitment to social justice, diversity and the protection of the environment. By responding to challenges, and taking opportunities for social and sustainable action, students will be able to develop meaning and purpose in their own lives.	

Year 9		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	Geography	EQ: How do we measure development?		EQ: Are natural disasters a choice?	EQ: Is Africa a prisoner of its geography?		EQ: Why is there conflict in our world?
		This unit is focused on development indicators and how geographers measure a country's progress using different key indicators, such as, GDP and life expectancy. We will track the progress of the UK, Japan, Türkiye and DRC. The unit is focused on helping students develop a factual understanding of our changing world.		This unit is focused on the relationship between tectonics and development. We link the physical causes of volcanoes and earthquakes to the four countries studied in the last unit through case studies. This unit is underpinned by the concepts of capacity and vulnerability. The unit is linked to the book - Disaster by Choice: How our actions turn natural hazards into catastrophes - Ilan Kelman.	The unit is designed to challenge students' perceptions of Africa as well as give them a grounding in the inter-relationship between physical and human geography in explaining these places. The unit is based Prisoners of Geography, T. Marshall and Africa is not a country by Dipo Faloyin		The unit begins by linking to the previous unit by considering the role of colonisation in explaining not just these places past by the present and future. It then considers geopolitics through a case of potential conflict between China and Taiwan. The course finishes by considering conflict over resources in Wales.
	History	The Industrial Revolution and the people of Cymru -Pre 1801 The Industrial Revolution and the people of Cymru Autumn 1	Industrial/Rural Protest in 19th Century and Chartism Autumn 2	British Imperialism/Slavery and Crime Spring 1	Great War and War in 20th Century Spring2/Summer	Great War and War in 20th Century Spring2/Summer	
		Students will develop an understanding of how profoundly the Industrial Age transformed the lives of the people of Cymru. This will include studying the population increase and the growth of towns in different locations and explain why these changes took place. Students will chart the population of Ebbw Vale in 19th century. They will study names and places and decipher where different people came from and the reason for their migration. From analysing census data, students will ascertain what Cymru looked like pre-1700 and how had it changed by 1801. Students will explore the growth of industry with respect to the copper/slate/iron industries and concentrating especially on coal production. Student will study the Jenkins family to give them an idea of why people were moving from rural farming areas to the 'new industrial towns'. Students will analyse the negative aspects of living in new industrial towns and concentrating particularly on Ebbw Vale and its' role in Iron production and export. Students will be introduced to the problems with regard to unemployment, company houses, shops, child labour, working and sanitary conditions in these new towns. Students will look at the different types of coal mines and the dangers and the solutions to some of these issues using a	Students will re-cap on how towns grew and the problems that these 'new urban industrial dwellers' encountered. They will compare and contrast housing to the present-day standards. Students will consider the factor of the rising populations and the impact of sewage systems and clean water. They will develop their knowledge of these first industrial towns and illicit ideas about protest and how the government worked. Students will contrast this to Cymru government in the Medieval Period. They will consider how people got the vote. Students will look at Industrial strikes, Rebecca Riots, Scotch Cattle in Ebbw Vale area and concentrate on Merthyr Rising 1831 including a 'Mock' Court Case and jury proceedings. Students will be introduced to the ideas of Chartism and concentrate on Ebbw Vale and the Newport Rising of 1839. They will consider questions such as: What was the Charter? What did the government do with Charter? What was moral/physical force Chartism? Why did Wales and the 'Black Domain' end up as a hotbed of	Students will explore the British Empire and slavery. They will explore the Commonwealth Games' link to Cymru and the export of products and raw materials like coal. This will link to multiculturalism and immigration into Britain today using examples of Cardiff Bay and West Indian/Somali heritage. Students will study some characteristics of slavery, black people in Europe and the USA and the links to protests such as 'Black Lives Matter'; modern day racism and slavery. Students will consider the history of Transatlantic Slavery: Features of the trade and why it was carried out; barbarity of the practice; the life of a slave; protests against slavery and its abolition. The unit will continue by exploring urbanisation and crime using the case study Merthyr 'China' and Jack the Ripper.	Students will explore the origins of the Great War, 'The greatest disaster to befall humanity' Will explore the growth of Nationalism, Imperialism, militarism. The grouping of different countries and why. They will look at how the war and fighting developed. 'Why wasn't it all over by Christmas' They will look at the development of warfare and contrast with previous units on warfare. Look at major battles such as Somme/Gallipoli, contrast with WWII battles. Look at how the war/ Versailles Peace Treaty led to Great Depression/ Rise of Hitler, through to modern day conflict, Ukraine and Gaza, linked to downfall of empires and the redrawing of maps	Students will explore the origins of the Great War, 'The greatest disaster to befall humanity' Will explore the growth of Nationalism, Imperialism, militarism. The grouping of different countries and why. They will look at how the war and fighting developed. 'Why wasn't it all over by Christmas' They will look at the development of warfare and contrast with previous units on warfare. Look at major battles such as Somme/Gallipoli, contrast with WWII battles. Look at how the war/ Versailles Peace Treaty led to Great Depression/ Rise of Hitler, through to modern day conflict, Ukraine and Gaza, linked to downfall of empires and the redrawing of maps	

	case study of the Cwm mining disaster in 1927.	Physical Force Chartism? Students will consider the case study of the Newport Rising 1939.			
RVE	<p align="center">EQ: Does God exist?</p> <p>The Year 9 scheme of learning aims to provide a comprehensive understanding of various perspectives on belief in God, including both religious and non-religious viewpoints. This will help foster critical thinking, empathy, and a deeper appreciation for the diversity of worldviews.</p>	<p align="center">EQ: Who decides what is just & unjust?</p> <p>To enable students to address contemporary issues. Prejudice and discrimination are prevalent issues in today's world. Educating students on these topics ensures they are informed and prepared to contribute positively to modern society. Discussing these issues contributes to the moral and ethical development of students, helping them form a strong sense of right and wrong.</p>	<p align="center">EQ: How can we promote social justice?</p> <p>This Unit of Work focuses on promoting social responsibility and empathy. Students will explore understanding diversity, as education on fairness and equality helps students appreciate and respect the diverse society they live in, fostering empathy towards people from different backgrounds.</p>		
	<p>Meaning and Purpose: To enable students to explore fundamental questions about the meaning and purpose of life; provide moral and ethical guidelines through sacred texts and teachings; create a sense of belonging and identity within religious communities. It will explore structured practices that help individuals express their faith and spirituality; Cultural Heritage - preserving and transmitting cultural traditions and values; understanding historical contexts and the development of societies influenced by religious beliefs. It will also allow for the exploration of Non-Religious Beliefs in God – Humanism - emphasising living ethically based on reason, empathy, and respect for others; promoting beliefs grounded in scientific understanding and evidence, together with encouraging personal responsibility and autonomy in moral decision-making.</p> <p>Students will explore Secular Worldviews - recognising and respecting the diversity of worldviews, including atheism, agnosticism, and secular humanism; fostering critical thinking and the ability to question and analyse beliefs; encouraging students to compare religious and non-religious beliefs; facilitating respectful discussions and debates about the validity and impact of different beliefs.</p> <p>The purpose of incorporating religious and non-religious beliefs in the Year 9 curriculum is to provide students with a holistic understanding of the role of beliefs in shaping individual lives and societies. By exploring these diverse perspectives, students are better equipped to navigate a pluralistic world with empathy, respect, and critical thinking skills.</p>	<p>Meaning & Purpose: Students will explore - Understanding Diversity: Learning about prejudice and discrimination helps students appreciate the diverse society they live in. It fosters empathy towards different cultural, racial, and religious groups. Promoting Tolerance: by recognizing the harmful effects of prejudice, students are encouraged to develop tolerance and respect for others.</p> <p>Recognising Injustice: students will explore, identify and understand various forms of injustice in society, empowering them to act against injustice and advocate for a fairer society. It encourages students to think critically about societal norms and personal beliefs, promoting a reflective and conscientious attitude.</p> <p>Learning about justice ties into understanding human rights and the legal frameworks that protect these rights and it reinforces the importance of equality and fairness as fundamental principles in both law and everyday interactions. Through exploring this Unit of Work students will become more informed, empathetic, and proactive members of society, contributing to a more just and equitable world.</p>	<p>Meaning & Purpose: Students will explore & learn about the experiences and challenges of refugees, developing their ability to nurture compassion and a deeper understanding of global issues, encouraging support for vulnerable groups. By learning about the principles of fairness and equality, students can identify and understand various forms of social injustice. Students will be able to explore & develop their moral growth, through discussing fairness, equality, and the plight of refugees, helping students form a strong sense of right and wrong.</p> <p>The aim of the Unit is to develop students' understanding of key social and ethical concepts. Fairness, equality, Human Rights and the refugee crisis are prevalent issues in today's world. Enabling students to explore these topics ensures they are informed and prepared to contribute positively to modern society.</p> <p>Developing their understanding of the global context and the experiences of refugees helps students become more aware of international issues and the importance of humanitarian efforts. By incorporating these crucial topics into their education, Year 9 pupils can become more informed, empathetic, and proactive members of society, contributing to a more just, equal, and inclusive world.</p>		