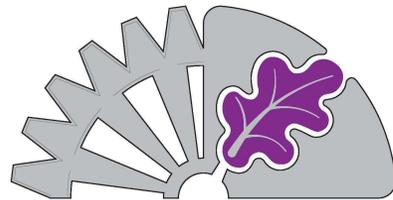




Curriculum Update for Parents and Carers

Curriculum for Wales 2022

Official roll out for year 7 in September 2022



COLEG CYMUNEDOL
Y DDERWEN



ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission

Spring 2022



Dear Parents and Carers,

I'm sure you will be aware by now that the Welsh Government has launched a newly revised Curriculum for Wales which will be rolled out officially to our year 7 learners this September 2022. I wanted to update you on the extensive work and planning we have done at CCYD over the last 6 years to prepare for the curriculum changes. We have been actively designing and implementing new programmes of learning in our year 7 curriculum followed by in the last 2 years re-designing our year 8 curriculum. We have also prioritised our focus on classroom practice across all lessons in every year group at CCYD and have developed our teaching & learning to support the Curriculum for Wales.

In order to maintain consistency and quality in our teaching and learning across the whole school we have embedded methods and classroom practice to meet the requirements of the Curriculum for Wales. Some of the strategies which are now fully embedded into the whole CCYD curriculum from year 7 to year 13 include:

The implementation of the 10 components of a CCYD lesson, the Big question which promotes enquiry and drives learning at the start of each lesson, 4 purpose development used as a key driver for all learning experiences. We also ensure that all lessons start with clear aims and literacy and numeracy starters which are in context to the learning. Our core focus in all curriculum areas is driven by literacy, numeracy and DCF in context to the subject based learning and development.

The following information slides will provide you with an outline of our curriculum provision and teaching and learning at CCYD. I hope you find this information useful. Please do not hesitate to get in touch if you would like any further information. I would also like to get your views on our curriculum and how we can improve and shape our curriculum as we continually reflect and refine our provision. It is important to us to hear your views and how and what you want your child/children to learn. To support this please could you take the time to complete the survey on the last slide which will enable you to give your views on what you want your child to experience.

Yours Sincerely
Mrs Justine James
Assistant Headteacher : Curriculum and Teaching & Learning

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Mrs Justine James
Assistant Headteacher

Curriculum Development and Teaching & Learning



What does the Curriculum for Wales involve?

Education is changing



The world is changing and we need new ideas and creative use of technology.



In your child's school, a curriculum is being **designed by teachers**. They are using guidance that other teachers have written to help them plan what children learn.

To address these challenges, the Welsh Government wants to make sure that your child has the knowledge, skills and experiences they'll need to make the most of life.



The new curriculum is **designed for all children**. It will support your child with creative lessons with real-life meaning. It will suit their needs and help them reach their full potential.

Teachers and education experts from across Wales have been working together to develop the **Curriculum for Wales**.



The world is more connected nowadays, so what they learn is more connected too. Knowledge is really important, and they will also be given the skills and experiences they need for a **fast-changing world**.

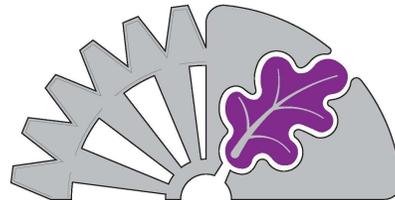
The 4 Purposes

Your school is supporting your child to be:

- an ambitious, capable learner, ready to learn throughout their life
- an enterprising, creative contributor, ready to play a full part in life and work
- an ethical, informed citizen, ready to take part in Wales and the world, and a
- a healthy, confident individual, ready to lead a fulfilling life as a valued member of society.
- These are called the 'four purposes' of the curriculum.



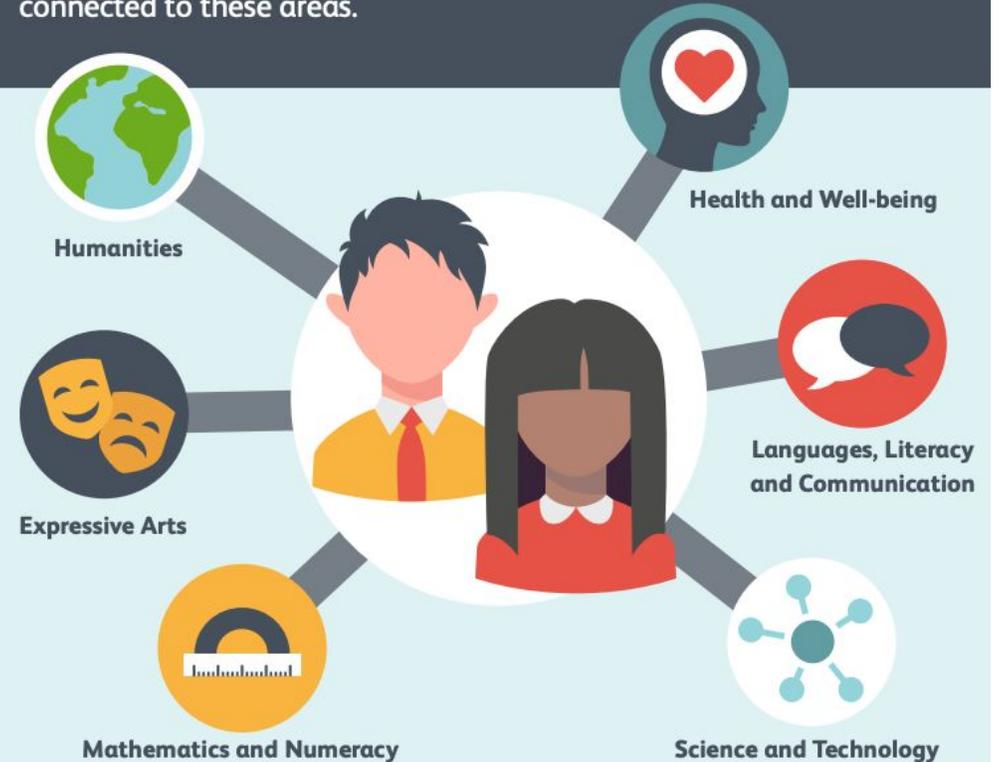
The 4 Purposes



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Areas of learning and experience

As well as literacy, numeracy and digital skills, there are **six areas of learning and experience**. Everything your child learns will be connected to these areas.



The curriculum also covers:

- human rights
- diversity and respecting differences
- experiences and skills for careers and the workplace
- learning about local, national and international contexts
- developmentally appropriate relationships and sexuality education.

Areas of learning and experience



In **Expressive Arts**, your child will explore art, dance, drama, film and digital media and music to develop their creative, artistic and performance skills.



In **Humanities** they'll learn about the world, society and events in the past and present. They'll explore the challenges and opportunities that face us, and what ethical action we can take to safeguard the world and its people in the future.



In **Mathematics and Numeracy**, your child will develop their understanding of numbers and use symbols in maths. They'll explore shapes and measurement and learn about statistics and probability.



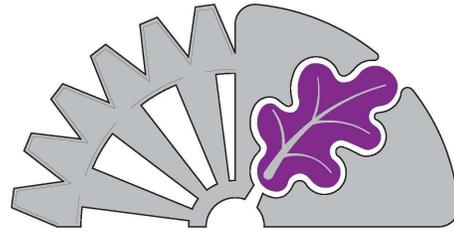
Health and Well-being is about looking after their physical and mental health including emotional well-being. They'll learn about healthy eating and how to make good decisions, deal with influences and develop healthy relationships.



In **Languages, Literacy and Communication**, your child will learn about languages. They'll understand and use Welsh, English and other languages. They'll study and create literature, and communicate in spoken, written or visual ways. This could include poetry, drama and film.



In **Science and Technology** your child will learn about biology, chemistry, physics, computer science and design and technology. They'll learn about design and engineering, living things, matter, forces and energy, and how computers work.



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What Matters

Your child's learning should focus on things that matter to them now and when they grow up.

Each area of learning and experience contains **statements of what matters** which shape learning for children of all ages. These help your child think about what they're learning and how topics link to each other, to work and to life. They also support your child to progress each year as they build their understanding and skills.

There are more opportunities for your child to learn important skills for life that will help them to:

- appreciate the world around them
- ask questions, look at evidence, make decisions and solve problems
- explore, communicate, create plans and find solutions
- build resilience and manage their well-being
- work with others and
- make decisions about their future career based on meaningful experiences in learning, work and entrepreneurship.

An example of how this works

In the Science and Technology area of learning and experience, one of the statements of what matters is:

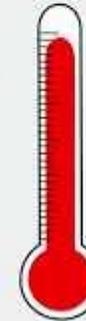
'The world around us is full of living things which depend on each other for survival.'

As your child learns, they'll think about this in different ways, like this:

- I know that there are endangered animals.
- I understand that what I do has an impact on the environment, people and animals.
- I can identify ways to reduce the impact of climate change on the environment, humans and animals.

For further information about the Welsh Government Curriculum for Wales 22 watch this short animation.....

Consider the impact of their actions



CCYD Vision Statement

CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.

What is our Curriculum Vision?

At CCYD our curriculum vision is:

- **Centred around a shared vision focusing on the learning of all within the community**
- **To develop in all learners the experiences, knowledge and skills needed for employment, lifelong learning and active citizenship**
- **To enable every learner to develop the 4 purposes so that they can show resilience, be imaginative, compassionate, reflective and ambitious**
- **To allow learners to encounter meaningful and authentic contexts which provide challenge and develop their innovation and creativity**

How do we embed our Curriculum Vision at CCYD?

Ensuring the 4 Purposes are prioritised in all learning at CCYD:

Development of the 4 purposes in learners is central to all aspects of planning at CCYD. The provision for delivering and developing the 4 P's in our learners is an integral part of our CCYD 10 components of each lesson as well as being embedded in our lesson planning and POL format. This informs evaluation through lesson observation and our book monitoring rubrics. In realising the 4 purposes we set out to equip all of our learners for ongoing learning, work and life. Consistent approaches to teaching and learning in all lessons supports learner progress and development to enable learners to achieve their full potential. Learner voice is used extensively across all AOLES to ensure that learners opinions on their learning experiences are valued, evaluated and informs future planning. The Core skills of literacy, numeracy and DCF are central to all POLs and form contextualised learning experiences which complement subject themes and topics as well as supporting 4 P development.

Delivery of a Broad and Balanced curriculum at CCYD:

AOLE provision is carefully planned at all stages to ensure a broad range of subjects are taught. Core and wider skills are integral across all areas to enable learners to achieve their full potential. There are clear links within AOLES subjects through collaboratively planned learning experiences in KS3. There are a wide range of subjects offered at 14 (GCSE level) and post 16 (A level) and we continue to develop our provision as specifications become available so that we can offer broad subjects. Our Curriculum offer at KS4 and A level includes a wide range of academic and vocational courses across all of the AOLES which enable learners to progress to pathways beyond school education.

Developing learner experiences, knowledge and skills at CCYD:

AOLES work together to plan key concepts in teaching & learning and ensure that the statements of what matters and descriptions of learning underpin learning across different contexts in all subjects. Cross curricular core skills and wider skills are central to all planning and are essential elements within teaching and learning to ensure that learners can access knowledge. These are planned into POL's delivered to all year groups. These skills can be transferred after learning at CCYD into the world of work, enabling learner adaptability to thrive in the world beyond education. We also ensure that the curriculum supports the wellbeing and mental health of all learners across the AOLES.

Supporting progression at CCYD:

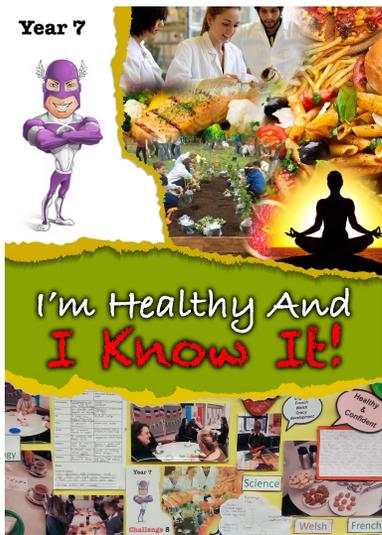
AFL is delivered through ongoing assessment and ensures that teachers are able to identify learner needs with learners actively involved in identifying how they can take the next steps to progress. Teachers use AFL as a lesson by lesson tool to understand the needs of the group and individuals and to inform ongoing planning within teaching and learning. The 5 principles of progression underpin progression across the AOLES and are used to provide a reference point of progress whilst learners are working towards the statements of what matters. The 4 purposes are integral to progression so that they can develop into pathways beyond school and they inform planning of all learning experiences. We work in collaboration with the cluster primaries to map and plan for progression to ensure that learners can make appropriate progress and can be supported by challenging learning experiences.

Year 7 Skills/Challenge curriculum

These are interdisciplinary projects delivered across a range of subjects with a common theme and overarching BIG Question

Each 'Challenge' is delivered one at a time in a 10 week block to give learners an immersive experience of the topics across a range of subject areas in AOLES

Sci/Tech (D&T and ICT)
H&WB (Food & Nutrition)

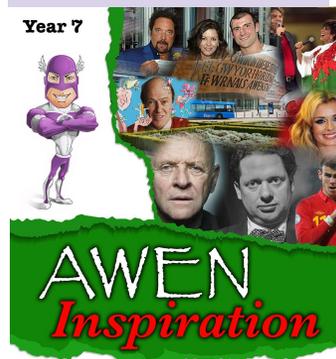


How do I know if I'm healthy?



What can we learn from space?

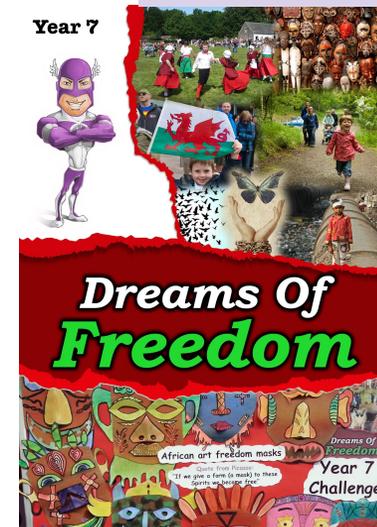
All subjects across the AOLES



How do Welsh celebrities inspire us?

Delivered in 1 week across all subjects leading to St Davids day as part of our Welsh culture and celebration week

Humanities (RPE/History/Geography)
Expressive arts (Art)



Is freedom important to us?



How do big events shape our future?

The Skills / Challenge lessons are delivered alongside 'Core' lessons in Maths, English, Science, Music, H&WB (PE, H&WB, Food & Nutrition) MFL and Welsh

Development of the core skills is prioritised across the whole curriculum (Literacy, Numeracy and DCF)



Aims of our Year 7 Skills/Challenge Curriculum



- To explore creative ways of developing the 4 purposes of learners through classroom experiences, allowing teachers to experiment with different methods of teaching and learning



- To bring subject departments together in a interdisciplinary approach to create innovative ways of developing learner skills, knowledge and experiences with literacy, numeracy and DCF at the core of learning experiences
- To develop the Big question approach to structure lessons so learning allows for enquiry and supports learners in becoming more independent in their learning
- Deliver projects which build on the primary style approach to learning and allows smooth transition and progression from primary learning into secondary learning
- Specialist subject trained staff deliver within the AOLEs allowing for quality provision and to build sound knowledge and understanding whilst developing the 4 purposes



Year 7 Challenge projects

The BIG Question?

SCIENCE & TECHNOLOGY

MATHS & NUMERACY

LANGUAGES LITERACY COMMUNICATION

HUMANITIES

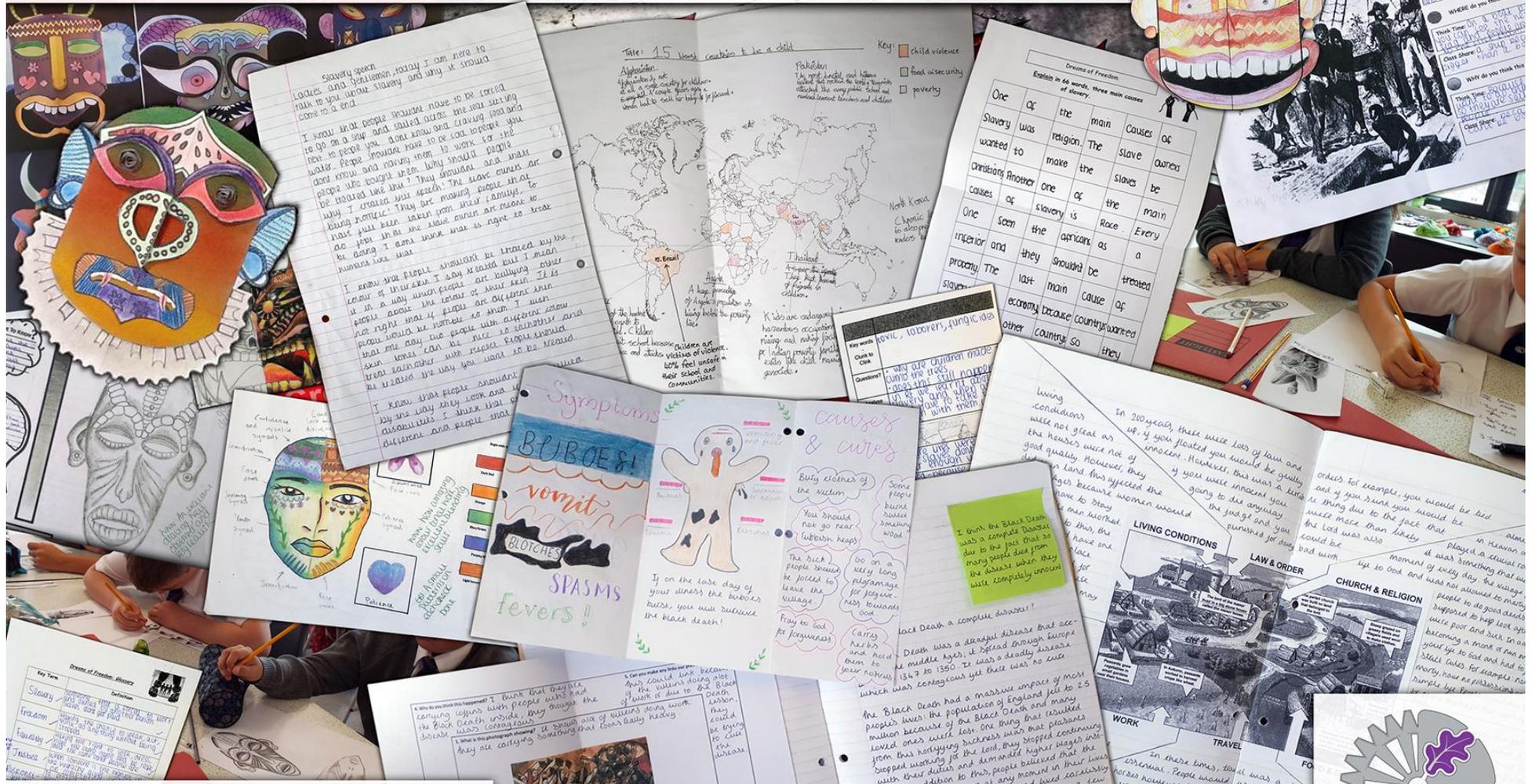
HEALTH & WELLBEING

EXPRESSIVE ARTS

Is freedom important to us?

Dreams Of Freedom

- In **History** we look at historical fights for freedom and the impact this had on the people involved
- In **Geography** we compare the privilege we have of freedom living in Wales to that of other countries
- In **RPE** we look at ethical, religious and philosophical issues surrounding freedom, exploring current migration issues and seeking asylum and the moral responsibilities we have to others
- In **Expressive Arts** we develop our creativity to explore and demonstrate our freedom of expression and cultral diversity in a celebration of freedom



Humanities / Expressive Arts (Art)



How do I know If I'm healthy ?

I'm Healthy And I Know It!

- In **Drama** we look at healthy relationships, the impact of bullying and poor relationships, we develop our confidence through performance
- In **D&T** we show our creativity through packaging design of healthy food products that we make and also a corporate identity for our healthy café
- In **Food And Nutrition** we look at healthy eating and how to maintain health and fitness through healthy diet and exercise as well as looking after our mental health
- In **ICT** we use our skills to present facts and information on healthy eating, we use persuasive language in drafting a letter to the canteen to promote healthy food choices
- In **Science** we look at how we can stay healthy through puberty, we look at mental health issues that teenagers can face through a problem page letter and response



Science / Technology / Health & Wellbeing (Nutrition) / Expressive Arts (Drama)

What can we learn from space ?

THE SKY IS NOT THE LIMIT

- In **Textiles** we look at different aspects of space and use our creativity in designing a collaborative patchwork parachute which illustrates space
- In **D&T** we explore space travel and develop our design and practical skills in space design
- In **Drama** we analyse literature through "War of the worlds" text and use this to create our own performances and develop our confidence
- In **ICT** we use our design and computing skills to create a space adventure game called Kodu
- In **Science** we look at space adventure and recount a real life story of space travel



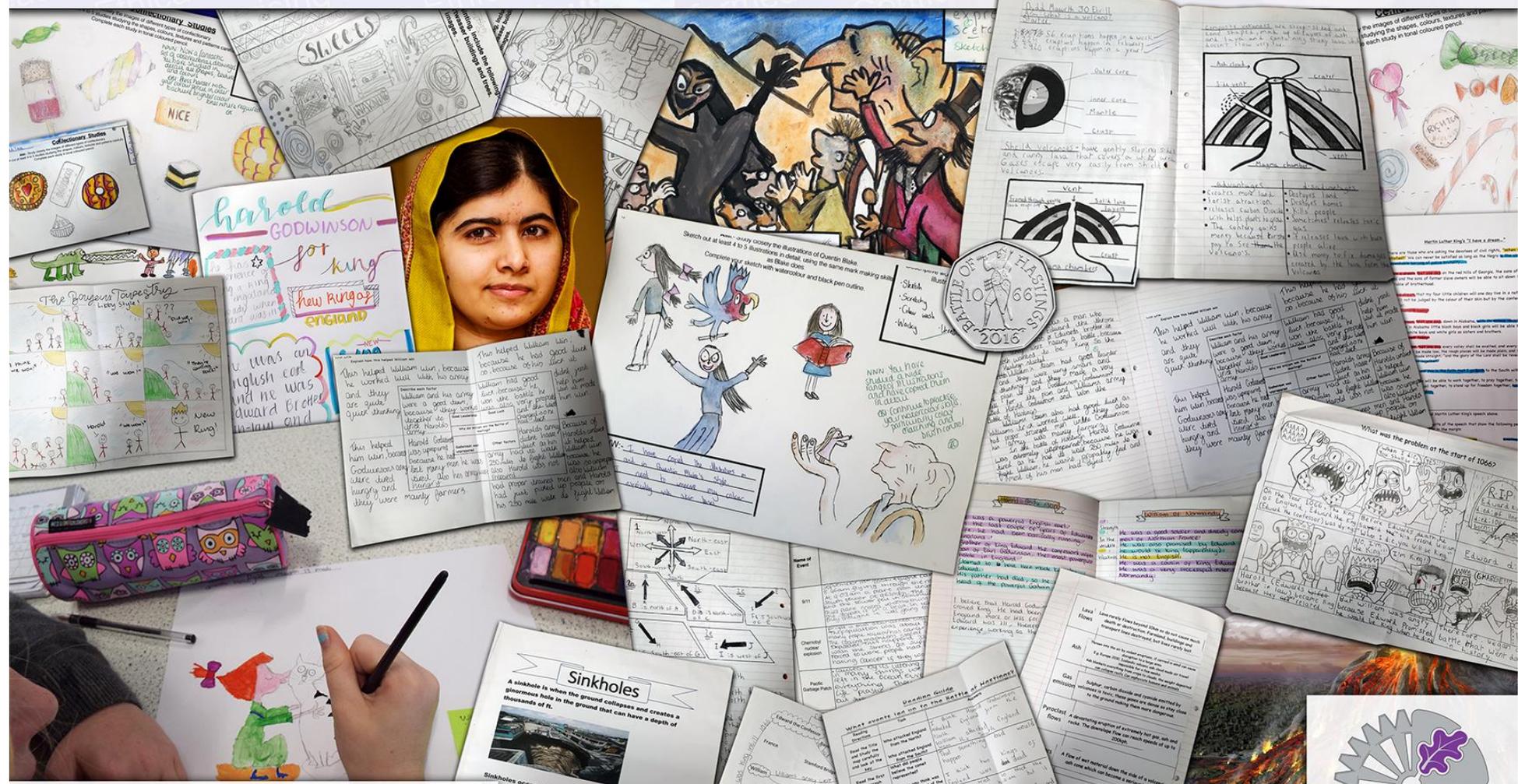
Science / Technology / Expressive Arts (Drama)



How do big events shape our future ?

When something **BIG** happens

- In **Geography** we explore people's responses to big global events and the impact these have
- In **RPE** we look at 3 influential religious people and how big events in their lives shaped their future
- In **History** we explore a range of big events and their impact on us. We debate which event has had the most significant impact and justify our reasons for this
- In **Expressive Arts** we study the literature of Roald Dahl and his key characters, we explore through illustration how big events that happen to these characters shaped their future



Humanities / Expressive Arts (Art)

How we plan using the Curriculum for Wales framework

Example of a H&WB AOLE project delivered across H&WB, Food and Nutrition and PE lessons

All AOLE's deliver 2 cross AOLE projects in year 8 so this allows further collaboration and builds on the learning experiences from year 7 and develops progression



AOLE Project : Health & Wellbeing

Year: 8 (7 weeks)



WM1 - Developing physical health and well-being has lifelong benefits.

WM2 - How we process and respond to our experiences affects our mental health and emotional wellbeing.

WM3 - Our decision-making impacts on the quality of our lives and the lives of others.

The Big Question: How can we all sustain good health in modern times?

Food & Nutrition overview of learning

- What influences food choices?
- How to eat well for less.
- How to improve own food choices.
- Sustainable meal planning (practical)

PE overview of learning

- Paid for vs Free physical activities
- Tag/Touch Bulldogs, mob, dodgeball, spin class, HIIT class, Joe Wicks workout, Bikes???, circuits, football, netball, outdoor gym.
- Learners design their own active game

HWB overview of learning

- Positive effects of physical activity on mental health.
- What is poverty? How can it happen? Effects of poverty. Poverty in different countries.
- Food Banks- society norms, misconceptions.
- Media project answering Big Question.

Learner Experiences across the AOLE

- F&N lessons to cover a variety of practical cooking activities.
- Research activities around the different influences on food choices and healthier food choices.
- Practical PE lessons to cover a variety of physical activities/sports/games available in the modern world.
- HWB lessons to provide information on poverty around the world and support that is available. Create a hamper for foodbank.
- Creation of a media project to highlight how we can sustain good health in modern times.

Learner Knowledge across the AOLE

- How to prepare nutritious food on a budget.
- How food choices can be influenced by family/peers/media.
- Improving own food choices.
- Different forms of exercise/activities in the modern day.
- How physical activity affects mental health.
- Affordable forms of exercise.
- How does poverty look across the world?
- How poverty can happen.
- Effects of poverty.
- Support available for those hit by poverty.

Learner Skills across the AOLE

- F&N- practical skills (cooking), creating recipes, eating well on a budget, caloric content of foods.
- P.E.- practical skills in a variety of physical activities, being able to research online for exercise routines.
- HWB- Research skills through individual and group work on media project, literacy skills through class discussion and in class work, digital competence through creation of a media project. Wider skills will be developed throughout the whole project.

4 Purposes	How will these be developed across this project?
Ambitious and Capable  Creative and Enterprising  Ethical and Informed  Healthy and Confident 	<p>A&C- Learners are set high standards and seek and enjoy challenge. Build knowledge and skills and apply that in different context, across the ALOE. The outcome to use digital technologies creatively to communicate the ideas/concepts they are learning about.</p> <p>C&E- The cross AOLE theme project will encourage learners to connect and apply their learning, developing skills and creating ideas, to solve problems and take measured risks. PE will allow learners to lead and play different roles in teams effectively and responsibly.</p> <p>E&I- Learners will be able to form views based on evidence, knowledge and values and be able to engage with contemporary issues. Through this, understand and consider the impact of their actions when making choices and acting. Learners will develop knowledge on their community, society and world now.</p> <p>H&C- The main focus of the AOLE is to develop healthy and confident learners who are building their mental and emotional well-being by developing confidence and resilience. Applying knowledge about the impact of diet and exercise on physical and mental health in their daily lives. Taking part in physical activity. Taking measured decisions about lifestyle and manage risk. Having the confidence to participate, face and overcome challenge, leading to having the skills and knowledge to manage everyday life as independently as they can.</p>

Skills planning Core and Wider

Embedding Literacy, Numeracy and DCF skills and mapping the statements of what matters and progression steps

Brief outline plan for the project : What will the expected learner outcomes be? Are there any resources needed?
 Learner will work towards answering the big question, looking at how they can sustain good health in the current, modern world. This will be delivered by learners building knowledge and awareness of;
F&N - Personal food choices and what influences these; how to select healthier food options to benefit health; eating well and spending less, showing healthy food doesn't have to be expensive, through practical activities, developing a range of practical skills.
PE - Use of paid for vs free physical activities, in a range of ways; encouraging the importance of physical activity for life, and the ways this can be achieved with little to no cost.
HWB - Why being physically active is so important on physical and mental health and wellbeing; the causes and impact of poverty, here and in third world countries; building awareness and collecting for food banks. A consolidation media project to apply learning across the AOLE will be to demonstrate what/how people can sustain good health based on the factors covered.

	Literacy Skills How will they be developed? 	Numeracy Skills How will they be developed? 	DCF Skills How will they be developed? 	Wider skills - Opportunities to develop 
Food & Nutrition within the AOLE	<ul style="list-style-type: none"> Literacy starter activities Comprehension activities Oracy through class and group discussions. Reading of recipes. 	<ul style="list-style-type: none"> Numeracy starter activities LB to create numeracy activities to be developed alongside project and delivered in Maths lessons. Plotting of graphs Budgeting 	<ul style="list-style-type: none"> Using the internet for research activities on what can affect food choices. 	<ul style="list-style-type: none"> Creativity and innovation to be developed through creating affordable alternatives to meals. Personal effectiveness to be developed through understanding the impact of different food choices and their effects on health. Problem solving to be developed through evaluating how we can eat well for less through exploring information available to learners. Planning and organisation to be developed through practical cooking activities to ensure planning and timing allows for tasks to be completed.
P.E. within the AOLE	N/A	<ul style="list-style-type: none"> LB to create numeracy activities to be developed alongside project and delivered in Maths lessons. Plotting of graphs from learner voice questionnaires on different activities in Maths lessons. 	<ul style="list-style-type: none"> Looking at available online exercise routines e.g. YouTube Recording of final games 	<ul style="list-style-type: none"> Creativity and innovation to be developed through creating a physical game to improve fitness on a budget. Personal effectiveness will be developed through collaboration to create and deliver a new physical game. Problem Solving to be developed through creating ideas and selecting the best idea and through resilience in learning. Planning and organisation to be developed through communication of all planning for physical game and setting of targets to complete all tasks, ensuring tasks are prioritised.
Health & Wellbeing within the AOLE	<ul style="list-style-type: none"> Literacy starter activities Comprehension activities Oracy through class and group discussions. Extraction of information 	<ul style="list-style-type: none"> Numeracy starter activities LB to create numeracy activities to be developed alongside project and delivered in Maths lessons. Plotting of graphs. Use of statistics in media project. 	<ul style="list-style-type: none"> Media project to involve some research and production of a presentation/documentary/ news report on sustaining good health in the modern world. 	<ul style="list-style-type: none"> Creativity and innovation to be developed through creation of a media project to raise awareness of sustaining good health in modern times. Personal effectiveness to be developed through planning and creating a media project setting clear targets and managing time. Problem solving to be developed through deciding the best way to raise awareness of how to sustain good health in modern times and identifying key words and information to be included. Planning and organisation to be developed through media project and ensuring all plans are communicated effectively to all parties and deadlines are set and met.

There are 12 AOLE projects delivered across the whole curriculum in year 8



Achievement Outcomes based on Progression Steps:

WM1 - Developing physical health and well-being has lifelong benefits.

- I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being.
- I can plan and prepare basic, nutritious meals.
- I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli.
- I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.

WM2 - How we process and respond to our experiences affects our mental health and emotional wellbeing.

- I can empathise with others.
- I can understand how and why experiences affect me and others.

WM3 - Our decision-making impacts on the quality of our lives and the lives of others.

- I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.
- I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.



Example of our Interdisciplinary cross AOLE project delivered in year 8

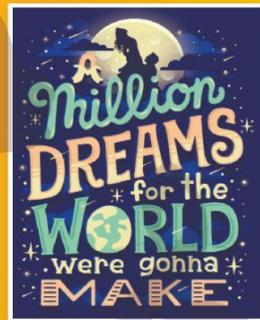
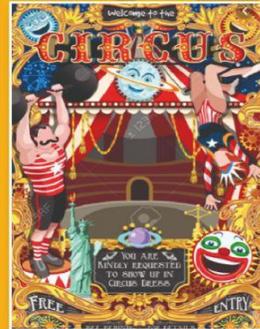


EXPRESSIVE ARTS

The **BIG** Question?

How do Expressive Arts contribute to a positive sense of community?

Music, Art & Drama



Ambitious & Capable Learners:
Leading and supporting roles and creativity exploring new challenges



Creative & Enterprising:
Developing creative talents, thinking and resilience through creative outcomes



Ethical & Informed:
Understanding cultural identity and challenging perceptions



Healthy & Confident:
Creative expression develops confidence and positive attributes



In **Music**, you will develop individual and collaborative skills through study of "The Greatest Showman" soundtrack and creative performance.

In **Art**, you will study circus imagery and body image to inspire your curiosity and imagination.

In **Drama**, you will study characterisation and relationships to enhance your understanding of theatre performance.



The **Greatest Showman** movie plot is the hook and gives the main concepts to this project. Learners build on experiences and subject knowledge to develop their expertise and they demonstrate this through their final outcomes in the art work and finale performance.

Learners explore the concepts and their meaning within the Greatest Showman movie for example looking at how relationships impact on decision making and determination and resilience lead to success.

There are lots of opportunities for literacy development in writing and oracy when exploring and analysing the above

We have 12 AOLE projects delivered in year 8 across the 6 AOLEs

KS3 CURRICULUM model for September 2022-July 2023



Year 7

KS3 - AOLEs

Languages Literacy Communication	Maths Numeracy	Science & Technology	Humanities	Expressive Arts	Health & Wellbeing
Lead: S Peatey	Lead: L Ball	Lead: R Phelps	Lead: V Pearce	Lead: Z Western	Lead: R Morgan

Hours are indicated per fortnight

Subject/ AOLE	Maths	Eng	Sci core	H&WB Physical/HWB/ Enrichment Physical activities/HWB- Personal Growth & Wellbeing/ Enrichment			MFL	Welsh	Oracy	Music	Chall Geog <small>HUMANITIES</small>	Chall Hist <small>HUMANITIES</small>	Chall RPE <small>HUMANITIES</small>	Chall Art <small>EXPRESSIVE ARTS</small>	2 x 10 week project Themes	Total 50 Hours		
	<small>MATHS & NUMERACY</small>	<small>LANGUAGES LITERACY COMMUNICATION</small>	<small>SCIENCE & TECHNOLOGY</small>	<small>HEALTH & WELLBEING</small>			<small>LANGUAGES LITERACY COMMUNICATION</small>	<small>LANGUAGES LITERACY COMMUNICATION</small>	<small>LANGUAGES LITERACY COMMUNICATION</small>	<small>EXPRESSIVE ARTS</small>	Dreams of Freedom						When something BIG happens!	
	4	4	4							4	4	4	4					
	Chall D&T PD <small>SCIENCE & TECHNOLOGY</small>	Chall ICT	Chall D&T Food & Nutrition/ Textiles <small>HEALTH & WELLBEING</small>	Chall Num <small>MATHS & NUMERACY</small>	Chall Lit <small>LANGUAGES LITERACY COMMUNICATION</small>				I'm healthy and I know it!					The sky is NOT the limit!				
hours	8	8	5	1 HWB	2 Physical	2 Enrich	2	3	1	2	4	4	4	2	2			

*The number of hours shown are per fortnight

KS3 CURRICULUM model for September 2022-23

**Year
8&9**

**Languages Literacy
Communication**

Lead: S Peatey

Maths Numeracy

Lead: L Ball

Science & Technology

Lead: R Phelps

Humanities

Lead: V Pearce

Expressive Arts

Lead: Z Western

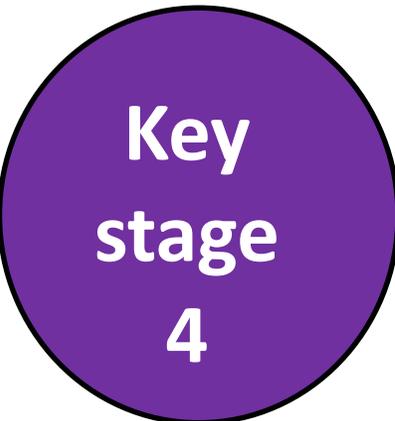
Health & Wellbeing

Lead: R Morgan

AOLE	Languages Literacy Communication			Maths Numeracy	Science & Technology			Humanities			Expressive Arts			Health & Wellbeing			hours
																	
Subject	English	Welsh	MFL	Maths	Sci	SCI TECH Digital Tech/Computer Science	Geog	Hist	RPE	Music	Art	Drama	PE	H&WB	Food & Nutrition		
Hours	7	3	2	7	5	2PD 2 ICT/ CS	3	3	3	3	3	1	2	2	2		
Total	12			7	9			9			7			6			50

*The number of hours shown are per fortnight

Optional subjects list for Year 9 learners to study in 10/11 (KS4)



Key
stage
4

Art

Business Studies

Computer Science

D&T Product Design

Equality & Diversity

Electronics

Engineering BTEC

Fashion & Textiles

Food & Nutrition

French

Geography

Global Business Communication (MFL)

History

Health & Social Care

Hospitality & Catering

ICT

Media

Music

Music BTEC

PE

Photography

Psychology

Public Services BTEC

Religion Philosophy & Ethics (RPE)

Sports BTEC

Travel & Tourism BTEC

Triple Science

Learners select 3 from the list in November and from this information based on learner choices we populate our options columns to accommodate as many combinations as possible.

We continue to evaluate and broaden our curriculum offer to meet the needs of our learners

We offer a range of GCSE qualifications and BTEC vocational qualifications in KS4

In addition to 3 optional subjects learners also study compulsory subjects in:

- English Language
- English Literature
- Maths
- Numeracy
- Science
- Welsh
- H&WB/RVE
- PE
- Welsh Baccalaureate skills Challenge
- Teamwork and Personal Development in the Community

There are 8 hours per fortnight allocated per subject

The Skills challenge/Welsh Baccalaureate is studied by all learners in KS5 and is equivalent to 1 A level

CCYD 6th Form

Year 12
Curriculum
September
2022

Options year 12 CCYD (September 2022)				
A	B	C	D	Twilight 4.00-6.00 Tues/Thurs
Business Studies	Maths	History	Chemistry	Criminology
Sport & Fitness - BTEC	Health & Social Care	Biology	English Literature	Law
Psychology	Religion Philosophy and Ethics	Medical Science	D&T Product Design	Performing Arts (Dance)
Criminology New	Art & Design	Engineering - BTEC	Public Services - BTEC	Film
Physics	Music - BTEC	ICT BTEC	Computer Science	Esports
Media New		Sociology		

Learners choose 3 subjects to study from the options above

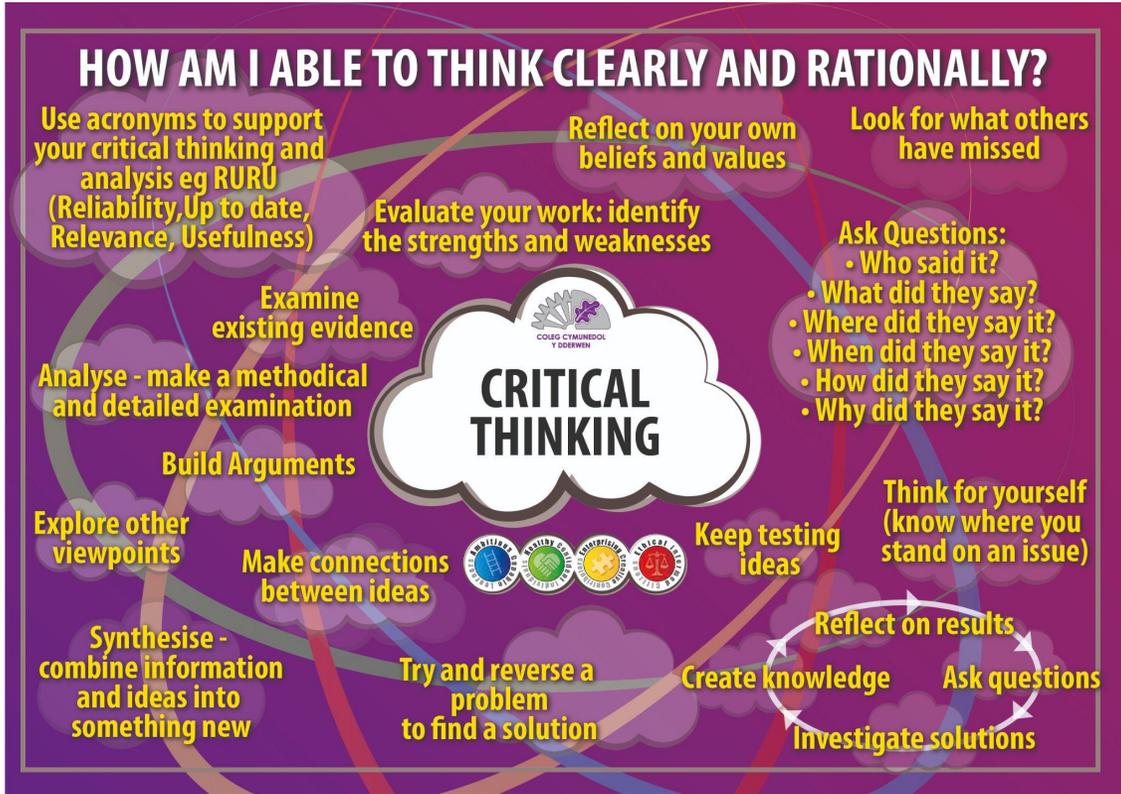
There will also be a small number of collaboration subjects in the A and D columns where learners will be taught by other Bridgend schools in a blended approach

Examples: Further Maths, Economics, these will be confirmed by September 2022

Wider skills development

These are embedded into all lesson planning in every year group and support the development of the 4 purposes:

Example : Critical thinking skills.....



Approaches to learning: These are the expectations of what is incorporated in a typical CCYD lesson



Creativity & Innovation



Critical Thinking



Planning & Organisation



Personal Effectiveness



Problem Solving

Parents and Carers please take the time to complete the survey below.

We need your views to help us co-construct our curriculum

[Parents and Carers survey :
views on the CCYD curriculum
provision](#)

**Thank you for taking the time to look
at our curriculum at CCYD**



Mrs Justine James
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Curriculum Development and Teaching & Learning

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