

The Ogmore Vale Curriculum

Broad Themes

Cynefin

Learning in this broad theme will instil pupils with passion and pride in themselves, their communities, and their country. They will develop an understanding of their identities and histories that come together to form their *cynefin*, fostering a strong sense of self and wellbeing. Through this, they will also gain a deeper appreciation of others' identities and experiences, allowing them to connect with people, places, and histories both within Wales and across the world.

Pupils will develop their understanding of inclusivity and recognise the valuable contributions they and others make in a diverse society. They will explore a range of values, perspectives, cultures, and histories, enabling them to navigate the world with empathy and respect.

As part of this learning, pupils will be supported in making informed, positive life choices, understanding the impact of their decisions on their own wellbeing and that of others. They will explore the effects of healthy living—both physically and mentally—developing the knowledge, skills, and confidence to lead balanced and fulfilling lives. This will empower them to take responsibility for their own health, relationships, and future aspirations, fostering resilience and a sense of purpose in an ever-changing world.

Earth Guardians

Learning in this broad theme will instil pupils with a passion for sustainability, environmental conservation, and caring for the planet. They will explore how their actions impact the environment and discover ways to protect it for future generations. Through this, pupils will develop an understanding of their ethical roles and responsibilities as both producers and consumers, enabling them to make informed, responsible choices.

Pupils will engage with the science of sustainability, deepening their understanding of the properties of materials, chemical reactions, ecosystems, living things, and health and disease. They will investigate how scientific principles can be applied to address environmental challenges, such as reducing waste, developing renewable materials, and promoting biodiversity.

Alongside this, pupils will explore the role of design and technology in creating sustainable solutions. They will develop their creativity and problem-solving skills by designing and making products to help shape a more sustainable world

This learning will empower pupils to take meaningful social action as caring, participative citizens within their local, national, and global communities. By fostering curiosity, critical thinking, and a sense of responsibility, they will be equipped to contribute positively to the world around them.

The Power of the People

Learning in this broad theme will instil how determination, innovation, and hard work can shape the world. Pupils will explore the impact of inspirational people, understanding how their actions, ideas, and beliefs have influenced the course of history in Wales and the wider world. Through studying influential figures, pupils will develop critical thinking, resilience, and a deeper appreciation of perseverance in the face of challenges.

This learning will not only inspire pupils but also empower them to reflect on their own potential. By understanding the qualities that drive change-makers, they will be encouraged to apply these lessons to their own lives—thinking beyond themselves, challenging the status quo, and actively making meaningful changes in their own lives and communities. They will see themselves as capable of shaping the world around them, using the lessons of the past to influence their own actions and aspirations.

From Neighbourhood to Nations

Learning in this broad theme is essential for developing a well-rounded understanding of the world around us. By exploring their local area, Wales, and the wider world, pupils will become informed, compassionate, and engaged individuals with a deeper appreciation of the natural world. They will explore a range of beliefs, philosophies, and worldviews, fostering respect for different perspectives and cultures.

This theme will also support pupils in understanding how societies are organised, structured, and led. Through the study of history, they will examine how past events have left their mark on the present, shaping communities, identities, and global relationships. By reflecting on key historical moments, decisions, and movements, pupils will gain valuable insights into the lessons learned from history—helping them to critically evaluate the past.

This learning will empower pupils to recognise their role in shaping society, encouraging them to engage thoughtfully with the world around them and contribute positively to their communities.

Our World, Our Future

Learning in this broad theme will encourage curiosity, analytical thinking, and innovation. It will develop pupils' ability to ask critical questions about the world around them, prompting them to consider not only what is possible but also the ethical implications—*just because they can, does it mean they should?*

Pupils will explore creative and technical ways to meet society's needs, deepening their understanding of key scientific concepts, including forces, electricity, states of matter, and the fundamental principles of computer science such as algorithms and cybersecurity. They will investigate how these scientific ideas drive innovation, from advancements in technology to sustainable solutions for global challenges.

This theme will also highlight the links between science and making healthy choices, helping pupils understand how scientific knowledge informs decisions. By applying their learning, they will be inspired to develop the technologies and solutions that shape the future while making informed, responsible choices in their own lives.

Cynefin	Earth Guardians	The Power of the People	From neighbourhood to nations	Our world, our future
<p style="text-align: center;">English / Cymraeg / Literacy</p> <p style="text-align: center;">LLC1 / LLC2 / LLC3 / LLC4 – Literacy framework</p> <p style="text-align: center;">Rationale regarding the approach to these (what you expect in terms of literacy focus/how topic foci should support the selection of resources/activities in English sessions)</p>				
<p style="text-align: center;">Maths / Numeracy</p> <p style="text-align: center;">MN1 / MN2 / MN3 / MN4 – Numeracy framework</p> <p style="text-align: center;">Rationale regarding the approach to these (what you expect in terms of maths/numeracy)</p>				
<p style="text-align: center;">Digital competency</p> <p style="text-align: center;">Rationale regarding the approach to this including some mention of the cross over between ST6 / Science and technology AoLE and descriptors</p>				
<p style="text-align: center;">Expressive Arts</p> <p style="text-align: center;">EA1 / EA2 / EA3</p> <p style="text-align: center;">Topics will provide authentic and purposeful opportunities across all topics to develop the expressive arts within the designated discipline for that topic.</p> <p style="text-align: center;">Learning experiences will provide opportunities for pupils to explore the creative process by engaging with and developing an understanding of all Statements of What Matter in expressive arts.</p>				
<p style="text-align: center;">Health and well-being</p> <p style="text-align: center;">Rationale regarding the approach to health and wellbeing (physical literacy / RSE / Jigsaw)</p>				

HWB1b – Impact of nutrition				HWB1d – Physical health and safety
HWB2c – Reflection HWB2d – Empathy				
HWB3a – Informed choices HWB3b – Impact of decisions HWB3c – Managing risks	HWB3a – Informed choices HWB3b – Impact of decisions HWB3c – Managing risks	HWB3a – Informed choices HWB3b – Impact of decisions HWB3c – Managing risks	HWB3a – Informed choices HWB3b – Impact of decisions HWB3c – Managing risks	HWB3a – Informed choices HWB3b – Impact of decisions HWB3c – Managing risks
HWB4	HWB4	HWB4	HWB4	
Humanities				
H1 / H2				
Rationale regarding the approach for H1 and H2				
H3	H3a – Interrelationships H3b – Places H3d – Change in places, spaces	H3	H3b – Places H3c – Spaces H3d – Change in places, spaces	H3
H4a – Change and continuity H4c – Identity H4d – Diversity H4e – Community H4f - Governance	H4b – Cause and effect	H4a – Change and continuity H4b – Cause and effect H4c – Identity H4d – Diversity H4e – Community H4f – Governance	H4a – Change and continuity H4c – Identity H4d – Diversity H4e – Community H4f - Governance H4g - Relationships	H4b – Cause and effect
H5a - Justice, inequality and rights	H5b - Citizenship, behaviour and action	H5a - Justice, inequality and rights	H5a - Justice, inequality and rights	H5a - Justice, inequality and rights

	H5c - Ethical and moral questions and the impact of decisions H5d - Social action	H5c - Ethical and moral questions and the impact of decisions H5d - Social action	H5c - Ethical and moral questions and the impact of decisions	H5b - Citizenship, behaviour and action H5c - Ethical and moral questions and the impact of decisions H5d - Social action
Science and Technology				
ST1				
Rationale regarding the approach for ST1				
	ST2a - Design context and innovation ST2b - Design decision making ST2c - Design communication ST2d - Safe use of tools ST2e - Prototyping and making			ST2a - Design context and innovation ST2b - Design decision making ST2c - Design communication ST2d - Safe use of tools ST2e - Prototyping and making
	ST3a – Ecosystems ST3b - Living things ST3c - Health and disease	ST3c - Health and disease	ST3a – Ecosystems ST3b - Living things ST3c - Health and disease	ST3c - Health and disease
	ST4a - Properties of materials ST4b - Chemical reactions ST4c - Extraction, refinement and analysis			ST4a - Properties of materials ST4b - Chemical reactions ST4c - Extraction, refinement and analysis
				ST5a - Forces and motion ST5b – Energy ST5c – Electricity ST5d – Waves ST5e – Magnetism

				ST6a – Algorithms ST6b - Systems and networks ST6c - Cyber security
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