



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y10

HALF TERM 5



RIDGEWOOD
SCHOOL

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KS4 Learning Maps – Half Term 5

Dear parent/carer,

I am pleased to enclose 'Learning Maps' for every subject that your son/daughter will study this year. These will be sent home to parents every half term, so that you are fully informed about the topics your child is studying. The Learning Maps are shared in lessons with students at the start of each new topic, so they are aware of how their knowledge, understanding and skills will develop. The Learning Map also makes it clear to students how the topic will build on prior learning and prepare them for subsequent learning, therefore enabling them to make progress. Please note, as we move towards the end of Y11, some subjects have not included full learning maps where they have finished the course content and are now revising.

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and suggested wider reading opportunities, to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

We will also make these Learning Maps available on the school website for you to access electronically if you prefer.

For most subjects in this booklet, there is just one Learning Map as all students study the same content, which is then tailored to their group and individual needs. Maths has different Learning Maps depending if students are working towards Higher or Foundation Papers. For Core PE, students rotate around different topics through the year. Teachers will explain to students at the start of each rotation which topic they are learning, but all of these Learning Maps are included in this booklet.

We hope that having these Learning Maps available to you will help you to discuss with your son/daughter what they are learning, and be useful at signposting you to opportunities for extended learning and ways that you can help your child to accelerate their progress.

It is extremely important to us that there is two-way communication between Ridgewood School and the parents and carers of our students. If you have any questions about your child's Learning Maps or his/her progress, I would welcome you getting in touch with us. Please use the 'Contact Us' facility on our website to do so.

Yours faithfully,

Andy Bridge

Deputy Headteacher

ART

Year 10 Learning Map

Topic Number: HT5

Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on all prior learning from across the year thus far.		You will investigate your own subtheme related to Surroundings, looking at the work of others, investigate methods in using materials, record ideas and observations and ultimately present a planned final piece.	This topic will allow you to lead your learning and apply the techniques and processes to your own investigations.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1	Surroundings artist research and artist pages.	Concept Develop Drawing Form Hatching Print Proportion, Representational, Scale Still life	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors Please use your preferred search engine to look into the work of: Yayoi Kusoma Friendsreich Hundertwasser David Hockney Liu Bolin Paul Heaston	Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.
Week 2	Surroundings artist research and artist pages.			
Week 3	Artist experimentation with techniques/media			
Week 4	Artist experimentation with techniques/media			
Week 5	Artist experimentation with techniques/media			
Week 6	Artist experimentation with techniques/media			
Week 7	Artist experimentation with techniques/media			
Week 8	Start final piece			

Year 10 Learning Map

Topic Number: R067 (TA4) Marketing Mix and R069 (TA1) Branding.

		Topic Title: R069 Task 1 Branding Opportunities and Threats.		
Prior Learning		Current Learning	Extended Learning	Subsequent Learning
<p>This topic builds on prior competition of R068, leading to the start of R069. You will carry forward the same business scenario leading to a pitch of your business proposal.</p>		<p>In this topic you will learn how business can use the marketing mix to support the success of their business. For the assigned business, you will develop a brand identify to target a specific customer profile.</p>		<p>Upon completion of task 1, you will plan a promotional campaign for a brand and product. This will conclude with you planning and producing a professional pitch in task 3.</p>
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Identification of a brand.	Brand	https://www.bbc.co.uk/bitesize/guides/z26btv4/revision/4	<p><u>Cambridge Nationals - Enterprise and Marketing Level 1/Level 2 – J837 - OCR</u></p> <p><u>OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing specification</u></p> <p><u>Cambridge National in Enterprise and Marketing Unit Recording Sheet R068 (ocr.org.uk)</u></p>
Lesson 2	Understand why branding is used.	Logo	https://www.bbc.co.uk/bitesize/guides/zkdc7nb/revision/5	
Lesson 3	Identification of branding methods.	Strapline	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
Lesson 4	Understand different branding methods.	Characters Endorsement		
Lesson 5	Produce a competitor analysis.	Strengths	641080-design-a-business-proposal.docx (live.com)	
Lesson 6	Identify opportunities in the external environment.	Weaknesses USP	<u>Cambridge National in Enterprise and Marketing Unit Recording Sheet R068 (ocr.org.uk)</u>	
Lesson 7	Identify threats in the external environment.	Economic Social	Due to this unit (R069) being controlled assessment students are not allowed to complete work outside of the school.	
Lesson 8	DIRT improvements on task 2.	Technological Ethical	To support students, a weekly catchup session will run Wednesday and Thursday between 3-4pm.	

Drama

Year 10 Learning Map

Topic Number: 2

Component 2: Developing Skills and Techniques in the Performing Arts			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>Prior Learning This topic builds on your knowledge of performance skills required to develop and apply these to a performance text from previous topics at key stage 3 such as Missing Dan Nolan and DNA. This topic will build on your knowledge of physical, vocal and interpretative performance skills needed to create characters.</p>	<p>Current Learning In this topic you will develop the vocal, physical and interpretative performance skills needed to perform a character and reproduce existing repertoire. This topic is important for you to develop your understanding – both practical and theoretical – of how performers will create performance material using a range of skills and techniques. Further on in this topic you will review your own progress and development and make suggestions for improvements.</p>	<p>Subsequent Learning This topic will prepare you for further practitioner and production knowledge within key stage 4 and 5. It will equip you with the skills required to create and develop a character within different performance styles and critically evaluate and make analysis of your own progress and development. You will be required to demonstrate the ability to explore, describe and apply, performance skills and techniques in key stage 4 and 5. This exploration and application will be particularly useful with Component 3: Responding to a brief in Y11.</p>	<p>Ways in which parents/carers can support Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following interviews: Actors – Preparing and Playing Digital Theatre+ (digitaltheatreplus.com) You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/</p>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	
<p>Week 1: Written Review – Rehearsal</p> <p>Week 2: Written Review – Performance</p> <p>Week 3: Completion of Task 1 – Character Development – Component 2</p> <p>Week 4: Characterisation Workshop</p> <p>Week 5: Exploration of text – Group work</p> <p>Week 6: Exploration of text – Group work</p>	<p>Accent Articulation Characterisation Dialect Gestures Interpretative Skills Laban Efforts Proxemics States of Tension Status</p>	<p>You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners:</p> <ul style="list-style-type: none"> National Theatre – All About Theatre Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton Creating a Character: Physical Approach to Acting – Moni Yakim 	

Year 10 Learning Maps – Half Term 5

Macbeth by William Shakespeare	
<p>Prior Learning: This topic builds on the analysis skills you have developed across a range of texts in KS3 (including Shakespeare’s Romeo and Juliet) and through the study of <i>A Christmas Carol</i>, <i>An Inspector Calls</i>, and Power and Conflict Poetry Anthology.</p> <p>You will be furthering your ability to: select relevant evidence, understand writer’s choices, and analyse language and structural devices used by writers.</p>	<p>Current learning: In this topic you will learn how to effectively analyse dramatic techniques, characters, themes, and language within a Shakespearean play. You will also learn how the context of a text (what is happening at the time) can influence a writer when creating fiction. You will be assessed on the following skills:</p> <ul style="list-style-type: none"> • AO1: Your understanding of the novel. You will need to make points about the novel and use evidence from the novel to support your interpretations. • AO2: Your ability to analyse language, form and structure used by the writer to create meanings. • AO3: Your ability to make links between the novel and the time it was written. <p>AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<p>Lesson Sequencing</p> <p>WEEK 1: Plot, characters and context.</p> <p>WEEK 2: Act 1: The Three Witches, and the introduction of Macbeth and Lady Macbeth.</p> <p>WEEK 3: Essay writing skills: extract to whole text response</p> <p>WEEK 4: Act 2: betrayal and guilt</p> <p>WEEK 5: Act 3: paranoia and essay writing skills.</p> <p>WEEK 6 – Act 4 and essay writing skills</p> <p>WEEK 7 – Act 5 and essay writing skills</p> <p>WEEK 8 – Revision and mock exam preparation</p>	<p>Subsequent Learning: This unit will be particularly important in supporting your preparation for both of your GCSE English Literature exams, where you will be asked to analyse 3 fictional texts, one of which will be a play by Shakespeare. As well as this, in your English Language Paper 1 exam, you are required to analyse one fictional source and pay specific attention to the language and structural features used by a writer to create effect.</p>
<p>Tier 3 Vocabulary</p> <p>Monologue Juxtaposition Hamartia Foil Hubris Catharsis Antithesis Dramatic Irony Iambic Pentameter Soliloquy Semantic Field Couplet Quatrain Sonnet</p>	<p>Extended Learning You can use independent study opportunities to engage with the following Shakespearean tragedies to further develop your knowledge of the Jacobean period and skills of text analysis:</p> <ul style="list-style-type: none"> • Hamlet This play follows Prince Hamlet’s quest for revenge after his father’s murder, exploring themes of madness, betrayal and the complexity of human nature. • Othello This play depicts the tragic downfall of the noble Moorish general, Othello, driven by jealousy and manipulated by his ensign Iago, leading to devastating consequences.
	<p>Ways in which parents/carers can support</p> <p>Explore the Royal Shakespeare Company’s guide to Macbeth: RSC Guide to Macbeth</p> <p>Watch the play: Royal Shakespeare Company Macbeth Production</p> <p>Visit the Theatre: The Globe Theatre</p>

GEOGRAPHY

Y10 AQA – 3.2 3.2 Challenges in the human environment– Section A: Urban Issues and Challenges and 3.3 Fieldwork		
Prior Learning	Current Learning	Subsequent Learning
<p>This topic builds on your knowledge from KS3, particularly your knowledge of Population and Development from Y7 and Y9.</p> <p>It builds upon prior skills such as cartographic, stats/maths and graphical skills linked to global urban trends. We will also be using demographic data to profile different countries, cities and local areas.</p>	<p>In this topic, you will learn about human processes and systems, how they change both spatially and temporally. They are studied in a range of places, at a variety of scales and include places in various stages of development. We will be focussing on Brazil, a country that is not studied in depth in KS3, and then our UK city case study will be focussed on Sheffield in preparation for our fieldwork in Y11.</p> <p>This topic is important for you to develop your geographical skills and case study application in extended geographical writing. We will be building on skills of choropleth mapping of megacities, development figures and development data calculations</p>	<p>We will go on to explore the dynamic nature challenges in the human environment looking at human processes. We will go on to learn about urban sustainability and the changing economic world.</p> <p>The topic will also equip you with the skills you need to be successful in Paper 1, 2 and 3 of your Geography GCSE, and makes up a third of Paper 2.</p>
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities
<p><u>Global Urban Trends</u></p> <p>1 – Global Urban Change</p> <p>2 – Factors affecting rate of urbanisation</p> <p>3 – Megacities</p> <p>4 – Introduction to Rio</p> <p>5 – Causes of growth in Rio</p> <p>6 – Social opportunities and challenges</p> <p>7 – Economic opportunities and challenges</p> <p>8 – Environmental challenges and management</p> <p>9 – Rocinha Favela</p> <p>10 – Urban planning in the favela</p> <p><u>Urban Fieldwork</u></p> <p>1 – Sheffield Fieldwork introduction</p> <p>2 – Methods/Trip</p> <p>3 – Results/analysis</p>	<p>Challenge</p> <p>Distribution</p> <p>Favela</p> <p>Formal economy</p> <p>High income country</p> <p>Inequality</p> <p>Informal economy</p> <p>Low income country</p> <p>Megacity</p> <p>Migration</p> <p>Natural increase</p> <p>Newly emerging economy</p> <p>Opportunity</p> <p>Site</p> <p>Situation</p> <p>Urbanisation</p>	<p>This book is an engaging and fascinating read:</p> <p><u>Human Geography: The Basics</u> <u>Andrew Jones</u></p>
		<p>Ways in which home can support</p> <p>Ensure your child is completing their weekly GCSE question homework</p> <p>Netflix:</p> <ul style="list-style-type: none"> City of God: 10 years later. The original film was set in the favelas of Rio de Janeiro. This documentary (age rated 15+) revisits the area. <p>YouTube:</p> <ul style="list-style-type: none"> Vice and Sky News have uploaded 20-60 minute videos about life in Rio and the many opportunities and challenges people are presented with here

Cold War (Part 2)			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on the breakdown in relations experienced between the USA and the USSR in the 1940s and 1950s.</p> <p>It also builds upon your foundational knowledge of the USA's war against communism in Vietnam.</p> <p>Finally, it builds upon the skills introduced in the first part of the Cold War, such as explanation of consequences and importance of events.</p>	<p>In this topic you will learn about the steps taken by both superpowers to push towards peace and attempt to reduce and limit nuclear arms. You will cover how tension redevelops into what is known as the Second Cold War period under President Reagan, and how the USSR take steps that not only lead to the full end of the Cold War, but also the complete collapse of communism in Eastern Europe</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you continue to master explanations of consequences and importance, as well as chronology for narrative focused questions.</p>	<p>You will continue to develop your use of argument and evidence skills in Paper 1 when covering Whitechapel, and then into Y11 when learning Crime and Punishment and Early Elizabethan England.</p> <p>The topic will also equip you with the skills you need to be successful in Paper 2 of your History GCSE</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p><i>Second Berlin Crisis</i></p> <p><i>Causes, events and Consequences of the Cuban Missile Crisis</i></p> <p><i>Attempts at Arms Control</i></p> <p><i>Soviet invasion of Czechoslovakia</i></p> <p><i>Events of Détente</i></p> <p><i>Soviet invasion of Afghanistan</i></p> <p><i>Reagan's policies & Gorbachev's New Thinking</i></p> <p><i>Collapse of the USSR</i></p>	<p><i>Blockade</i></p> <p><i>Capitalism</i></p> <p><i>Communism</i></p> <p><i>Coup</i></p> <p><i>Glasnost</i></p> <p><i>Nuclear armaments</i></p> <p><i>Nuclear Utilisation Target</i></p> <p><i>Selection</i></p> <p><i>Perestroika</i></p> <p><i>Self-immolate</i></p> <p><i>Ultimatum</i></p>	<p>Students will be set retrieval or revision homework every week. Please encourage your child to complete this.</p> <p>Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge.</p> <p>These books are engaging and fascinating reads:</p> <p>GCSE History for Edexcel: Superpower relations and the Cold War, 1941-91 by Hodder</p> <p>REVISE Edexcel GCSE (9-1) History Superpower relations and the Cold War Revision Guide by Pearson</p>	<p>You could watch the following documentaries with your son/daughter:</p> <p>Netflix:</p> <p>The End of World War II in colour The Coldest Game</p> <p>YouTube:</p> <p>The Cold War - Oversimplified The Entire History of the Cold War</p>

Year 10 Computer Science Learning Map

Topic Number: 5

1.6 Ethical, Legal, Cultural and Environmental Issues													
<p>Prior Learning This topic builds upon all previous topics by looking at the impacts of each of the components of ICT. You will be asked to draw upon your previous knowledge to answer longer style examination questions.</p>	<p>Current Learning In this current unit you will learn all about the ethical, legal, cultural and environmental issues relating to the use of ICT. You will be given real world case studies to demonstrate these impacts and be expected to contribute your own ideas. We will also focus on practicing some of the essay style questions which can appear on Paper 1. These questions will ask you to discuss, evaluate or compare certain computational ethics questions; bringing in your own real-world knowledge and applications. Alongside this, you will continue to practice your programming techniques in preparation for Paper 2.</p>												
<p>Subsequent Learning This unit allows you to consider the real world applications of ICT and computing.</p>	<p>Ways in which parents/carers can support There are many OCR GCSE Computer Science resources. We recommend the links under extended learning as well as the site below.</p>												
<p>Lesson Sequencing</p> <table border="1"> <tr> <td>Week 1</td> <td>Computational Ethics Introduction The Digital Divide Practical Programming</td> </tr> <tr> <td>Week 2</td> <td>Environmental and Cultural Issues Computing Legislation Practical Programming</td> </tr> <tr> <td>Week 3</td> <td>Privacy Issues Ethics Practical Programming</td> </tr> <tr> <td>Week 4</td> <td>Software Licenses Exam Technique – Longer Style Questions</td> </tr> <tr> <td>Week 5</td> <td>Exam Technique Practical Programming</td> </tr> <tr> <td>Week 6</td> <td>Assessment Practical Programming</td> </tr> </table>	Week 1	Computational Ethics Introduction The Digital Divide Practical Programming	Week 2	Environmental and Cultural Issues Computing Legislation Practical Programming	Week 3	Privacy Issues Ethics Practical Programming	Week 4	Software Licenses Exam Technique – Longer Style Questions	Week 5	Exam Technique Practical Programming	Week 6	Assessment Practical Programming	<p>Extended Learning You can revise material using Seneca Learning which is an interactive resource. https://student.craigndave.org/gcse-ocr-i277-computer-science-videos There are many resources relating to computational ethics. Here are some interesting videos: https://www.ted.com/topics/cyber+security</p>
Week 1	Computational Ethics Introduction The Digital Divide Practical Programming												
Week 2	Environmental and Cultural Issues Computing Legislation Practical Programming												
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Week 6	Assessment Practical Programming												
<p>Tier 3 Vocabulary</p> <p>Computer Misuse Culture Data Centres Data Privacy Data Protection Digital Divide Ethics E-Waste Impacts Legislation Open source Piracy Stakeholder Sustainability Profiling Automated</p>													

MATHS

Right – angles triangles : Pythagoras and Trigonometry			
<p>Prior Learning This topic builds on students' prior knowledge of rearranging simple formulae and equations. You should be able to recall basic angle facts, understand when to leave an answer in surd form, plot coordinates in all four quadrants, and draw axes.</p>	<p>Current Learning In this topic you will learn to confidently recall Pythagoras theorem and use it. Calculate the sides of a right angled triangle, understand, use and recall sine, cosine and tan and round answers with an appropriate degree of accuracy.</p>	<p>Subsequent Learning This topic prepares you to be able to confident understanding angles and distances which will appear as you continue learning maths throughout your time at school.</p>	
<p>Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> • Rounding • Recalling Pythagoras • Using Pythagoras to find whether right angle or not • Calculating the length of the hypotenuse • Finding the length of a line segment • Trigonometry • Using trigonometry to solve 2D problems 	<p>Tier 3 Vocabulary</p> <ul style="list-style-type: none"> • Right angle • Angle • Pythagoras Theorem • Trigonometry • Opposite • Hypotenuse • Adjacent • Ratio • Elevation • Depressions • Length • Accuracy 	<p>Extended Learning All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides</p>	<p>Ways in which parents/carers can support Support your child's progress through:</p> <ul style="list-style-type: none"> • <u>Sparx</u>- to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated

Probability			
<p>Prior Learning</p> <p>This topic builds on students' prior knowledge of probability from Y7 and 8. You should have a general understanding of the probability number line, be able to express and probability as a fraction. You will also use your skills in Venn diagrams from KS2.</p>	<p>Current Learning</p> <p>In this topic you will learn to express probabilities as fractions, decimals and percentages. You will learn to use sample space diagrams, Venn diagrams and probability tree diagrams to calculate the probability of multiple events.</p>	<p>Subsequent Learning</p> <p>This topic provides you with an understanding of probability for statistical work both inside Maths lessons and in real life.</p>	
<p>Lesson Sequencing</p> <p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> • Expressing a probability • Probability on a number line • Venn diagrams • Sample space diagrams • Relative frequency • Theoretical probability • Probability tree diagrams 	<p>Tier 3 Vocabulary</p> <ul style="list-style-type: none"> • Event • Outcome • Relative frequency 	<p>Extended Learning</p> <p>All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set.</p> <p>Recommended revision guides can be found here: CGP Foundation Revision guides</p>	<p>Ways in which parents/carers can support</p> <p>Support your child's progress through:</p> <ul style="list-style-type: none"> • <u>Sparx</u>- to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated

MATHS

Higher – Probability			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on students' prior knowledge of probability from Y7 and 8. You should have a general understanding of the probability number line, be able to express and probability as a fraction. You will also use your skills in Venn diagrams from KS2.</p>	<p>In this topic you will learn to express probabilities as fractions, decimals and percentages. You will learn to use sample space diagrams, Venn diagrams and probability tree diagrams to calculate the probability of multiple events.</p>	<p>This topic provides you with an understanding of probability for statistical work both inside Maths lessons and in real life. Probability is a key topic for the Statistics option in A Level Maths that will build on the skills and knowledge from this unit.</p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> • <u>Sparx</u>- to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> • Expressing a probability • Probability on a number line • Sample space diagrams • Relative frequency • Theoretical probability • Venn diagrams • Venn diagram notation • Probability tree diagrams 	<ul style="list-style-type: none"> • Event • Outcome • Relative frequency 	<p>All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set.</p> <p>Recommended revision guides can be found here: CGP Revision guides - higher tier</p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> • <u>Sparx</u>- to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated

Higher – Multiplicative reasoning: Further percentages and Compound measures

Prior Learning This topic builds on students' prior knowledge of percentages from Unit 4, as well as learning in KS3 Science (Speed, Distance, Time).	Current Learning In this topic you will develop further skills within the topic of percentages including using multipliers, finding an original amount after a given percentage change and compound percentages. You will learn about direct and inverse proportion. You will also use formulae for compound measures described below.	Subsequent Learning This topic provides you with many useful skills that can be applied in subsequent careers and adult life, for example you will be able to work out the interest you could earn on an investment or the interest for a mortgage. You will revisit direct and inverse proportion in Unit 19.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> • Calculate a percentage both with and without a calculator • Increase and decrease by a given percentage • Calculate a percentage change • Reverse percentages • Simple interest • Compound interest and depreciation • Speed, Distance and Time • Force, Pressure and Area • Density, Mass and Volume • Direct proportion (algebraic methods) • Inverse proportion (algebraic methods) • Quadratic Sequences 	<ul style="list-style-type: none"> • Accrue/accrued • Annum • Depreciate • Directly • Interest • Inverse • Inversely • Proportional • Multiplier 	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides - higher tier	Support your child's progress through: <ul style="list-style-type: none"> • Sparx- to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Maths Genie - for exam questions, videos and solution on the topics stated

Year 10 Learning Map

Topic Number: 5

Theme 2, Unit 1 and 2 : Home, town, neighbourhood and region/social issues	
Prior Learning	Current Learning
<p>This topic builds on what students have learnt during Theme 1. It will include previously learnt grammar and high frequency vocabulary and will build on this, focussing on demonstrative adjectives, possessive pronouns and using 3 tenses in writing and speaking.</p>	<p>This half term we will start on Theme 2. In Unit 1 you will learn how to describe your home, describe your ideal home, describe a town and say what there is to see/do there, describe a region. In Unit 2 you will look at what it means to have a healthy lifestyle.</p>
Lesson Sequencing	Key Vocabulary
Week 1	My house
Week 2	My city
Week 3	My region
Week 4	Where I live
Week 5	Healthy eating
Week 6	Healthy lifestyles
	<p>La casa – house El dormitorio – bedroom Compartir – to share El salón – living room Las afueras – the outskirts El campo – the countryside La ciudad – the city Encontrarse – to be situated El piso – apartment El barrio – neighbourhood Grasiento – fatty/greasy Sano – healthy Estar a dieta – to be on a diet Mantenerse en forma – to keep fit</p>
Subsequent Learning	
<p>This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary and grammar that we learn will be used in other topics. Next half term we will continue to look at social issues so knowledge of opinions and talking in different tenses will be crucial.</p>	
Extended Learning	
<ul style="list-style-type: none"> • Quizlet to practice vocabulary – all the vocabulary for the course is available on there and students are set a list of vocabulary to learn each week before a vocabulary test. • Use of revision guides and work books. • Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers) • Grammar practice - www.bbc.co.uk/bitesize 	
Ways parents/carers can support	
<p>To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics.</p> <p>Helping students to practise vocabulary each week in preparation for a vocabulary test.</p>	

Music Technology Y10 – HT3.1 Multi track recording

Prior Learning	Current Learning	Subsequent Learning	
<p>This is your first experience completing a recording session.</p>	<p>You will learn to plan and undertake a recording session. You will then create a mixdown of your recording and review your product.</p>	<p>You will continue to develop your recording and mixing skills in the sound creation unit and if you wish you at Level 3 post 16 on our Applied general Music Technology course.</p>	
<p>Lesson Sequencing</p> <p>Learning outcome 1 You will learn about:</p> <ul style="list-style-type: none"> • Health and safety • Microphones, sound sources, placement and DI • Audio interfaces • Multi-track recorder • Monitoring • Planning a studio session <p>Learning outcome 2 Undertake a studio recording session You will demonstrate:</p> <ul style="list-style-type: none"> • Use of equipment (microphones, DI, audio interfaces/pre-amps, multi-track recorder and monitoring) health and safety • Optimisation of gain • Overdubbing <p>Learning outcome 3 You will:</p> <ul style="list-style-type: none"> • Mix a multi-track recording <p>You must demonstrate:</p> <ul style="list-style-type: none"> • Editing • EQ • Effects, dynamics, balance • Stereo field • Monitoring • Automation. <p>Learning outcome 4 You will:</p> <ul style="list-style-type: none"> • Review your mixdown from learning outcomes 2 and 3 • You will consider: • progression from original recordings to final mixdown 	<p>Tier 3 Vocabulary</p> <ul style="list-style-type: none"> • Audio • Automation • Equalisation • Mastering • Mixing • Monitoring • Multi track • Overdubbing • Recording 	<p>Extended Learning</p> <p>Complete your weekly homework past paper questions that are set each week.</p> <p>You have access to our subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account.</p> <p>MusicTech for Beginners</p> <p>Alternative reading opportunities:</p> <p>Music Technology from Scratch</p> <p>Music Production for Beginners</p>	<p>Ways in which parents/carers can support</p> <p>Support your child's progress through:</p> <p>Revising using the knowledge organisers on this topic.</p> <p>Focus on Sound and then log on using their Microsoft Teams account.</p> <p>Accessing their Microsoft Teams for directed exercises on current topics.</p> <p>Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Faculty Leader: Performing Arts) via the Contact Us facility of our school website for more information.</p>

KS4 Learning Map

Topic: Alternative Games'

		Pathway: Alternative Games'		
<p>Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance in some of the more traditional sports</p>		<p>Current Learning: Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practice and perfect techniques and game play whilst fostering a love for sport.</p>	<p>Subsequent Learning: This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.</p>	
<p>Units covered over the year: Table tennis, dodgeball, badminton, tchoukball, volleyball, rounders</p>				
<p>Lesson Sequencing – Each unit will follow a similar sequence</p>		<p>Tier 3 Vocabulary</p>	<p>Extended Reading</p>	<p>Ways in which parents/carers can support</p>
Lesson 1	Introduction of game and key rules linked to modified games	Tactics Official Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Learning of new skills and modified games	Analysis Defence	3. All in: Billie Jean King 4. Stronger: Poorna Bell	
Lesson 3	Introduction of tactical game play	Attack Formation	5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	
Lesson 4	Tactical game play			
Lesson 5	Tactical play and analysis of performance to aid improvement			

KS4 Learning Map

Topic: Boys Games'

		Pathway: Boys games'		
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.		Current Learning: Students will develop their skills to each of the games to allow them to practice and perfect techniques and game play whilst fostering a love for sport.	Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: Football, basketball, rugby, flag football, dodgeball, handball, rounders		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson Sequencing – Each unit will follow a similar sequence				
Lesson 1	Recap of skills learnt at KS3 through game play	Tactics Official Umpire Analysis Defence Attack Formation	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Recap of skills learnt at KS3 through game play			
Lesson 3	Game play to introduce and revisit tactics			
Lesson 4	Game play to introduce and revisit tactics			
Lesson 5	Student led competition			

KS4 Learning Map

Topic: Dance Fitness

Pathway: Dance fitness	
<p>Prior Learning: Students have completed units of work in KS3 which focused on the learning of techniques and skills the students have used to choreograph a phrase into their routines using key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.</p>	<p>Current Learning: Students will be perform a variety of dance styles through dance and fitness. They will develop their choreography skills to perform as a group/or individual in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine their ability to observe performances and give constructive feedback.</p>
<p>Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind through the medium of dance and dance related practice. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.</p>	
Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,	
Lesson Sequencing – Each unit will follow a similar sequence	
Lesson 1	Introduction to the method and teaching of key skills needed
Lesson 2	Development of key teaching aspects
Lesson 3	Opportunity to develop and create own routines or personalise training
Lesson 4	Opportunity to develop and create own routines or personalise training
Lesson 5	Reflect upon training and ideas for further development
Tier 3 Vocabulary	Extended Reading
Cardiovascular Muscular Skeletal Respiratory Heart rate Anaerobic Aerobic Target zones Time under tension	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis
Ways in which parents/carers can support	
- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.	

KS4 Learning Map

Topic: Fitness

Pathway: Fitness				
<p>Prior Learning: Students have completed units of work in KS3 which focused on understanding the importance of a healthy body and a healthy mind. They have completed a unit of health and fitness which covers a variety of training methods.</p>		<p>Current Learning: Students will develop their knowledge and understanding of how to improve their fitness through different mediums and how different practices affect our bodies in different ways.</p>		<p>Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.</p>
<p>Units covered over the year: Circuits, aerobics, yoga, Zumba, weight training, boot camp</p>				
<p>Lesson Sequencing – Each unit will follow a similar sequence</p>				
Lesson 1	Introduction to the method and teaching of key skills needed	<p>Tier 3 Vocabulary</p> <p>Cardiovascular Muscular Skeletal Respiratory Heart rate Anaerobic Aerobic Target zones Time under tension</p>	<p>Extended Reading</p> <p>1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis</p>	<p>Ways in which parents/carers can support</p> <p>- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.</p>
Lesson 2	Development of key teaching aspects			
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map

Topic: Girls Games'

Pathway: Girls games'	
<p>Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.</p>	<p>Current Learning: Students will develop their skills to each of the games to allow them to practice and perfect techniques and game play whilst fostering a love for sport.</p>
<p>Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.</p>	<p>Ways in which parents/carers can support - Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.</p>
<p>Units covered over the year: Basketball, football, netball, dodgeball, handball, rounders</p>	
<p>Lesson Sequencing – Each unit will follow a similar sequence</p>	
Lesson 1	Recap of skills learnt at KS3 through game play
Lesson 2	Recap of skills learnt at KS3 through game play
Lesson 3	Game play to introduce and revisit tactics
Lesson 4	Game play to introduce and revisit tactics
Lesson 5	Student led competition
<p>Tier 3 Vocabulary Tactics Official Umpire Analysis Defence Attack Formation</p>	<p>Extended Reading 1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis</p>

Year 10 Learning Map

Topic Number: 2

		Relationships		
		Current Learning	Extended Learning	Subsequent Learning
<p>Prior Learning This topic builds on; Work that you have looked at in years 8 and 9, understanding how to ensure you have a happy healthy relationship, know and understand where you can access support if you need to in Doncaster.</p>		<p>In this topic you will learn; The different things that may impact your health. You will also gain knowledge and understanding of specific ways your body may change, why and how might this present itself. This module will also help you to develop an understanding of the different services available to you locally and how you can access information from reputable sources. This topic is important to develop a firm understanding of how you, as an individual can navigate life and relationships, to stay happy healthy and safe.</p>		<p>This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. It will allow you to gain a foundation of knowledge and understanding of the human body and staying healthy. This will be further developed when we look at the module in year 11 on healthy relationships. You will develop the skills to use knowledge and understanding to form opinions and understand how and what happens to our body and what can impact its health. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, safe and healthy from now into adulthood.</p>
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Love and respect in relationships	Miscarriage Cervix Embryo Hormones Foetus Womb Fallopian tubes Ovaries Oestrogen Progesterone	<p>You can use independent study opportunities to engage with the following websites about sexual health services in Doncaster, advice and information and an understanding of the menopause. <u>Sexual Health Service 4 Doncaster</u> <u>Sexual Health service</u> <u>(sexualhealthservices4doncaster.co.uk)</u> <u>Menopause - NHS (www.nhs.uk)</u></p>	<p>Explore the websites such as the NHS website. Discuss the different places a person can go if they would need support, guidance or help.</p>
Lesson 2	Miscarriage and unplanned pregnancy			
Lesson 3	Sexual Health			
Lesson 4	STIs			
Lesson 5	The menopause			
Lesson 6	Assessment			

RE

Year 10 Learning Map

Christian Beliefs			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on your knowledge base from KS3 where you learnt about Christianity in Year 7.</p> <p>You will build on key terms you have already learnt such as Atheist and Theist, and you will be able to compare and contrast Christianity to other religious traditions such as Buddhism.</p> <p>Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to exam style questions that you will already have practised in your first Year 10 topic.</p>	<p>In this topic you will learn about a variety of Christian beliefs from different denomination in Christianity.</p> <p>You will start by learning about the beliefs on the Nature of God and the life of Jesus and understand the significance of his role on salvation and atonement. You will be introduced to a number of key teachings that are still used in Christianity today such as the Parables, the Last Supper, 10 Commandment and Creation and how these teachings may influence Christians in the world today.</p> <p>You will continue to develop your skills of evaluation and debate by discussing whether or not these Christian beliefs are still relevant in the 21st century.</p> <p>This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.</p>	<p>This topic will initially introduce you to key Christian teachings which can then be applied to many other moral issues throughout RE in GCSE RE such as Medical Ethics, and War and Crime; as a contrast to other religions such as Christianity.</p> <p>It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>In addition, this topic will help you to prepare for the later topic of Christian Practices where you will learn how these beliefs influence how Christians put their religion into practice around the world. For all future topics you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic.</p>	<p>Watching clips and discussing articles on BBC religions will help develop an understanding of Christianity and its main beliefs.</p>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	
<ol style="list-style-type: none"> Nature of God God is omnipotent Loving and Just The Trinity The incarnation Crucifixion Resurrection Sin and Original Sin Sin Salvation and Atonement Beliefs about the afterlife – resurrection Beliefs about the afterlife heaven and hell Creation The problem of Evil Christian responses to Evil 	<p>Omnipotent Loving Just Trinity Transcendent Resurrection Salvation Atonement Inconsistent Triad Sin /Original Sin</p>	<p>You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Christianity:</p> <p><u>BBC - Religion: Christianity</u></p>	

Year 10 Learning Map

Topic Number: B4

Respiration and homeostasis																																											
Prior Learning	Current Learning																																										
<p>This topic builds on students' prior knowledge from B1 of the Year 9 scheme of work, linking the structure and importance of organelles to their function. This topic also builds on prior understanding of enzymes and the conditions that affect them.</p>	<p>In this topic you will learn how the body responds to exercise and the importance of aerobic and anaerobic respiration. You will then discover how the body maintains a constant internal environment and the different conditions and hormones involved.</p>																																										
Lesson Sequencing	Tier 3 Vocabulary																																										
<table border="1"> <thead> <tr> <th>Lesson</th> <th>Lesson title</th> </tr> </thead> <tbody> <tr><td>1</td><td>aerobic and anaerobic respiration</td></tr> <tr><td>2</td><td>response to exercise</td></tr> <tr><td>3</td><td>metabolism</td></tr> <tr><td>4</td><td>homeostasis</td></tr> <tr><td>5</td><td>nervous system</td></tr> <tr><td>6 & 7</td><td>nervous system RP</td></tr> <tr><td>8</td><td>brain</td></tr> <tr><td>9</td><td>eye</td></tr> <tr><td>10</td><td>control of body temperature</td></tr> <tr><td>11</td><td>human endocrine system</td></tr> <tr><td>12</td><td>control of blood glucose</td></tr> <tr><td>13</td><td>maintaining water and nitrogen balance in the body</td></tr> <tr><td>14</td><td>hormones in human reproduction</td></tr> <tr><td>15</td><td>controlling fertility</td></tr> <tr><td>16</td><td>negative feedback</td></tr> <tr><td>17</td><td>control and coordination</td></tr> <tr><td>18 & 19</td><td>control and coordination RP 8</td></tr> <tr><td>20</td><td>uses of plant hormones</td></tr> <tr><td>21</td><td>Test</td></tr> <tr><td>22</td><td>check point lesson</td></tr> </tbody> </table>	Lesson	Lesson title	1	aerobic and anaerobic respiration	2	response to exercise	3	metabolism	4	homeostasis	5	nervous system	6 & 7	nervous system RP	8	brain	9	eye	10	control of body temperature	11	human endocrine system	12	control of blood glucose	13	maintaining water and nitrogen balance in the body	14	hormones in human reproduction	15	controlling fertility	16	negative feedback	17	control and coordination	18 & 19	control and coordination RP 8	20	uses of plant hormones	21	Test	22	check point lesson	<p>Aerobic respiration Anaerobic respiration Metabolism Sensory Motor Relay Endocrine ADH Negative feedback Glucose Glucagon Glycogen Insulin Pancreas Auxins</p>
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Subsequent Learning	Extended learning																																										
<p>This topic will support you when revising photosynthesis & cell Biology.</p>	<p>All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.</p> <p>Wider reading:</p> <ul style="list-style-type: none"> CGP revision guides Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky 																																										
Ways in which parents/carers can support	Ways in which parents/carers can support																																										
	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> Educake - to complete homework and access further revision myGCSE.science - for extra support videos and work on the topics stated GCSEpod- for extra support videos and work on the topics stated Accessing their Microsoft Teams work for directed exercises on current topics 																																										

Topic Number: C3

		Bonding and properties		
Prior Learning This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of compounds and how atoms are joined together to form them.		Current Learning In this topic you will learn about: the three types of chemical bonding; how to recognise and draw these kinds of bonding; the 3 states of matters; properties of ionic, covalent and metallic substances; the properties of allotropes of carbon.	Subsequent Learning This topic will prepare you for the rest of GCSE combine chemistry, giving you a fundamental understanding of the different types of compounds and their properties.	Ways in which parents/carers can support
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	
1	Chemical bonding	Atom	<p>All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.</p> <p>Wider reading:</p> <ul style="list-style-type: none"> CGP revision guides SuperSimple Chemistry: The Ultimate Bitesize Study Guide Is There Anybody Out There? (Dara O'Briain) Seven Elements That Have Changed The World (John Browne) 	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- for extra support videos and work on the topics stated Accessing their Microsoft Teams work for directed exercises on current topics
2-3	Ionic bonding	Electron Ion		
4	Properties of ionic compounds	Ionic bond		
5	Covalent bonding	Covalent bond		
6	Properties of small molecules	Metallic bond		
7	Metallic bonding	Lattice		
8	Properties of metals and alloys	Intermolecular force Polymer Monomer		
9	Corrosion and its prevention	Electrostatic Delocalised		
10	3 states of matter	Fullerene		
11	Polymers	Graphite		
12	Diamond and graphite	Graphene		
13	Graphene and fullerenes	Alloy		
14	Nanoparticles			

Year 10 Learning Map

Topic Number: P4

Waves																																									
<p>Prior Learning This topic builds on students' prior knowledge of waves from KS3.</p>	<p>Current Learning In this topic you will learn that waves are a way in which energy may be transferred between stores. Both mechanical and electromagnetic waves will transfer energy but not matter. These basic principles allow all electronic and advance machinery to work.</p>																																								
<p>Lesson Sequencing</p> <table border="1"> <thead> <tr> <th>Lesson</th> <th>Lesson title</th> </tr> </thead> <tbody> <tr><td>1</td><td>Transverse and Longitudinal</td></tr> <tr><td>2</td><td>Properties of waves</td></tr> <tr><td>3</td><td>Required Practical 8</td></tr> <tr><td>4</td><td>Reflection of waves</td></tr> <tr><td>5</td><td>Required Practical 9</td></tr> <tr><td>6</td><td>Sound waves</td></tr> <tr><td>7</td><td>Waves for detection and exploration</td></tr> <tr><td>8</td><td>Types of EM waves</td></tr> <tr><td>9</td><td>Properties of EM waves</td></tr> <tr><td>10</td><td>Required Practical 10</td></tr> <tr><td>11</td><td>Required Practical 10</td></tr> <tr><td>12</td><td>Uses and applications of EM waves</td></tr> <tr><td>13</td><td>Lenses</td></tr> <tr><td>14</td><td>Visible light</td></tr> <tr><td>15</td><td>Emission and absorption of infrared</td></tr> <tr><td>16</td><td>Forces and elasticity</td></tr> <tr><td>17</td><td>Required Practical 6</td></tr> <tr><td>18</td><td>Required Practical 6</td></tr> <tr><td>19</td><td>test</td></tr> </tbody> </table>	Lesson	Lesson title	1	Transverse and Longitudinal	2	Properties of waves	3	Required Practical 8	4	Reflection of waves	5	Required Practical 9	6	Sound waves	7	Waves for detection and exploration	8	Types of EM waves	9	Properties of EM waves	10	Required Practical 10	11	Required Practical 10	12	Uses and applications of EM waves	13	Lenses	14	Visible light	15	Emission and absorption of infrared	16	Forces and elasticity	17	Required Practical 6	18	Required Practical 6	19	test	<p>Subsequent Learning This topic will underpin students' understanding of certain types of energy transfer. It will enable students to continue to develop their maths skills emerging from previous topics.</p> <p>Ways in which parents/carers can support</p> <ul style="list-style-type: none"> Support your child's progress through: <ul style="list-style-type: none"> <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- for extra support videos and work on the topics stated Accessing their Microsoft Teams work for directed exercises on current topics
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<p>Tier 3 Vocabulary</p> <p>Longitudinal Transverse Wavelength Frequency Peak Trough Reflection Refraction Spectrum Electromagnetic Absorption</p>	<p>Extended learning</p> <p>All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.</p> <p>Wider reading:</p> <ul style="list-style-type: none"> CGP revision guides An introduction to the electromagnetic spectrum - https://imagine.gsfc.nasa.gov/science/toolbox/emspectrum1.htm What is an electromagnetic wave? - https://hubblesite.org/contents/articles/the-electromagnetic-spectrum 																																								

Year 10 Learning Map - HT5

Topic: Fitness Testing				
Prior Learning- R181 Prior knowledge of the principles of training which ensure training is effective. Prior knowledge of the different methods of training as well as what aerobic and anaerobic exercise is.	Current Learning- R181 During this topic pupils will develop an understanding of planning and implementing a training programme. Pupils will practically complete a training programme and complete mid-term testing to see if it is effective and improving performance.	Subsequent Learning- R181 This topic will lead to a written coursework assessment. Pupils will develop an understanding of how to analyse a training programme and suggest future changes to help improve specific components relating to their sport.		
Prior Learning – R180 Topic area 3: Different types and causes of injuries. Acute and chronic injuries	Current Learning – R180 TA 4: Reducing risk, treatment of and rehabilitation of sports injuries and medical conditions. TA 5: Causes, symptoms and treatment of medical conditions	Subsequent Learning – R180 TA 5: Causes, symptoms and treatment of medical conditions. Revision of all units.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1 Theory –Principles of training + 1 practical	Circuit training Components Interval training Mid Term Testing Reversibility SMART Targets Specificity Suitability Weight training	Reading articles and match analysis on websites such as BBC Sport and Sky Sports can help widen students' knowledge of different sporting examples. Below are a couple of websites with content specific material which can help aid understanding of this topic. Useful websites: Principles of training – Principles and methods of training – GCSE Physical Education Revision – BBC Bitesize https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision	Watching sport and having conversations around which key skills are needed in different sports and positions. Support coursework deadlines and ensure there are opportunities to complete coursework at home/after school. Encourage a healthy active lifestyle and support a love of sport.	
Week 2 Theory - FITT principles + 1 practical				
Week 3 Mid-term testing of training programme.				
Week 4 Coursework completion + 1 practical				
Week 5 End testing and coursework completion				

KS4 Learning Map

Term: Half Term 5

Year 10- Construction

Unit 2 - Coursework – Practical assessment

This component will introduce learners to commonly used hand tools, equipment and craft skills needed in the creation of the built environment and how to select and use materials in order to safely produce quality outcomes. You will complete an assessed practical activity in one craft area from the set assignments available to support the assessment of this component. You will showcase your applied knowledge and understanding in addition to your practical skills in this craft. This component will enable you to gain an insight into the construction industry in order to facilitate your choice of pathway into further education to prepare you for a career in construction or related fields.

Unit 3 - Coursework

Upon completion of this component, you will be able to create a developed design brief and generate a number of concept ideas that could meet with the client's approval. These ideas may have to fit in with the style of traditional buildings within a locality or could be a more modern contemporary design when there are no such constraints. These concepts are developed into a final design solution that can utilise a number of graphical communication methods, including sketching skills.

Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Parental Support
Lesson 1-6	Unit 2: Practical Assessment set by BTEC catch up	Understand the different exam terms <ul style="list-style-type: none"> Describe- To give an account of something. Do not need to include a justification or reason Discuss- Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate Explain- Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point. Label- Label the diagram and state what each [feature/ component /detail] is. 	Ensure students complete revision for tests and exam
Lesson 7-10	Unit 1- A3		Involve students with any DIY work taking place in the home.
Lesson 11- 18	Unit 3		Watch Grand Designs- discuss the different materials used in the construction and why they have been picked.

Year 10 Engineering



KS4 Learning Map

Term: Half Term 5


Year 10- OCR Engineering Design	
<p>Unit R038: Principles of engineering design In this unit, you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. You will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. You will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.</p>	<p>Unit R040: Design evaluation and modelling Designers need an understanding of how products are manufactured to ensure that their ideas can be produced effectively. Analysing how products are made can help to inform designs, and it can be useful to disassemble existing products to discover how they function and how they were manufactured. In this unit you will learn how designers can quickly create and test models to develop a prototype of a design. You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. You will also develop your physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype</p>
Lesson Sequencing	Tier 3 Vocabulary
Lesson 1 - Improvements to R039	Evaluation
Lesson 7-9 R040- ACCESSFM	Analysis Aesthetic Environment
Lesson 10-12 R040- Matrices Product Analysis	Function QFD (Quality Function Deployment)
Lesson 13-15 R040- QFD Product Analysis	Rank Analysis
Lesson 16-18- R040- Product Disassembly	Primary/Secondary research
Ways in which parents/carers can support	
<p>Extended Learning</p> <p>ACCESSFM (accessfm.com) - used for Identifying features of working products</p> <p>'Product Analysis' and 'Reverse Engineering' (pcsaengineers.uk)</p>	<p>CAD- Download sketch up at home and draw a range of objects such as cameras, pens and houses to enhance your CAD skills.</p> <p>Video talking through the exam layout- Cambridge Nationals Engineering Design Revision Guide Sample by Cambridge University Press Education - Issuu</p>

WJEC Hospitality and Catering



KS4 Learning Map

Term: Half Term 5

Year 10- Hospitality & Catering																			
<p>Unit 1</p> <p>Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.</p> <p>Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success.</p> <p>Current Learning Students will be introduced to the hospitality industry, including different types of provision and jobs within the industry.</p>	<p style="text-align: center;">Unit 2</p> <p>Aim and purpose: The applied purpose of this unit is for learners to safely plan, prepare, cook, present nutritional dishes and review their performance.</p> <p>Introduction: In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.</p> <p>Current Learning Students are currently working on unit 2 in order to submit in Spring 2024. They will spend theory lessons completing their evaluations and improving their existing work ready for submission.</p>																		
<p>Lesson Sequencing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;">Lesson 1-3</td><td>Unit 2 4.1-4.2 Evaluating own performance and product</td></tr> <tr><td>Lesson 4 -6</td><td>Unit 2 Improvements</td></tr> <tr><td>Lesson 7 - 9</td><td>Unit 2 Controlled assessment completion</td></tr> <tr><td>Lesson 10</td><td>Unit 1 – introduction</td></tr> <tr><td>Lesson 11- 13</td><td>Unit 1 – 1.1 the industry</td></tr> <tr><td>Lesson 14</td><td>Unit 1 – practical</td></tr> <tr><td>Lesson 15-17</td><td>Unit 1 – 1.1 the industry</td></tr> <tr><td>Lesson 18</td><td>Unit 1 – practical</td></tr> </table>	Lesson 1-3	Unit 2 4.1-4.2 Evaluating own performance and product	Lesson 4 -6	Unit 2 Improvements	Lesson 7 - 9	Unit 2 Controlled assessment completion	Lesson 10	Unit 1 – introduction	Lesson 11- 13	Unit 1 – 1.1 the industry	Lesson 14	Unit 1 – practical	Lesson 15-17	Unit 1 – 1.1 the industry	Lesson 18	Unit 1 – practical	<p>Tier 3 Vocabulary</p> <p>Unit 1 Residential Non-residential Commercial Non-commercial Provision Service Establishment</p>	<p>Extended Learning</p> <p><u>WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide</u> : Tull, Anita: <u>Amazon.co.uk: Books</u></p> <p><u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books</u></p>	<p>Ways in which parents/carers can support</p> <p><u>Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA) Revision - BBC Bitesize</u></p> <div style="text-align: center;">  </div>
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