



RIDGEWOOD  
SCHOOL

RIDGEWOOD SCHOOL

# Learning Maps

**Y9**

**HALF TERM 5**



**RIDGEWOOD**  
SCHOOL

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### **KS3 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.

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and 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. For PE and Technology, 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**

## Year 9 Learning Map: HT5

		Ten years on		
Prior Learning		Current Learning	Extended Learning	Subsequent Learning
<p>This topic builds on using yourself as a theme for the work whilst exploring future aspirations and goals using narrative and personal taste. Your drawing language will be enhanced further.</p>		<p>In this topic you will learn how to create narratives in your work through using visual clues and other devices. You will explore social taste, class and how this can affect your personal preferences. You will learn about the work of Grayson Perry, while reflecting on previous work inspired by the Dada movement. You will create a personal response using these styles as a starting point.</p>	<p>This topic will prepare you for the structure of how GCSE Art is taught and prepare you for the transition to the subject should you choose to opt for it.</p>	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Portrait Work continued	Aspirations Collage Drawing Language Narrative Objet D'art Social Class Tapestry Woven	<p>Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.</p> <p><a href="https://www.currelcollection.com/artists/38-grayson-perry/works/9402/">https://www.currelcollection.com/artists/38-grayson-perry/works/9402/</a></p> <p><a href="http://visualarts.britishcouncil.org/exhibitions/touring/grayson-perry-the-vanity-of-small-differences">http://visualarts.britishcouncil.org/exhibitions/touring/grayson-perry-the-vanity-of-small-differences</a></p> <p><a href="https://www.youtube.com/watch?v=eRNRFFumjqCs">https://www.youtube.com/watch?v=eRNRFFumjqCs</a></p>	<p>View the websites in the Wider Reading Opportunities together; discuss social class, and taste. Recognise the differences between your own family's personal taste and those of others you know. Are your family tastes influenced by social class?</p> <p>Watch Grayson Perry's 'Art Club' on streaming services.</p>
Week 2	Me in 10 years mind map.			
Week 3	Artist investigation work sheet			
Week 4	Artist investigation work sheet			
Week 5	Object and people drawing- self and others			
Week 6	Object and people drawing- self and others			

# Drama

## Year 9 Learning Map: HT5

### Topic Number: 5

DNA		
<p><b>Prior Learning:</b> This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Matilda (where we created monologues for key characters and performed small sections of script) and John Godber (Where you learnt about Godber's performance style and how to recreate this within a performance piece.)</p>	<p><b>Current Learning:</b> In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will study text extracts from the play DNA by Dennis Kelly and explore the key themes and contexts of this play. You will develop key terminology linked to these performance techniques for creating and developing characters and independently apply characterisation skills to scripted extracts as well as devised work.</p> <p>This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance in response to a text. You will consider the impact your application of performance skills will have to create a successful character and reflect upon the major themes and issues of the play.</p>	<p><b>Subsequent Learning:</b> This topic will prepare you for further performance technique development throughout key stage 3. It will equip you with the characterisation and performance skills to produce an effective character that will assist you in Y9 performance topics and future text study.</p> <p>You will be required to demonstrate the ability to explore, describe and apply characterisation and performance skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 2: Developing Skills and Techniques within the Performing Arts.</p>
<p><b>Lesson Sequencing</b></p> <p>Lesson 1: DNA: Key facts and building tension in the opening.</p> <p>Lesson 2: Tempo, Space and Power between the characters</p> <p>Lesson 3: Freeze Frames: What happened to Adam?</p> <p>Lesson 4: DNA: Isolation and Phil</p> <p>Lesson 5: Creating Humour: Jan and Mark</p> <p>Lesson 6: Text Condensing</p> <p>Lesson 7: The end of the play: What is the message?</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Characterisation</p> <p>Gesture</p> <p>Levels</p> <p>Movement</p> <p>Nature vs Nurture</p> <p>Pace</p> <p>Proxemics</p> <p>Space</p> <p>Tempo</p> <p>Tone</p> <p>Volume</p>	<p><b>Extended Learning</b></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:</p> <ul style="list-style-type: none"> <li>• National Theatre – All About Theatre</li> <li>• DNA – Dennis Kelly</li> <li>• Stanislavski In Practice: Exercises for Students – Nick O'Brien</li> </ul>
		<p><b>Ways in which parents/carers can support</b></p> <p>Explore our Digital Theatre+ package: <a href="http://www.digitaltheatreplus.com">www.digitaltheatreplus.com</a></p> <p>All students will be provided with the log in details to access this amazing resource. There are a number of Naturalistic Productions that can be accessed here including: <b>Othello</b> and <b>15 Heroines</b></p> <p>Genesis Theatre Company have a free production of DNA that can be viewed on YouTube. This will introduce to the characters and themes of the production <a href="https://youtu.be/RKh3T9A4uBE">https://youtu.be/RKh3T9A4uBE</a></p>

**Year 9 Learning Maps: HT5**

An Inspector Calls	
<p><b>Prior Learning</b> This topic begins preparation for your GCSE English Literature studies and is one of your set texts for Literature. The skills you developed in half term one of year 9: analysing extracts of 19<sup>th</sup> century novels will be built upon in this unit. Also, your understanding of the importance of social and historical contextual factors will help you to understand similar factors which are relevant to the play.</p>	<p><b>Current Learning</b> This term, you will study J.B. Priestley's play 'An Inspector Calls' which was written in 1945 but set in 1912. The play centres on the Birling family and critiques the class system at the beginning of the twentieth century, in addition to highlighting the importance of social responsibility. You will be assessed on the following skills:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• AO2: Your ability to analyse language, form and structure used by the writer to create meanings.</li> <li>• AO3: Your ability to make links between the novel and the time it was written.</li> <li>• AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation.</li> </ul>
<p><b>Lesson Sequencing</b></p> <p>Week 1: Introduction to the context and characters of the play.</p> <p>Week 2: Analysis of the opening of the play.</p> <p>Week 3: Essay question on Mr Birling in Act 1 and analysis of Sheila Birling.</p> <p>Week 4: Analysis of the Inspector's arrival and an essay question on Sheila Birling.</p> <p>Week 5: Analysis of Gerald Croft and Mrs Birling in Act 2.</p> <p>Week 6: Analysis of Eric Birling and Inspector Google's speech in Act 3.</p> <p>Week 7: Analysis of the end of the play and the final message.</p> <p>Week 8-10: Character, theme and context revision.</p> <p>Week 11: Final assessment planning and writing.</p>	<p><b>Subsequent Learning</b> An Inspector Calls is one of the set texts for the GCSE English Literature exam. In the exam, you will have 45 minutes to answer one essay question on the play. This is a 'closed book' exam, which means that you will not have access to a copy of the play in the exam.  Following your study of An Inspector Calls, you will further enhance your interpretative and analytical skills by studying a collection of poetry from the AQA Power and Conflict poetry anthology.</p>
<p><b>Extended Learning and Wider Reading Opportunities</b></p> <ul style="list-style-type: none"> <li>• You can use independent study opportunities to research the life and work of J.B. Priestley. The <a href="#">British Library website</a> is a good place to start.</li> <li>• Other texts that explore social class in the Twentieth Century: Blood Brothers by Willy Russell A Kestrel for a Knave by Barry Hines</li> </ul> <p>The following study guides are useful sources of revision material and are specifically focused on linking content to exam skills:</p> <ul style="list-style-type: none"> <li>• An Inspector Calls: <a href="#">York Notes for GCSE</a></li> <li>• <a href="#">CPG GCSE English Text Guide - An Inspector Calls</a></li> </ul>	<p><b>Ways in which parents/carers can support:</b></p> <p><b>ACCESS THE EXTENDED LEARNING MAPS VIA THE LINK:</b> <a href="#">KS3 Extended Learning (ridgewoodsschool.co.uk)</a></p>

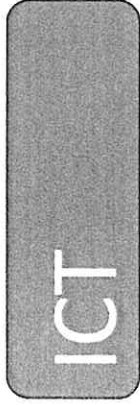
Topic Number: 5

How can we change what we think about Africa?	
Prior Learning:	Subsequent Learning:
<p>This topic builds on Key Stage 2 knowledge from primary school. Students are expected to understand key aspects of human and physical geography. Throughout Y7 and Y8 students will have explored development in Hazards such as the Niyragongo volcano in the DRC and desertification in Y7. These themes are addressed in this new scheme of work. Water issues and scarcity is covered in the Resources topic of HT5 in Y8 and this topic dives deeper in the ways water is managed in Africa.</p>	<p>This topic is focussed on interaction between the human and physical world, which is very relevant in other topics at all Key Stages. The final Y9 topic on Blueprints for the future address solutions to other global issues addressed in Y9 such as tackling climate change, sustainable city transport in Curitiba and geothermal power. These interesting topics show your child what possible futures we have to modern solutions and develop curiosity and ambition.</p>
Current Learning:	Extended Learning
<p>In this topic we will address common misconceptions about the African continent which include access to water, poverty and health. Students also explore the impact of colonialism and neo-colonialism in Africa and how these past events have resulted in some of the struggles that Africa faces today. This topic introduces students to large scale water projects and small bottom-up community projects that tackle lack of water infrastructure in the south of Africa. Themes of development, such as economic water scarcity are embedded in this topic.</p>	<p>BBC Bitesize <a href="#">The geography of Africa - BBC Bitesize</a> Neo-colonialism - <a href="#">China in Africa: should the West be worried? - YouTube</a> <a href="#">Lesotho Large-Scale Water Transfer Scheme Case Study - Internet Geography</a> Lesotho Water Transfer scheme</p>
Tier 3 Vocabulary	Ways in which parents/carers can support
<ul style="list-style-type: none"> <li>• Colonialism</li> <li>• Development</li> <li>• Distribution</li> <li>• Employment Sectors</li> <li>• Management</li> <li>• Meander</li> <li>• Neo Colonialism</li> <li>• Sustainability</li> <li>• Urbanisation</li> <li>• Water Scheme</li> </ul>	<p>Help your child change their perception of Africa by introducing them to African culture e.g., food and music.</p> <p>Challenge misconceptions of Africa your child might have.</p>
Lesson Sequencing	
Lesson 1	Continent or Country – Profiling Africa
Lesson 2	Where do diseases occur?
Lesson 3	Is Africa in poverty?
Lesson 4	Is there water in Africa?
Lesson 5	How can water be managed?
Lesson 6	Small scale projects – resources.
Lesson 7	How does the Nile affect human life?
Lesson 8	Who controls Africa?
Lesson 9	What does the future of Africa look like?
Lesson 10	Cumulative Assessment

# HISTORY

## Year 9 Learning Maps: HT5

British Civil Rights Movement			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on the content you learned about discrimination in Germany, South Africa, and Cambodia.</p> <p>It also builds upon your chronological understanding of the history of Britain, which you have gained throughout Years 7, 8 and 9.</p> <p>Finally, it builds upon the narrative writing, and source analysis, skills you have learned throughout Key Stage 3.</p>	<p>In this topic you will learn about the challenges and discrimination the black, female, LGBTQAI+ and disabled communities have faced (and continue to face) in Britain over time. You will explore progress made, the extent to which change has occurred, and why this topic is often understudied in schools.</p> <p>This topic is important for you to develop your historical skills and knowledge because you will engage with a wide range of contemporary, and historical, sources and scholarship.</p>	<p>This topic will prepare you for future learning about how other societal groups have been disadvantaged and discriminated against in countries like the USA and Cambodia during the past century.</p> <p>It will also equip you with the skills to be successful in your exams in Key Stage 4 and Key Stage 5 as both GCSE and A-Level exams contains a source/scholarship question.</p> <p>Finally, you will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key 4 and 5.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>1: What were the key events in the British Civil Rights Movement?</p> <p>2: How have the rights of LGBTQAI+, women and disabled people developed?</p> <p>3: How significant was the arrival of the Windrush?</p> <p>4: Evaluations focus on Windrush</p> <p>5: What were reasons for changes to civil rights in Britain?</p> <p>6: How has the Black Lives Matter movement affected Britain?</p> <p>7: Source accuracy lesson</p>	<p>Boycott</p> <p>Colonial</p> <p>Industrialisation</p> <p>“Institutionally Racist”</p> <p>Jingoism</p> <p>Nationalist</p> <p>Patriotism</p> <p>Race Riots</p> <p>Resonating</p> <p>Significance</p>	<p>Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content.</p> <p>The following books are very engaging and interesting:</p> <p>Black and British by David Olusoga</p> <p>The World's War by David Olusoga</p> <p>This is a challenging, but fascinating read:</p> <p>Black British History by Hakim Adi</p>	<p>You could watch the documentaries below with your son/daughter:</p> <p>BBC – <u>Stephen: A Murder than Changed a Nation</u></p> <p>BBC - <u>David Olusoga</u> – Various Clips and Episodes</p> <p>YouTube – <u>David Olusoga</u>: Black British History We're Not Taught in Schools</p>



Year 9 Learning Map: HT5

Topic Number: 5

		Programming - Finance	
		Current Learning	Subsequent Learning
<b>Prior Learning</b> Pupils have completed most of the prior programming unit. The subsequent finance unit will build upon the business enterprise unit from Year 8.		<b>Current Learning</b> In this half term pupils will complete the programming topic and begin the finance unit. In this topic, you will learn about money matters including debts, income and deductions and source of finances. You will consider how money can be borrowed and calculate the impact of interest rates on both savings and borrowing. You will also look at the housing market and explain how mortgages are used.	<b>Subsequent Learning</b> Real world applications of finance both for personal learning and for applications in GCSE Business. Other KS4 options such as iMedia and Computer Science require mathematical calculations and deductions to be made from case studies.
<b>Lesson Sequencing</b>		<b>Tier 3 Vocabulary</b>	<b>Ways in which parents/carers can support</b>
Lesson 7	Programming Assessment	Benefits	Pupils are encouraged to use <a href="https://idea.org.uk/">https://idea.org.uk/</a> to work through different projects relating to ICT. This website will record pupil progress.
Lesson 1	Debt and Credit	Credit card	
Lesson 2	Income and Deductions	Crowd funding	
Lesson 3	Sources of Finance	Debt	
Lesson 4	Mortgages	Debt card	
Lesson 5	Income and Benefits	Interest	
Lesson 6	Savings	Loan	Barclays Life Skills has a number of activities for pupils: <a href="https://barclayslifeskills.com/help-others/lessons/planning-your-finances-for-the-future/">https://barclayslifeskills.com/help-others/lessons/planning-your-finances-for-the-future/</a>
		Mortgage	
		Overdraft	
		Savings	
		Tax	
		Trade credit	

**Extended Learning**

[Your Money Matters - England Edition - Young Enterprise & Young Money \(young-enterprise.org.uk\)](#)

Barclays Life Skills has a number of activities for pupils: <https://barclayslifeskills.com/help-others/lessons/planning-your-finances-for-the-future/>



Higher - Angles and Right-Angled Triangles (Pythagoras and SOHCAHTOA)			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on your prior learning from Year 7 (Unit 4 on angles) and aims to deepen and extend this into higher level problems.</p>	<p>In this topic you will learn how to find missing angles for all types of polygons and within angles in parallel lines.</p> <p>You will also learn to use Pythagoras' theorem and SOHCAHTOA for right angled triangles.</p>	<p>This topic will prepare you for higher order angle problems later in Years 10 and 11 so that you can access problems across multiple topics.</p> <p>Students will also access sine and cosine rules later in Unit 13 (Further trigonometry).</p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li><u>Sparx</u>- to complete homework and access further revision.</li> <li><u>Corbett Maths</u> - for extra support videos and work on the topics stated.</li> <li><u>Maths Genie</u> - for exam questions, videos and solution on the topics stated</li> </ul>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	
<p>Lessons will address the following learning objectives in the order most effective for the students' needs:</p> <ul style="list-style-type: none"> <li>Properties of angles and lines in quadrilaterals</li> <li>Angles on a line and around a point</li> <li>Angles in triangles and quadrilaterals</li> <li>Interior and exterior angles in polygons</li> <li>Angles in parallel lines</li> <li>Finding missing sides using Pythagoras' theorem</li> <li>Finding missing sides and angles using SOHCAHTOA</li> </ul>	<p>Polygon Parallel Alternate Opposite Corresponding Supplementary Interior Exterior Hypotenuse Adjacent</p>	<p>All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield</li> <li>Mathematics: The New Golden Age by Keith Devlin</li> <li>Read about <u>Pythagoras' theorem</u></li> <li>Read about the <u>Sine and Cosine Rule</u></li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here: <a href="https://www.cgpbbooks.co.uk/seconclary-books/ks3/maths">https://www.cgpbbooks.co.uk/seconclary-books/ks3/maths</a></p>	

Foundation - Equations, Inequalities and Sequences			
<p><b>Prior Learning</b> This topic builds on your prior knowledge from Years 7 and 8, continuing your work on the very important skill of solving equations. You will have seen and used sequences in Key Stage 2 and 3.</p>	<p><b>Current Learning</b> In this topic you will learn how to solve all types of equations. You will also learn to solve inequalities and how sequences relate to algebra.</p>	<p><b>Subsequent Learning</b> This topic will prepare you for all forms of future mathematics - the more confident you are in solving equations the more problems you are able to solve using these.</p>	
<p><b>Lesson Sequencing</b> Lessons will address the following learning objectives in the order most effective for the students' needs:</p> <ul style="list-style-type: none"> <li>• Solving equations</li> <li>• Solving equations with brackets</li> <li>• Solving equations with fractions</li> <li>• Solving inequalities</li> <li>• Plotting inequalities on a number line</li> <li>• Continuing sequences</li> <li>• Generating sequences</li> <li>• Finding the nth term of a sequence</li> </ul>	<p><b>Tier 3 Vocabulary</b> Expand Inequality Inverse Nth term Solve Substitute Term</p>	<p><b>Extended Learning</b> All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>• Why do buses come in threes? By Rob Eastaway and Jeremy Wyndham</li> <li>• Mathematics: The New Golden Age by Keith Devlin</li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here: <a href="https://www.cgpbooks.co.uk/secon-dary-books/ks3/maths">https://www.cgpbooks.co.uk/secon dary-books/ks3/maths</a></p>	<p><b>Ways in which parents/carers can support</b> Support your child's progress through:</p> <ul style="list-style-type: none"> <li>• <u>Sparx</u>- to complete homework and access further revision.</li> <li>• <u>Corbett Maths</u> - for extra support videos and work on the topics stated.</li> <li>• <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated</li> </ul>

## Year 9 Learning Map: HT5

### Topic Number: 5

		El bienestar: Well being		
Prior Learning		Current Learning	Subsequent Learning	
<p>This topic builds on previously learnt information from last year. It will include previously learnt vocabulary including sports, healthy foods, key verbs and opinion phrases. It will also build on knowledge of the present, preterite and imperfect tenses.</p>		<p>In this topic you will learn to write and talk about what you do to be healthy. You will learn how to say what is wrong and ask for help at a pharmacy. You will also be able to build on your knowledge of the present, preterite and imperfect tenses to describe what you do, you did and used to do to stay healthy.</p>	<p>This topic will prepare you for becoming a more confident speaker of Spanish as the tasks that we will be doing will allow you to use Spanish in a situation that visitors often need to use it. The vocabulary and grammar that we learn feed directly into GCSE topics so will help you to prepare. After this unit of work we move on to talking about films so knowledge of different tenses and giving opinions will be crucial to later learning.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Foods, drinks and mealtimes	el cuerpo – the body en forma – in shape la cabeza – head la farmacia – the chemist la garganta – throat la rodilla - knee los deportes - sports malsano/a – unhealthy me duele – it hurts mi dieta – my diet sano/a – healthy	Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class.	To build listening and speaking skills and to encourage more cultural awareness, parents can encourage pupils to visit the You Tube Blog Coffee Break Spanish. Where students can listen to native speakers of Spanish answering questions on a number of topics.
Week 2	A healthy lifestyle			
Week 3	The body			
Week 4	Illnesses and injuries			
Week 5	Sports			
Week 6	Sporting injuries			

## Year 9 Learning Map: HT5

National / Local Project – We Compose			
<p><b>Prior Learning</b></p> <p>This topic builds on your understanding of the instruments of the orchestra and focuses specifically on the strings family. This topic also builds on your understanding of working with DAW software and using MIDI and audio editing and other software tools.</p>	<p><b>Current Learning</b></p> <p>In this topic, you will learn to compose your own string quartet composition on a DAW which will then be realised as a live performance by the 'Ligeti String quartet' as part of a project 'We Compose' provided by 'Music in the Round'. Throughout the project you will develop your compositional writing for String Quartet. You will receive 3 external composers visits and listen to a live performance of the 4 inspirational pieces to provide initial ideas for your composition. Your final composition will be realised in a culmination event where the string quartet perform selection of compositions from the year group. You can attend and invite your parents/careers too.</p>	<p><b>Subsequent Learning</b></p> <p>This topic will develop your skills in both performance and composition, as you begin to understand writing for this type of ensemble. You will also be more confident using the features of Logic software. This will support your skill set when working in a DAW at Level 2.</p>	
<p><b>Lesson Sequencing</b></p> <p>Lesson 1 and 2 - Rhythmic devising and input</p> <p>Lesson 3 and 4 - Chordal progression</p> <p>Lesson 5 and 6 - Melodic ideas input and development</p> <p>Lesson 7 and 8 - Structural development</p> <p>Lesson 9 and 10 – Textual development</p> <p>Lesson 11 and 12 – Articulation and final hand in</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Arco Cello Ensemble Pizzicato Portamento Quartet Tremelo Viola Violin</p>	<p><b>Extended learning</b></p> <p>Use free DAW software on the internet to generate compositional ideas.</p> <ul style="list-style-type: none"> <li>• Note flight</li> <li>• Soundation</li> <li>• Sound trap</li> </ul> <p>Listen to the introductory videos <a href="#">We Compose Introductory Videos</a></p> <p>View the links for the 4 inspirational starting points and support tips from the quartet <a href="#">Shostakovich String Quartet 8 in C Minor</a> <a href="#">Schubert 'Death and the Maiden'</a> <a href="#">Jessie Montgomery 'Strum'</a> <a href="#">Anna Meredith 'Tuggemo'</a></p>	<p><b>Ways in which parents/careers can support</b></p> <p>Listen to different pieces of String quartet music on YouTube or Spotify and try to identify the instruments in the piece and the techniques that your child could incorporate into their string quartet composition.</p>

# Physical Education

## Year 9 Learning Map: HT5

### Topic: Striking and Fielding

<p><b>Prior Learning:</b> This topic builds on the different skills you have learnt in year 7 and 8 which are linked to striking and fielding games, such as catching, batting and fielding techniques. You may have played rounders, cricket or you may have developed hand eye coordination through sports such as badminton, netball and basketball.</p>		<p><b>Current Learning:</b> In this topic you will advance your knowledge of the rules of striking and fielding games and how to play the game successfully. You will develop tactical skills to improve your performance and ability to support others. In addition, you will learn things such as how to organise the field and try and find gaps in the field when batting.</p>		<p><b>Subsequent Learning:</b> All skills learnt in striking and fielding are transferable across the different activities. You will also revisit striking and fielding again in year 10 where you will have more opportunities to develop the skills learnt. You will also have an opportunity to use the skills in different sports settings.</p>	
<p><b>Lesson Sequencing</b></p>		<p><b>Tier 3 Vocabulary</b></p>		<p><b>Extended learning</b></p>	
Week 1	Pre-assessment and ball familiarisation. Understanding the rules, techniques and tactics of bowling	Foul ball Full Half Leg side Overarm Run out Stump Underarm Wicketkeeper Wide	Rounders skills: <a href="https://www.sportplan.net/s/Rounders/skills.isp">https://www.sportplan.net/s/Rounders/skills.isp</a> Rounders fielding skills: <a href="https://www.youtube.com/watch?v=WC3kFvO8GRQ">https://www.youtube.com/watch?v=WC3kFvO8GRQ</a> Batting techniques: <a href="https://www.youtube.com/watch?v=KD_1sQbnS4">https://www.youtube.com/watch?v=KD_1sQbnS4</a> Fielding in cricket: <a href="https://www.youtube.com/watch?v=2pz7dOn6CMU">https://www.youtube.com/watch?v=2pz7dOn6CMU</a> Different activities (download the PDF): <a href="https://www.playsport.net/skill/strikingfielding">https://www.playsport.net/skill/strikingfielding</a>	<p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>Practice throwing and catching games at home using a tennis ball (or any similar sized ball).</li> <li>Go to watch friends/family or local clubs play.</li> <li>Encourage your child to join the school team or see if you can play some mini games in the garden or at the park.</li> <li>Watch a professional game</li> <li>Watch a game on television</li> <li>Travel to India and watch the IPL</li> <li>Can you set up of any of the activities in the garden?</li> </ul>	
Week 2	Understanding the rules, techniques and tactics of batting				
Week 3	Fielding rules and techniques				
Week 4	Fielding tactics and formations Tactics when batting				
Week 5	Development of techniques and tactics through game play				

## Year 9 Learning Map: HT5

HT5

		Sexual Health																
<p><b>Prior Learning</b> This topic builds on: Work that you have looked at in year 8 and topic 4 in year 9 on healthy relationships. It builds on the knowledge and understanding you have gained on understanding emotions and the benefits of being in happy, safe and healthy relationships.</p>		<p><b>Current Learning</b> In this topic you will learn: Key important information on understanding the different emotions that come with being in a relationship and how to deal with these emotions. You will know and understand the different methods of contraception available and be able to evaluate the different methods. You will develop a knowledge and understanding of what is meant by gender and gender identity and how this may impact people in a variety of ways. This topic is vital in ensuring you are able to make fully informed decisions to keep all relationships healthy and safe. It also allows you to gain an understanding of different people's views and how to form your own opinion whilst respecting other people's way of life.</p>	<p><b>Subsequent Learning</b> This topic will prepare you for: The further learning in PSHCE including a topic in Y10 and 11 on sexual health and relationships. You will develop the skills to enable you to make informed decisions in adult life and have the basis to build your knowledge and understanding on different types of relationships and the responsibilities that come with being in a relationship.</p>															
<p><b>Lesson Sequencing</b></p> <table border="1"> <tr> <td>Lesson 1</td> <td>What is love?</td> </tr> <tr> <td>Lesson 2</td> <td>Benefits of emotions and relationships</td> </tr> <tr> <td>Lesson 3</td> <td>Contraception</td> </tr> <tr> <td>Lesson 4</td> <td>STIs</td> </tr> <tr> <td>Lesson 5</td> <td>Meet Emma- Pregnancy</td> </tr> <tr> <td>Lesson 6</td> <td>Gender identity</td> </tr> <tr> <td>Lesson 7</td> <td>Assessment – Full Assessment Sheet</td> </tr> </table>		Lesson 1	What is love?	Lesson 2	Benefits of emotions and relationships	Lesson 3	Contraception	Lesson 4	STIs	Lesson 5	Meet Emma- Pregnancy	Lesson 6	Gender identity	Lesson 7	Assessment – Full Assessment Sheet	<p><b>Tier 3 Vocabulary</b></p> <p>Consent Contraception Discrimination Gender Gender fluid Pregnancy Prejudice Sexual Health Sexually transmitted infections Transgender</p>	<p><b>Extended Learning</b></p> <p>You can use independent study opportunities to engage with the following websites: <a href="https://www.nhs.uk/conditions/contraception/">https://www.nhs.uk/conditions/contraception/</a> <a href="https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexuality-sexual-orientation/">https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexuality-sexual-orientation/</a></p>	<p><b>Ways in which parents/carers can support</b></p> <p>To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate this.</p>
Lesson 1	What is love?																	
Lesson 2	Benefits of emotions and relationships																	
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## Year 9 Learning Map: HT5

## War and Peace

War and Peace			
<p><b>Prior Learning:</b> This topic builds on your knowledge base from topic 1, Medical Ethics and topic 2 Crime and Punishment, where you looked at how people make their moral decisions. You will now apply your knowledge and understanding to issues of War and Peace. You will use your knowledge gained of religious concepts (such as the Sanctity of Life and forgiveness) in previous topics and apply them to issues of warfare and Pacifism.</p> <p>Throughout this topic you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them as you evaluate moral issues linked to war and peace.</p>	<p><b>Current Learning:</b> In this topic you will learn about both historical and recent wars, considering their causes.</p> <p>You will apply religious beliefs about care and compassion for victims of war. You will explore reasons why some religious people are against war and why others may accept war in very specific circumstances (Jihad and the theory of Just War). You will also work on your skills of evaluation and debate discussing issues such as whether weapons of mass destruction should be used or victims of war torture should forgive their enemies.</p> <p>This topic is important for you to develop your knowledge of religious beliefs and teachings about war and to understand the consequences of war in the modern world.</p>	<p><b>Subsequent Learning:</b> This topic will initially introduce you to the key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE in topics such as KS3 Extremism, where you will develop your understanding of war and apply it to issues of Extremism and also the GCSE topic of Religion, Peace and Justice.</p> <p>You will develop and hone your evaluative skills further as you learn to reach justified judgments about moral issues within RE.</p> <p>You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.</p>	<p><b>Ways in which parents/carers can support</b> Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society and conflicts around the world.</p> <p>You could also spend some time researching charities such as <u>War Child</u> who work in war torn areas. They support children through education, healthcare and providing safety for them in times of warfare.</p>
<p><b>Lesson Sequencing</b></p> <ol style="list-style-type: none"> <li>Justice and War- what are the causes of war?</li> <li>Consequences of war</li> <li>Just War theory and Jihad</li> <li>Pacifism and Conscientious Objectors</li> <li>Weapons of Mass Destruction</li> <li>Should religious people go to war?</li> </ol>	<p><b>Tier 3 Vocabulary</b></p> <p>Civil war Conscientious Objectors Forgiveness Holy War Jihad Justice Just War Theory Pacifism Peace Prisoner of war War War Criminals Weapons of Mass Destruction</p>	<p><b>Extended Learning</b></p> <p>You can use independent study opportunities to engage with the following websites about religious views relating to War and Peace: <u>What is war?</u> <u>Forgiveness</u></p> <p>You could also use the following websites to research the lives of Desmond Doss and Eric Lomax who had different experiences of war and who both led inspirational lives in spite of their experiences. <u>Desmond Doss: The Real Story</u> <u>Eric Lomax - The Forgiveness Project</u></p>	<p><b>Ways in which parents/carers can support</b> Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society and conflicts around the world.</p> <p>You could also spend some time researching charities such as <u>War Child</u> who work in war torn areas. They support children through education, healthcare and providing safety for them in times of warfare.</p>

## Year 9 Learning Map: HT5

Topic Number: P1

Energy																																			
<p><b>Prior Learning</b> This topic builds on students' prior knowledge of energy types and transfer from year 7 and 8.</p>	<p><b>Current Learning</b> In this topic you will learn how to calculate Elastic potential energy, gravitational potential energy, specific heat capacity and power. Students will also use their prior understanding of energy types and transfers to draw Sankey diagrams.</p>	<p><b>Subsequent Learning</b> This topic will underpin the Physics course when students begin their GCSE studies, and our students will use this topic to build on their maths skills of rearranging equations for later topics.</p>																																	
<p><b>Lesson Sequencing</b></p> <table border="1"> <thead> <tr> <th>Lesson number</th> <th>Lesson Title</th> </tr> </thead> <tbody> <tr><td>1</td><td>Energy stores and systems</td></tr> <tr><td>2</td><td>Energy transfers</td></tr> <tr><td>3</td><td>Efficiency</td></tr> <tr><td>4</td><td>Exam Question Practice</td></tr> <tr><td>5</td><td>Kinetic energy</td></tr> <tr><td>6</td><td>Kinetic energy and practice calculations</td></tr> <tr><td>7</td><td>Elastic energy</td></tr> <tr><td>8</td><td>Elastic energy and practice calculations</td></tr> <tr><td>9</td><td>Gravitational Potential Energy (GPE)</td></tr> <tr><td>10</td><td>GPE and practice calculations</td></tr> <tr><td>11</td><td>Exam Question Practice</td></tr> <tr><td>12</td><td>Power</td></tr> <tr><td>13</td><td>Power equation and Practice calculations</td></tr> <tr><td>14</td><td>Specific Heat Capacity Equation</td></tr> <tr><td>15</td><td>Required Practical 1 - Animated</td></tr> </tbody> </table>	Lesson number	Lesson Title	1	Energy stores and systems	2	Energy transfers	3	Efficiency	4	Exam Question Practice	5	Kinetic energy	6	Kinetic energy and practice calculations	7	Elastic energy	8	Elastic energy and practice calculations	9	Gravitational Potential Energy (GPE)	10	GPE and practice calculations	11	Exam Question Practice	12	Power	13	Power equation and Practice calculations	14	Specific Heat Capacity Equation	15	Required Practical 1 - Animated	<p><b>Tier 3 Vocabulary</b></p> <p>Chemical energy Electrical energy Energy Energy transfer Gravitational potential energy Specific heat capacity Thermal energy Work done</p>	<p><b>Extended learning</b></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><b>Wider reading:</b></p> <ul style="list-style-type: none"> <li>CGP revision guides</li> <li><b>Where Stuff Comes From</b>, H. Molotch, Routledge (2005)</li> <li><b>A Brief History of Time - Stephen Hawking</b></li> </ul>	<p><b>Ways in which parents/carers can support</b></p> <p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>Educake - to complete homework and access further revision</li> <li>myGCSE science - for extra support videos and work on the topics stated.</li> <li>Accessing their Microsoft Teams work for directed exercises on current topics.</li> </ul>
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16	Required Practice 1 - Practical			
17	Exam Question Practice			
18	Energy dissipation			
19	Required Practical 2 - Animated			
20	Required Practical 2 - Practical			
21	Non-Renewable Energy Sources			
22	Renewable Energy Sources			
23	Moja Island			
24	Moja Island 2			
25	Revision: Types of Energy			
26	Revision: Specific Heat Capacity			

# Design and Technology



## Year 9 Learning Map: HT5

### Topic Number: Depends on the rotation

		<b>Construction</b>															
		<b>Current Learning</b>	<b>Subsequent Learning</b>														
	<b>Prior Learning</b>	In this project students will develop CAD skills (Homestyler, Google Sketch up, and Solid Edge etc.) to design a house for a given client. These different clients are: a family of 4, students and millionaire lottery winners. Students will undertake ideas using free hand sketches then use CAD software to develop the ideas further. <b>Skills learnt in this project:</b> Construction industry, Specification, Sustainable construction design, Careers in construction, CAD, designing, Biomimicry, Biomorphism.	This topic will prepare students to make informed choices in the future, when designing using CAD. They will recognise the skills studied in BTEC Construction to help them make informed option choices.														
		<b>Extended Learning</b>	<b>Ways in which parents/carers can support</b>														
		<p><b>Lesson Sequencing</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Lesson 1</td> <td>Construction industry / biomimicry and bio morphism</td> </tr> <tr> <td style="text-align: center;">Lesson 2</td> <td>Client briefs</td> </tr> <tr> <td style="text-align: center;">Lesson 3</td> <td>Ideas</td> </tr> <tr> <td style="text-align: center;">Lesson 4</td> <td>CAD designs</td> </tr> <tr> <td style="text-align: center;">Lesson 5</td> <td>CAD designs</td> </tr> <tr> <td style="text-align: center;">Lesson 6</td> <td>CAD designs</td> </tr> <tr> <td style="text-align: center;">Lesson 7</td> <td>CAD designs/ improvements</td> </tr> </table>	Lesson 1	Construction industry / biomimicry and bio morphism	Lesson 2	Client briefs	Lesson 3	Ideas	Lesson 4	CAD designs	Lesson 5	CAD designs	Lesson 6	CAD designs	Lesson 7	CAD designs/ improvements	<p><b>Typical Roman Stone Arch Construction</b>  <a href="http://technologystudent.com">technologystudent.com</a></p> <p><b>The Millau Bridge - Southern France</b>  <a href="http://technologystudent.com">technologystudent.com</a></p>
Lesson 1	Construction industry / biomimicry and bio morphism																
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Lesson 7	CAD designs/ improvements																
		<p><b>Tier 3 Vocabulary</b></p> Biomass Brownfields Butterfly effect Construction industry Green Roofs Greenfields Recycling South facings buildings Specification Wind turbines	Look at different buildings in your local area and discuss how these might have been built.  Watch Grand Designs TV programme together.														

# Design and Technology



RIDGEWOOD SCHOOL

## Year 9 Learning Map: HT5

### Topic Number: Depends on the rotation

		Pewter Casting	
<p><b>Prior Learning</b> This topic builds on technology delivered in year 7/8 using metal to manufacture a keyring. Knowledge will be developed to enhance both research and practical skills focussing on the pewter casting process.</p>		<p><b>Current Learning</b> In this project, students will develop CAD/ CAM skills whilst manufacturing a keyring independently using the pewter casting process. Students will use the following equipment to manufacture the keyring: 2D design, laser cutter, and coping saw, pillar drill, wet and dry, polish, heat treatment room. They will undertake some research focusing on the ACCESSFM analysing tool to analyse current keyring on the market already. <b>Skills learnt in this project:</b> Product analysis- ACCESSFM, Specification, CAD V CAM, Batch production, shaping metals, finishing techniques used with metals.</p>	<p><b>Subsequent Learning</b> This topic will prepare students to make informed choices in the future, when manufacturing using CAD/ CAM. They will recognise the importance of analysing products in helping them to make informed decisions about which is an essential skill for future success in DT.</p>
<p><b>Lesson Sequencing</b></p>		<p><b>Tier 3 Vocabulary</b></p>	<p><b>Ways in which parents/carers can support</b></p>
Lesson 1	Brief analysis/ research	ACCESSFM	<p>Look at different products around the home and discuss how these have been made.</p> <p>Research using books or the internet about investment casting and compare this to pewter casting.</p>
Lesson 2	Research / ideas	Batch production	
Lesson 3	Ideas on computer	CAD	
Lesson 4	Ideas on computer	CAM	
Lesson 5	Casting/ Improvements	Casting	
Lesson 6	Practical	Flat file	
Lesson 7	Finishing	Pewter	
		Product Analysis	
		Round file	
		Vice	
		<p><b>Extended Learning</b></p> <p><u><a href="#">SMALL SCALE ALUMINIUM CASTING - YouTube</a></u> <u><a href="#">Pewter Casting and Safety (technologystudent.com)</a></u> <u><a href="#">materials_test1a (technologystudent.com)</a></u></p>	

# Design and Technology



## Year 9 Learning Map: HT5

### Topic Number: Depends on the rotation

Remote Control Design Project			
Prior Learning	Current Learning	Subsequent Learning	
<p>In this project pupils are developing their creativity, drawing and CAD skills. Pupils are to use solid edge to design a remote control this builds upon the sketch up software from year 8. Once pupils have designed their final idea of the remote control, they will evaluate the final design but also their knowledge and skills learnt.</p>	<p>In this project, students will develop CAD skills whilst designing a remote control for a given specification. Students will develop their drawing skills focusing on isometric, rendering and solid edge CAD software. Once designed, students will evaluate their final product, carrying out testing and user group feedback.</p> <p><b>Skills learnt in this project:</b> Design process, communication of design ideas focusing on Isometric and 2-point perspective, CAD design using solid edge.</p>	<p>This topic will prepare students to make informed choices in the future, when designing products. They will recognise the skills studied in GCSE engineering to help them make informed option choices.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Lesson 1 Design Strategies</p> <p>Lesson 2 Isometric</p> <p>Lesson 3 Isometric/ 2 point</p> <p>Lesson 4 Rendering</p> <p>Lesson 5 CAD design</p> <p>Lesson 6 CAD design</p> <p>Lesson 7 Evaluation/improvements</p>	<p>CAD Design brief Development Evaluation Isometric Iterative Design Linear Design Rendering Specification</p>	<p>Iterative design process - Design strategies - <a href="#">Edexcel - GCSE Design and Technology Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Isometric Drawing - The Basics - YouTube</a></p>	<p>Practise drawing a remote control or mobile phone using isometric and 2- point perspective.</p> <p>Watch and practise videos to help with engineering drawings <a href="#">ENGINEERING DRAWING   BASIC - Bing video</a></p>

Year 9 Learning Map: HT5

Topic: Depends on the rotation

		Factors Affecting Food Choice	
<p><b>Prior Learning</b> This topic builds on the different food projects delivered in year 8 and 9. By cooking a range of different dishes, students will develop their knowledge on preparing meals for people with a special diet.</p>		<p><b>Current Learning</b> In this project students will learn about how to use their existing knowledge and new knowledge to plan healthy meals for different groups of people. They will take into consideration various factors including cost, lifestyle factors and health conditions. Students will put these skills into practise through practical cookery lessons. Skills learnt in this project: Recipe adaptation, recipe costing, understanding and creating a food labelling, chopping (bridge and claw), weighing and measuring, boiling, grating, peeling, draining, dicing, frying, sautéing, handling raw meat, using the hob, rubbing-in, using the oven, kneading, proving, shaping, presentation techniques, making a roux sauce, making a curry sauce.</p>	<p><b>Subsequent Learning</b> This topic will prepare students to be able to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes. Students will be able to recognise the impact of their diet on their health and possibly make wiser choices as a result. At GCSE, pupils will need to consider different factors when planning their menu, explaining and justifying decisions made.</p>
<p><b>Lesson Sequencing</b></p>		<p><b>Extended Learning</b></p>	<p><b>Ways in which parents/carers can support</b></p>
Lesson 1	Food choice introduction		<p>Leisure time: food programmes such as 'Inside the factory', Supersize vs Superskinny', 'The Great British Bake-off' and 'Eat Well for Less'. Shopping: Challenge your child to read food labels and explain what they mean. Let them support with the shopping, challenging them to choose healthier, better value, more environmentally friendly options. Dinner time: support your child in planning and preparing dinner for the family.</p>
Lesson 2	KAP: food choice	<p><a href="https://lovefoodhatewaste.com">https://lovefoodhatewaste.com</a></p>	
Lesson 3	Cheese Straws	<p><a href="https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes">https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes</a></p>	
Lesson 4	Veggie curry practical		
Lesson 5	Improvements		
Lesson 6	Mac and cheese practical		
Lesson 7	Bread twists practical		
<p><b>Tier 3 Vocabulary</b> Budget Deficiency Environment Ethical Fairtrade Life Stages Labelling Medical Packaging Religion</p>			

Year 9 Learning Map: HT5

Topic: Depends on the rotation

		Food Environmental Factors																
<p><b>Prior Learning</b> This topic builds on the different food projects delivered in year 8 and 9. By cooking a range of different dishes, students will develop their knowledge on the eat-well guide and how to use specialist equipment safely and hygienically.</p>		<p><b>Current Learning</b> In this project, students will learn all about how food can affect the environment and understand different ways to make more environmentally conscious decisions when planning meals and purchasing ingredients. Students will learn about advantages and disadvantages of things such as 'food miles' to give them the tools to shop more consciously should they choose to. Students will also research the 6Rs and how they relate to food. <b>Skills learnt in this project:</b> Research methods and how to apply this to an exam style question. Measuring and weighing, preparing ingredients e.g., peeling, dicing, chopping, and grating. Using a standard food component: pre made pastry. Handling and cooking raw meat. Cooking pasta. Shaping, sealing, glazing and portion control of pastry. Simmering, sautéing, reduction, baking cooking methods. Mixing, kneading and shaping of pizza dough.</p>	<p><b>Subsequent Learning</b> This topic will prepare students to be able to cook using meat and local ingredients effectively to produce a high quality product. Students will also know what to look for when shopping in order to determine the carbon footprint of the food they eat and consider how ingredients can be adapted to be more environmentally friendly.</p>															
<p><b>Lesson Sequencing</b></p> <table border="1"> <tr> <td>Lesson 1</td> <td>Introduction to food environmental factors and research</td> </tr> <tr> <td>Lesson 2</td> <td>KAP theory lesson</td> </tr> <tr> <td>Lesson 3</td> <td>Pastry practical</td> </tr> <tr> <td>Lesson 4</td> <td>Pasta bolognaise practical</td> </tr> <tr> <td>Lesson 5</td> <td>Improvements/DIRT</td> </tr> <tr> <td>Lesson 6</td> <td>Pizza practical</td> </tr> <tr> <td>Lesson 7</td> <td>Health lesson</td> </tr> </table>		Lesson 1	Introduction to food environmental factors and research	Lesson 2	KAP theory lesson	Lesson 3	Pastry practical	Lesson 4	Pasta bolognaise practical	Lesson 5	Improvements/DIRT	Lesson 6	Pizza practical	Lesson 7	Health lesson	<p><b>Tier 3 Vocabulary</b></p> <p>Environment Food miles Locally sourced Moral issues Provenance Seasonal Sustainability</p>	<p><b>Extended Learning</b></p> <p>WJEC Vocational Award Hospitality and Catering Level 1/2: Student Book <a href="https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/4">https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/4</a>  <a href="https://www.bbcgoodfood.com/howto/guide/facts-about-food-miles">https://www.bbcgoodfood.com/howto/guide/facts-about-food-miles</a></p>	<p><b>Ways in which parents/carers can support</b></p> <p>Shopping: challenge your child to read food labels and explain what they mean. Let them support with the shopping. Challenge them to choose healthier, better value, more environmentally friendly options.  Dinner time: support your child in planning and preparing dinner for the family.</p>
Lesson 1	Introduction to food environmental factors and research																	
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Lesson 6	Pizza practical																	
Lesson 7	Health lesson																	

# Design and Technology



RIDGEWOOD  
SCHOOL

## Year 9 Learning Map: HT5

### Topic Number: Depends on the rotation

Year 9 – Electronics Name Plate															
<p><b>Prior Learning</b> This topic builds on developing their knowledge on how to develop a product into a high quality product outcome with an electronics aspect incorporated. The students continue developing their designing skills and then applying these skills within a practical manner, recalling practical skills from Y7 and 8.</p>	<p><b>Current Learning</b> In this project students will develop skills within the workshop such as cutting, filing, drilling etc. and designing an innovative product incorporating new and emerging technologies. They will continue to apply skills to design their own product that incorporates aspects of basic electronics, create the design using manual workshop skills and then analyse their product with their peers for peer/self-evaluations. <b>Skills learnt in this project:</b> Electronic symbols, Technological Advancements, Soldering, Marking and measuring wood, voltage and current</p>														
<p><b>Subsequent Learning</b> This topic will prepare students to make informed choices when applying electronics to a design concept and consider how they can make a product successful. They will recognise the importance of understanding the basics of electronics in helping them to apply this to a product, which is an essential skill for future success in strands such as electrical engineering/systems and control.</p>	<p><b>Ways in which parents/carers can support</b> Choose 5 products from around the home and think about how electronics have been used to enable the product to function as it does. Can you name some of the specific components that have been used to make the product work as it does?</p>														
<p><b>Lesson Sequencing</b></p> <table border="1"> <tr> <td>Lesson 1</td> <td>Introduction to Electronics</td> </tr> <tr> <td>Lesson 2</td> <td>Context of the project</td> </tr> <tr> <td>Lesson 3</td> <td>KAP – Final Idea Development</td> </tr> <tr> <td>Lesson 4</td> <td>Practical</td> </tr> <tr> <td>Lesson 5</td> <td>Practical</td> </tr> <tr> <td>Lesson 6</td> <td>Practical</td> </tr> <tr> <td>Lesson 7</td> <td>Evaluation</td> </tr> </table>	Lesson 1	Introduction to Electronics	Lesson 2	Context of the project	Lesson 3	KAP – Final Idea Development	Lesson 4	Practical	Lesson 5	Practical	Lesson 6	Practical	Lesson 7	Evaluation	<p><b>Tier 3 Vocabulary</b></p> <p>Conductivity Creativity Direct Current Emerging Innovation Insulators Passivity Sustainable Technological Advancement Voltage</p>
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	<p><b>Extended Learning</b></p> <p>STEM Learning KS3 Electronics: <a href="https://www.stem.org.uk/resources/community/collection/10613/ks3-electronics">https://www.stem.org.uk/resources/community/collection/10613/ks3-electronics</a></p> <p>KS3 Bitesize – Basics of Electronics: <a href="https://www.bbc.co.uk/bitesize/guides/zsfgr82/revision/2">https://www.bbc.co.uk/bitesize/guides/zsfgr82/revision/2</a></p> <p>Electronic Products: <a href="http://www.design-technology.info/electronics/">http://www.design-technology.info/electronics/</a></p>														