



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

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

Topic Number: Year 7 Learning Map

HT 5

		Henry Moore; figure drawing	
Prior Learning		Current Learning	Subsequent Learning
This topic builds on understanding shape and three-dimensional form, within work and how to describe them using line and marks.		In this topic you will learn to use limited palettes, techniques and mark making. Your knowledge of how artists work and why they create work will be enhanced and you will explore themes within British Values and History.	This topic will prepare you for comparing artists that use similar themes within their work. Exploring how to create an emotive response within art work and applying several elements of prior learning to one final response.
Week Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	Contours	Contour Form Reclined Resist (wax/oil pastel) Shape Wrapped	Visit Leeds Henry Moore institute or The Yorkshire sculpture park to see works by the artist.
Week 2	Wax resist technique		
Week 3	Henry Moore artist page		
Week 4	Henry Moore artist page		
Week 5	Proportion of the human figure- stick figures		
Week 6	Wrapped figure life drawings		
Week 7	Wrapped figure life drawings		
Week 8	Final piece: Oil pastel resist reclined wrapped figure		
		Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Browse the following sites together to discuss the learning covered in lessons: https://www.tate.org.uk/kids/explore/who-is/who-henry-moore https://www.henry-moore.org/about-henry-moore/biography https://www.tate.org.uk/whats-on/tate-britain/exhibition/henry-moore/henry-moore-room-guide/henry-moore-room-guide-room-5	

Drama

Year 7 Learning Map

Topic Number: 5

Refugee Boy	
<p>Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact. This is a development from earlier topics such as Matilda, where we created monologues for key characters and performed small sections of script. It will also introduce you to new concepts such as exploring characterisation through scripted exploration.</p>	<p>Current Learning In this topic you will learn a range of performance techniques and it will allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply characterisation skills as part of the performance. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful show. You will consider the impact of your application and development of the performance techniques and characterisation such as body language, gestures, vocal skills and facial expressions when creating a character.</p>
<p>Subsequent Learning This topic will prepare you for further performance technique development throughout key stage 3. It will equip you with the characterisation skills to produce an effective character that will assist you in Y8 and Y9 when exploring character development. You will be required to demonstrate the ability to explore, describe and apply characterisation 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 and Component 3: Responding to a brief.</p>	<p>Wider Reading Opportunities 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"> National Theatre – All About Theatre The Ultimate Drama Pot Collection: 100 Monologues for Young Performers – Joanne Watkinson National Youth Theatre Monologues: 75 Speeches for Auditions: Speeches for Young People – Michael Bryher
<p>Lesson Sequencing Lesson 1: Stage directions and proxemics Lesson 2: Status Lesson 3: Building tension in script work Lesson 4: Performing a monologue Lesson 5: Split stage in performance Lesson 6: Marking the moment and forum theatre Lesson 7: Scripts in performance</p>	<p>Tier 3 Vocabulary Non-Verbal Communication Characterisation Proxemics Status Dramatic Pause Tension Monologue Hot-Seating Split Stage Marking The Moment Forum Theatre</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: Interview with Hattie Morahan: On Acting Interview with Dominic Rowan Productions to watch: The Railway Children 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>	

Drama

Year 7 Learning Map

Topic Number: 5

Genres and Styles		
<p>Prior Learning 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 will introduce you to new performance styles – Greek Theatre and Melodrama.</p>	<p>Current Learning In this topic you will learn about the key features of the performance styles Greek Theatre and Melodrama. You will explore some key features of these two performance styles and apply these to short scripted performances. You will develop key terminology linked to these performance styles and independently apply the key features to some new characters. This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on your ability to communicate a message to the audience.</p>	<p>Subsequent Learning This topic will prepare you for further performance style exploration throughout key stage 3, particularly in Y8 where we explore Pantomime and Surrealism. It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts. You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.</p>
<p>Lesson Sequencing Lesson 1: Introduction to Greek Theatre – Hercules! Lesson 2: Greek Theatre In Performance: The Terrible Fate of Humpty Dumpty Lesson 3: Introduction To Melodrama Lesson 4: Melodrama in Performance: Bringing the script to life Lesson 5: Melodrama and Greek Theatre In Action – Communicate to an audience! Lesson 6: Melodrama OR Greek Theatre – Create your own!</p>	<p>Tier 3 Vocabulary Greek Theatre Chorus Amphitheatre Greek Theatre Masks Stock Characters Melodrama Dramatic Pause Exaggeration Unison Narration</p>	<p>Extended Learning 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"> All About Theatre – National Theatre A Greek Theatre: Look Inside! – Peter Chrisp The Time Traveller's Guide to British Theatre: The First Four Hundred Years - Aleks Sierz and Lia Ghilardi Theatre Histories: An Introduction - Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner and Tobin Nellhaus
		<p>Ways in which parents/carers can support Explore the National Theatre's Greek Theatre Backstage Pass website. Here you will find short introduction videos to Greek Theatre, clips from their productions and information on how Greek Theatre developed. https://www.nationaltheatre.org.uk/backstage/greek-theatre Explore the Drama Teacher Melodrama website. This provides lots of information on the history, plots, stock characters and key techniques used to create Melodrama. https://thedramateacher.com/19th-century-melodrama/ 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>

Inspiring Individuals

<p>Prior Learning This topic builds on students' knowledge of literature skills.</p> <p>When studying women in literature, students focused on key skills for demonstrating understanding and analysing the use of language within a text. These skills will enable students to confidently understand how to analyse language in non-fiction texts featuring our inspiring individuals topic. We will focus on how a writer has crafted their work to create a reader response based on their ideas, statements or views. We aim to avoid generic statements and focus on specific effects and responses for a reader response, we encourage the use of FIT (feel, imagine, think.)</p> <p>Students will also be creating their own persuasive texts, focusing on persuasive devices and use of ambitious vocabulary to create effects for their reader.</p>	<p>Current Learning During this topic, we will look at lots of different types of non-fiction texts, written by or based on inspiring individuals.</p> <p>In this topic students will develop their knowledge of how to effectively read, understand, annotate and analyse a single text, which they may not have seen before. They will also learn about how to write an effective single text analysis using a 'What, How, Why,' paragraph structure. The purpose of this structure is to help students create detailed analysis of a text and its effect on a reader. This step-by-step guide to understanding a single text will be invaluable preparation for students moving through Key Stage Three and into G.C.S.E. studies of non-fiction texts for Language exams.</p> <p>Additionally, this topic will also allow students to develop their planning and writing skills, by creating their own non-fiction texts based on inspiring individuals. They will develop their awareness of the purpose of creating a text e.g. to inform, persuade. This will enable them to use language devices effectively to match the purpose of the text and create specific effects for the reader; a key skill throughout Key Stage Three and Four.</p> <p>Students will read a range of texts based on inspiring individuals from a range of backgrounds and themes e.g. inspiring campaigners, educators, and sportspeople to establish that inspirational people/acts are not limited to one genre or mind-set. There will be regular opportunities to recall key terminology and language devices to embed knowledge securely, to allow students to create high quality texts and analysis of texts.</p> <p>Tier 3 Vocabulary: metaphor, simile, onomatopoeia, juxtaposition, atmosphere.</p>	<p>Subsequent Learning This topic will prepare students for non-fiction study and creation of texts in Year 8 and beyond. Throughout Key Stage Three and Four, students will continue develop their analytical and writing skills, which will assist them with creating successful texts.</p> <p>Students will begin their Year 8 curriculum by reading Sawbones by Catherine Johnson. This protagonist Ezra experiences a range of challenges from his work as a surgeon's apprentice to uncovering the cause of mysterious deaths. Throughout this topic, students will learn how to understand and analyse the writer's choice of language, character analysis and plot development.</p>																	
<p>Lesson Sequencing</p> <p>Week 1: Introduction to Inspiring individuals Week 2: Inspiring campaigner- Deborah James Week 3: Inspiring writer- Malorie Blackman Week 4: Inspiring resilience- JJ Chalmers Week 5: Inspiring bravery- Malala Yousafzai Week 6: Inspiring resilience- JJ Chalmers Week 7: Inspiring fundraiser- Max Woosey</p> <p>Students will be encouraged to complete extended learning activities to develop their knowledge and understanding of the topic.</p>	<p>Key Terminology</p> <table border="1" data-bbox="1018 902 1353 1435"> <tr> <td>Modal verb</td> <td>Emotive language</td> </tr> <tr> <td>Alliteration</td> <td>Statistics</td> </tr> <tr> <td>Direct address</td> <td>Triplication</td> </tr> <tr> <td>Fact</td> <td></td> </tr> <tr> <td>Opinion</td> <td></td> </tr> <tr> <td>Rhetorical Question</td> <td></td> </tr> </table> <table border="1" data-bbox="1018 645 1353 902"> <tr> <td>Hyperbole</td> </tr> <tr> <td>Anecdote</td> </tr> <tr> <td>Imperative</td> </tr> <tr> <td>Repetition</td> </tr> <tr> <td>Superlative</td> </tr> </table>	Modal verb	Emotive language	Alliteration	Statistics	Direct address	Triplication	Fact		Opinion		Rhetorical Question		Hyperbole	Anecdote	Imperative	Repetition	Superlative	<p>Wider Reading Opportunities: Read other non-fiction texts about inspiring people or acts which inspire others e.g. magazine & newspaper articles, online blogs.</p> <p>Parental/carer support: Support recall of key terminology using 5- 10 key words. Read together/model reading non-fiction texts e.g. Newspaper app, articles Ask open questions about the text e.g. How might...? What would happen if...? Would you feel the same if...?</p>
Modal verb	Emotive language																		
Alliteration	Statistics																		
Direct address	Triplication																		
Fact																			
Opinion																			
Rhetorical Question																			
Hyperbole																			
Anecdote																			
Imperative																			
Repetition																			
Superlative																			



Geography

Year 7 Learning Map

Topic Number: 5

		India		
		Current Learning	Extended Learning	Ways in which parents/carers can support
Prior Learning Before studying India, students might have been aware of India from the news, they might have visited India or studied this in their primary schools. The Key Stage 2 curriculum covers "the world's most significant human and physical features" this might include learning/knowing about Mumbai a megacity or the history of Britain and India. There is particular focus on learning about the seven continents and countries where India might have been included. The study of climate and pressure belts around the world may also expose students to a variety of ecosystems in India.	Subsequent Learning In Year 9 we have a megacity scheme of work which covers more of India in detail, where we compare the challenges and opportunities of living in a megacity. If students decide to take Geography at GCSE this Year 7 India topic gives them a great foundation for the Development Dynamics unit. When students recall key terms and basic information from Years 7 - 9 this helps to scaffold their learning in Years 10 and 11.	Current Learning The India scheme of learning is an interesting topic and students do enjoy looking at one country in detail. Like all countries we learn about, we begin by locating India using the map skills they have gained from the previous topic. We teach students about how we classify India as an emerging country with great influence on the world through industry and manufacturing and we lighten the topic by looking at life in India and showing students the differences between living and working in the UK compared to India. Geography teachers at Ridgewood have visited and have first-hand experience of the country that they are eager to share.	Extended Learning Videos and reading about different aspects of Indian life. https://www.bbc.co.uk/teach/class-clips-video/geography-ks3-exploration-india/zjpdccqt This website from the Royal Geographical society has a host of pdf documents that students can read or complete to supplement their learning before and during the topic. https://www.rgs.org/schools/teaching-resources/new-india/ Nat-geo kids natgeokids.com Has a discovery page for India where students can develop factual knowledge which will support their understanding of India as an NEE country.	Ways in which parents/carers can support Encourage students to be aware of international news stories. You can support your child by promoting extended learning..
Lesson Sequencing	Tier 3 Vocabulary	Emerging Continent Industry Primary Secondary Tertiary Development Manufacturing TNC Economy Trade		
Lesson 1	Where is India?			
Lesson 2	Classifying India			
Lesson 3	Made in India			
Lesson 4	Impacts of industry			
Lesson 5	Life in India			
Lesson 6	Extended writing task			
Lesson 7	Tourism in India			
Lesson 8	Environmental impacts in India			
Lesson 9	Lightning Assessment			

Medieval Life - continued			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on the content you learned in primary school about the Vikings, and the Anglo-Saxon struggle for control of the Kingdom of England.</p> <p>It also builds upon your chronological understanding of the history of Britain, which you have been studying throughout Year 7.</p> <p>Finally, it builds upon the writing and source skills you learned in primary school and during the Romans and Hastings topics.</p>	<p>In this topic you will learn about the changing political leadership in England during the Medieval era. You will discover what life was like for the English public in this period, and how their lives were drastically affected by the Black Death and the Crusades.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to analyse sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.</p>	<p>This topic will prepare you for future learning about life in Tudor England as you will have gained knowledge about the pre-existing political and social structures within the country.</p> <p>It will also equip you with the source skills needed to be successful in your exams in Key Stage 4 as Paper 3 is a source-led assessment.</p> <p>You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stages 3, 4 and 5.</p>	<p>You could watch the documentaries below with your son/daughter:</p> <p>YouTube – The Peasants' Revolt with Tony Robinson</p> <p>YouTube – The Plague that shaped England's Future</p>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	
<p>1 – Who was really in charge in Medieval England?</p> <p>2 – What happened during the murder of Thomas Becket?</p> <p>3 – Does King John deserve his reputation?</p> <p>4 – What was life like in Medieval towns?</p> <p>5 – What was life like in Medieval villages?</p> <p>6 – What was crime and punishment like in the Medieval period?</p> <p>7 – How did the Black Death affect England?</p> <p>8 – The Crusades.</p>	<p>Conquest</p> <p>Crusade</p> <p>Feudal</p> <p>Government</p> <p>Knight</p> <p>Magna Carta</p> <p>Merchant</p> <p>Monarchy</p> <p>Nobility</p> <p>Villein</p>	<p>Students will be given Revision Sheets to complete in advance of assessments.</p> <p>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>Arthur and the Seeing Stone by Kevin Crossley-Holland</p> <p>KS3 History: Medieval Britain (410-1509) by Robert Peal</p>	

Year 7 Learning Map

Topic Number: 4

Topic Title: Hardware and Software													
<p>Prior Learning This topic continues the learning from the previous unit on computer hardware and software.</p>	<p>Current Learning In this topic, pupils will continue to explore the different computer hardware and software components and how they work together. You will learn what computer networks are and how they operate. Finally, you will learn how computers store data, with a focus on binary computer systems. You will calculate and convert binary values into denary and characters.</p>												
<p>Lesson Sequencing</p> <table border="1"> <tr> <td>Lesson 4</td> <td>Computer Software</td> </tr> <tr> <td>Lesson 5</td> <td>Networks</td> </tr> <tr> <td>Lesson 6</td> <td>Binary</td> </tr> <tr> <td>Lesson 7</td> <td>Computer Storage</td> </tr> <tr> <td>Lesson 8</td> <td>Recap/Revision</td> </tr> <tr> <td>Lesson 9</td> <td>Assessment</td> </tr> </table>	Lesson 4	Computer Software	Lesson 5	Networks	Lesson 6	Binary	Lesson 7	Computer Storage	Lesson 8	Recap/Revision	Lesson 9	Assessment	<p>Tier 3 Vocabulary</p> <p>Input Output Hardware CPU RAM ROM Software Utility Binary denary</p>
Lesson 4	Computer Software												
Lesson 5	Networks												
Lesson 6	Binary												
Lesson 7	Computer Storage												
Lesson 8	Recap/Revision												
Lesson 9	Assessment												
	<p>Extended Learning</p> <p>You are encouraged to use https://idea.org.uk/ - this offers free mini courses about various computer based topics</p> <p>You can use https://www.bbc.co.uk/bitesize/topics/zmpsgk7 To research hardware and software based theory</p>												
	<p>Subsequent Learning This topic will prepare you for the future of understanding how computers work and the theory side of computer science. This will also support your computational thinking skills when looking into how computers work.</p> <p>Ways in which parents/carers can support</p> <p>Pupils are encouraged to use https://idea.org.uk/ - this offers free mini courses about various computer based topics</p>												

MATHS

Ratio and Proportion 1

Prior Learning This topic builds on the previous unit, linking fractions to the new concept of ratio.	Current Learning In this unit you will learn about ratio. <ol style="list-style-type: none"> 1. What a ratio is. 2. Why we use ratios. 3. How to work ratios effectively. 	Subsequent Learning Proportional reasoning is a key skill that mathematicians use within all their work therefore you will revisit this topic frequently in KS3 and in higher level work with ratios in KS4.
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> • Write a ratio • Link ratios to fractions of a quantity • Share in to a ratio • Use unitary methods • Learn to demonstrate a 'best buy' • Use proportion for scaling recipes up and down 	Tier 3 Vocabulary Simplify Equivalent Ratio	Extended Learning All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> • Pigs in the Pantry: Fun with Math and Cooking by Amy Axelrod Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths
		Ways in which parents/carers can support Support your child's progress through: <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.

MATHS

Geometry 1

Prior Learning This topic builds on Number 1, using your multiplying and adding skills in particular. You will also revisit the properties of shapes that you will have seen in KS2.	Current Learning In this unit you will mainly focus on calculating the area and perimeter of various 2D shapes. You will then move on to finding surface area and volume of 3D shapes.	Subsequent Learning You will revisit these skills in Y8 and KS4, using algebra to reach higher level problems with shape.	
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> • Properties of 2D and 3D shapes • Find the perimeter of shapes • Find the area of shapes including compound shapes • Find the surface area of cuboids • Find the volume of prisms 	Tier 3 Vocabulary Area Perimeter Volume Prism Compound Polygon	Extended Learning All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> • Murderous Maths- Viscious Circles and Other Savage Shapes by Kjartan Poskitt (available in the school library) • Room for Ripley by Stuart J.Murphy Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Ways in which parents/carers can support 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.

Spanish

Year 7 Learning Map

Topic Number: 4

		Mi tiempo libre: My free time			
		Current Learning	Extended learning	Ways in which parents/carers can support	
Prior Learning This topic uses previously learnt vocabulary linked to opinions and telling the time but in the context of describing a range of free time activities. In terms of grammar, this unit of work will also develop your understanding of how to form the present tense; moving from regular to stem-changing verbs.	Lesson Sequencing Week 1 The weather Week 2 Sports and expressing opinions Week 3 Sports we 'play' and sports we 'do' Week 4 Other hobbies Week 5 Big write – my hobbies Week 6 Cultural week – My sporting hero	Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. After this unit of work we build on our knowledge of this topic area by describing after school activities as well.	Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. After this unit of work we build on our knowledge of this topic area by describing after school activities as well.	Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. After this unit of work we build on our knowledge of this topic area by describing after school activities as well.	
		Current Learning In this topic you will learn to write and talk about your routine and what you like to do in your free time in Spanish. You will be able to express opinions regarding free-time activities and say what sports you like or dislike and why. You will also develop a deeper understanding of grammar and the difference between regular and irregular verbs.	Extended learning euroclub-schools.org is a website where you can read about different aspects of Spanish history and culture. There are sometimes worksheets that you can complete too. 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.	Ways in which parents/carers can support To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: <ul style="list-style-type: none"> • Zipy y Zape If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'	Ways in which parents/carers can support To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: <ul style="list-style-type: none"> • Zipy y Zape If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'
		Tier 3 Vocabulary	Por la mañana- In the morning Ir- to go Jugar- to play Juego al baloncesto – I play (at) basketball Prefiero- I prefer Prefiero jugar al baloncesto – I prefer playing (at) basketball Los deportes- sports	euroclub-schools.org is a website where you can read about different aspects of Spanish history and culture. There are sometimes worksheets that you can complete too. 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.	Ways in which parents/carers can support To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: <ul style="list-style-type: none"> • Zipy y Zape If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'

Year 7 Learning Map

Funky Chords			
Prior Learning	Current Learning	Subsequent Learning	
<p>Prior Learning This topic reinforces your understanding of pitch and rhythm. You already know how to read the individual notes of the treble and bass clef stave and the musical symbols associated with the durations of note lengths and rests. You have also been introduced to a variety of popular music styles. This topic provides you with an understanding of how artists and bands create these chord progressions.</p>	<p>Current Learning In this topic you will develop your understanding of harmony (chords) and tonality. You will learn how to construct chords and chord sequences which allow you to create music. You will also have the opportunity to develop your keyboard skills and perform popular chord sequences from songs.</p> <p>You will learn the correct fingering patterns and wrist position for playing chord effectively. You will also develop your listening skills and be able to identify the sounds of different chords.</p>	<p>Subsequent Learning Harmony is a fundamental musical element. This topic will provide you with a deeper understanding of harmony which will enhance your compositional, performance and listening skills which will support your knowledge and understanding at GCSE level.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
<p>Lesson 1 and 2: Developing our understanding of major and minor chords</p> <p>Lesson 3 and 4: Developing our understanding of chord sequences</p> <p>Lesson 5: Chord inversions</p> <p>Lesson 6 and 7: Chord sequence performance</p> <p>Lesson 8 to 12: Chord sequence composition.</p>	<p>Chord Sequence</p> <p>Major</p> <p>Minor</p> <p>Harmony</p> <p>Inversion</p> <p>Root</p> <p>Primary</p> <p>Tonality</p> <p>Consonance</p> <p>Dissonance</p> <p>Triad</p>	<p>You have access to our subscription to Focus on Sound. Click on the link: and then log in using your Microsoft Teams account.</p> <p>Alternative wider reading opportunities: Introduction to Chords Popular Chord progressions</p>	<p>Encourage your child to learn to play a musical instrument on which they can play chords.</p> <p>These instruments include:</p> <ul style="list-style-type: none"> ✓ Guitar ✓ Keyboard ✓ Piano <p>We offer a full range of instrumental lessons at Ridgewood. Please contact us to discuss further.</p>

Year 7 Learning Map

Topic: Athletics

	Prior Learning	Current Learning	Subsequent Learning		Ways in which parents/carers can support:
	This topic builds on any previous learning of athletics. If students have no previous experience of athletics, they will be introduced to the basic skills/techniques needed to compete in each event.	In this topic, you will learn the basic techniques needed to compete in each of the track and field disciplines. Throughout the topic you will learn the correct techniques for throwing events (javelin, discus, shot put), jumping events (long jump, triple jump) and track events (sprinting and long distance running).	<p>In Y8, you will continue to develop the skills learned in Y7 to allow you to become a better/more effective athlete. You will continue to develop:</p> <ul style="list-style-type: none"> • Running (Sprinting and Long Distance) • Throwing (Javelin, discus, shot put) • Jumping (Long jump, triple jump). <p>More confident students might be able to take on officiating role in athletics (timekeeper, starter, recorders etc).</p>		
	Lesson Sequencing		Tier 3 Vocabulary	Extended learning	
Week 1	Sprinting (Running Style, Sprint Starts, 100m/200m.		<ul style="list-style-type: none"> • Running Style • Baton • Decathlon • False Start • Heptathlon • Lane • Staggered Start • Drive • Take off • Grip 	<ul style="list-style-type: none"> • World Athletics Home Page • World Athletics • Athletics - BBC Sport • British Athletics • Athletics - News, Athletes, Highlights & More (olympics.com) • The History Of Track And Field - FloTrack 	<p>If possible, give students as many opportunities to get involved in running/jumping/throwing activities.</p> <p>Students can develop their running by doing this outside school in their own time.</p> <p>If they would like to practise a specific track and field discipline, students can join a local athletics club.</p> <p>Find An Athletics Or Running Club England Athletics</p>
Week 2	Relay Changeovers Relay				
Week 3	Jumps (L. Jump/T. Jump)				
Week 4	Throwing (Discus/Javelin/Shot Put)				
Week 5	Distance Running				

Year 7 Learning Map

Topic: Striking and Fielding

Striking and Fielding					
<p>Prior Learning</p> <p>This topic builds on the different skills you have learnt in primary school linked to striking and fielding games, such as catching. You may have played rounders, cricket or you may have done various skills that work on hand eye co-ordination.</p>	<p>Current Learning</p> <p>In this topic you will learn the basic rules of striking and fielding games and how to play the game successfully. You will develop your skills of throwing and catching and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.</p>				
<p>Subsequent Learning</p> <p>All skills learnt in striking and fielding are transferable across the different activities. You will also revisit striking and fielding again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 7. You will also have an opportunity to use the skills in different sports settings.</p>	<p>Ways in which parents/carers can support</p> <p>* Practice throwing and catching games at home using a tennis ball (or any similar sized ball).</p>				
<p>Lesson Sequencing</p> <table border="1"> <tr> <td>Week 1</td> <td>Pre-assessment and Ball familiarisation</td> </tr> <tr> <td>Week 2</td> <td>Understanding the rules and techniques of bowling</td> </tr> </table>	Week 1	Pre-assessment and Ball familiarisation	Week 2	Understanding the rules and techniques of bowling	<p>Tier 3 Vocabulary</p> <p>Stance Position Base Bat</p>
Week 1	Pre-assessment and Ball familiarisation				
Week 2	Understanding the rules and techniques of bowling				
<p>Extended learning</p> <p>Cricket rules https://www.cricket-rules.com Cricket skills</p>					

Week 3	Understanding the rules and techniques of batting	Bowl Communication	https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/	* Go to watch friends/family or local clubs play.
Week 4	Fielding rules and techniques Fielding tactics and formations	Underarm Overarm Stump	Rules of rounders https://www.roundersengland.co.uk/play/rounders-rules/	* Encourage your child to join the school team, or see if you can play some mini games in the garden or at the park.
Week 5	Development of batting and bowling techniques through game play	Softball rules	https://www.sportplan.net/s/Rounders/skills.jsp https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20Softball&text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible.	

Year 7 Learning Map

Topic Number: 3

Relationships															
<p>Prior Learning This topic builds on: work that you have looked at in primary school about relationships and what type of relationships you have in your life and the role and importance of them. It will also build on the work that you have looked at on a balanced lifestyle and the different things that can impact mental health and how relationships support this.</p>	<p>Current Learning In this topic you will learn; Key information about different types of relationships and the roles they play in your life. You will develop an understanding of what healthy relationships look like and how you can spot signs that relationships you have may be unhealthy. You will develop key knowledge and understand of how relationships you have impact different parts of daily life and how you can contribute to your relationships to cultivate a positive and healthy lifestyle. You will also learn about how your body changes, what this means and what to expect This topic is important to develop a foundation of how to ensure you have happy and healthy relationships from now into adulthood and for you to learn important things about your body.</p>														
<p>Subsequent Learning This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. It will introduce you to key concepts which relate to romantic and platonic relationships. It will enable you to have the foundations to build on to look at how to identify and effectively deal with any relationships that are unhealthy and allow you to build a firm knowledge of support provision available for you. This topic will also prepare you for further learning on your body and how it changes and what to expect. You will develop the skills to successfully seek and use help effectively when it is needed to ensure you are able to continuously support your mental health.</p>	<p>Ways in which parents/carers can support You can support your children in learning about this by talking to them about their emotions, how they are feeling and what their concerns are.</p>														
<p>Wider Reading Extended Learning You can use independent study opportunities to engage with the following websites. Look at the information provided on the changes to the adolescent body <u>Stages of puberty: what happens to boys and girls - NHS (www.nhs.uk)</u></p>	<p>Tier 3 Vocabulary Adolescence Hormones Menstrual cycle Neglect Platonic Puberty Responsibilities Rights Romantic</p>														
<p>Lesson Sequencing</p> <table border="1"> <tr> <td>Lesson 1</td> <td>Different types of relationships</td> </tr> <tr> <td>Lesson 2</td> <td>Safe and healthy relationships</td> </tr> <tr> <td>Lesson 3</td> <td>Roles of parents</td> </tr> <tr> <td>Lesson 4</td> <td>Rights and responsibilities</td> </tr> <tr> <td>Lesson 5</td> <td>Happiness and relationships</td> </tr> <tr> <td>Lesson 6</td> <td>Puberty and periods</td> </tr> <tr> <td>Lesson 7</td> <td>Assessment- advice column</td> </tr> </table>	Lesson 1	Different types of relationships	Lesson 2	Safe and healthy relationships	Lesson 3	Roles of parents	Lesson 4	Rights and responsibilities	Lesson 5	Happiness and relationships	Lesson 6	Puberty and periods	Lesson 7	Assessment- advice column	
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Year 7 Learning Map

Environmental and Animal Issues			
<p>Prior Learning</p> <p>This topic builds on your knowledge base from topic 1 based on Christianity using knowledge gained about creation and develops this knowledge into application of how this belief influences Christian beliefs about caring for the environment and the uses of animals.</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. Also, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to moral issues and beliefs.</p>	<p>Current Learning</p> <p>In this topic you will learn about a variety of religious beliefs about how to care for environment and animals. You will be introduced to a number of key Christian beliefs such as dominion and stewardship that will help to develop your understanding of creation and its application to the environment and animals. You will also work on your skills of evaluation and debate discussing issues such as whether we have a duty to look after the environment and whether animals are there for the benefit of humans or not.</p> <p>This topic is important for you to develop your knowledge of religious beliefs and teachings about how we use animals and the environment and the moral and practical issues that can arise from these uses. You will also consider alternatives and ways in which we can protect and sustain the earth and animal life.</p>	<p>Subsequent Learning</p> <p>This topic will initially introduce you to the key concepts of dominion and stewardship which underpin many other religious responses to moral issues that you will be able to use in both Key Stage 3 and 4 RE such as Medical Ethics, War and Crime. 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>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.</p>	<p>Ways in which parents/carers can support</p> <p>Explore the websites of religious charities that focus on supporting the environment and animal rights such as A Rocha or Operation Noah which is a Christian charity focusing on reversing the effects of climate change.</p> <p><u>Who we are (arocha.org.uk)</u> <u>Operation Noah A Christian response to climate change</u></p> <p>Watching documentaries such as 'An Inconvenient Truth' or 'the David Attenborough series, 'Our Planet', together could help to raise students' awareness of the environmental issues facing the world today.</p>
<p>Lesson Sequencing</p> <ol style="list-style-type: none"> 1. Stewardship, Dominion and the Sanctity of Life 2. Animal Rights 3. Religious Attitudes towards the use of animals 4. The use of animals for food 5. Animal Experimentation 6. Value of the world 7. Environmental Issues 8. Religious Responses 	<p>Tier 3 Vocabulary</p> <p>Climate Change Conservation Creation Deforestation Dominion Global Warming Liberalists Literalists Natural Resources Stewardship The Sanctity of Life Vegan Vegetarian Vivisection</p>	<p>Extended Learning</p> <p>You can use independent study opportunities to engage with the following websites and articles about religious views relating to the environmental and animal issues:</p> <p><u>Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</u> <u>Does it matter how we treat animals? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</u></p>	

Year 7 Learning Map

Topic Number: C2

		C2-Metals and non-metals		
Prior Learning		Current Learning	Subsequent Learning	
<p>This topic builds on properties and changes of materials from the Year 5 curriculum, which looks at properties and uses of materials such as metals and wood. It also links to the previous chemistry topic C1, which looks at the particle model of matter.</p>		<p>In this topic you will learn the physical and chemical properties of metals compared to non-metals. You will also cover the reactions of acids and alkalis and be able to identify these chemicals from their names and formula.</p>	<p>This topic will prepare you for learning about the periodic table of elements and being able to balance equations in Year 8. You will also learn skills such as writing a practical method which will prepare you for GCSE extended writing questions.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Acids and Alkalis	Acid Base	<p>All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher.</p> <p>The Royal Society of Chemistry has many useful resources including experiments, careers and further reading.</p>	<p>Encourage students to use their course home learning booklets to revise and practice key information after each lesson.</p> <p>Ensure students are accessing Microsoft Teams to complete work directed by their teachers.</p>
Lesson 2	Neutralisation + Salts	Concentration		
Lesson 3	Plan an investigation into Indigestion Remedies	Displacement Ductile		
Lesson 4	Practical - Indigestion Remedies	Indicators Malleable		
Lesson 5	Metals and non-metals	Metals Non-metals		
Lesson 6	Metal Reactions	Oxidation		
Lesson 7	Displacement	Periodic table pH		
Lesson 8	Metal Reactivity Series	Reactivity Sonorous		

Year 7 Learning Map

Topic Number: P3

		P3- Energy transfer and energy costs		
Prior Learning		Current Learning	Extended Learning	Subsequent Learning
This topic builds on the KS2 science curriculum looking at how animals and human get the right amount of nutrition from what they eat.		In this topic you will learn about energy stores and energy transfers in everyday objects. You will learn how electricity is generated and how much this costs to use in your homes. You will examine how access to energy resources can affect people's lives.	This topic will link to P2 in Year 8 where you will study how energy is transferred through heat. It will prepare students for GCSE Physics, where in P1 you will study energy transfers and stores and electricity generation. It will also prepare you for P5, which will look at how energy effects things like breaking distances in cars.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Energy at home	Chemical Dissipated Energy resource Fossil fuel	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher.	Encourage students to use their course home learning booklets to revise and practise key information after each lesson.
Lesson 2	Energy stores and transfers	Gravitational potential Kinetic Non-renewable Power Renewable Thermal	Wider Reading: CGP KS3 Revision Guides https://www.edfenergy.com/for-home/energywise/renewable-energy-sources	Ensure students are accessing Microsoft teams to complete work directed by their teachers.
Lesson 3	Energy resources			
Lesson 4	Renewable energy resources			
Lesson 5	Moja Island			
Lesson 6	Moja Island 2		https://www.amazon.co.uk/Pandoras-Promise-Stewart-Brand/dp/B06XH5V85N	

Design and Technology



KS3 Learning Map

Topic Number: Depends on the rotation

		Year 7 - Packaging Design	
Prior Learning		Current Learning	Subsequent Learning
<p>This topic builds on technology delivered in primary school, looking at new technologies that are emerging and how these can be used in new products. Knowledge will be developed to enhance both research and practical CAD skills.</p>		<p>In this project students will develop skills in drawing techniques such as one point perspective, rendering, use of tone and colour. Students will develop their packaging ideas and logo designs to design some packaging for a company. Students will explore the work of Steve Jobs.</p> <p>Skills learnt in this project: Perspective Drawing, Drawing Techniques, Logo Design & Branding, Packaging, Colour Theory, Typography and Evaluation</p>	<p>This topic will prepare students to make informed choices when analysing existing products and re-designing a current concept. They will recognise the importance of research in helping them to make informed decisions, which is an essential skill for future success in DT.</p>
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson 1	Rendering	Creativity Development Isometric Logo Net One point perspective Packaging Rendering Tone Two point perspective Typography	Choose a product from around the home and draw the product using one point perspective. Identify products around the home that are already innovative and are designed to be a problem-solving product.
Lesson 2	Typography/ one point		
Lesson 3	Fonts/ Logo designs		
Lesson 4	Ideas logo design		
Lesson 5	Packaging Design		
Lesson 6	Packaging Design		
Lesson 7	Evaluation	Extended Learning One point perspective- draw a room How to Draw a Room in 1-Point Perspective for Beginners - YouTube Two point perspective- draw a city How to Draw a Building in 2-Point Perspective: Step by Steps - YouTube	



Year 7 Learning Map

Topic: Depends on the rotation

		Keep Calm and Bake	
<p>Prior Learning This topic builds on technology delivered in primary school. Knowledge will be developed on how to eat healthily and using different cooking equipment to cook a range of different products.</p>		<p>Current Learning In this project, students will learn about different pieces of specialist equipment used for baking and cooking. They will demonstrate this knowledge through practical activities in addition to a written key assessed piece. Through the practical, students will cover the following skills: the creaming method, rubbing in method, and how to make a batch of identical items. Skills learnt in this project: Risk assessment and equipment names. Measuring and weighing- when preparing ingredients at home. Cracking an egg, creaming method, rubbing in method, making a uniform batch-cookies/small cakes/scones, and using the oven safely. Hygiene and safety- washing up and returning all equipment. Cutting and coring an apple, handling and shaping a readymade food component- pastry</p>	<p>Subsequent Learning This topic will prepare students to make informed choices in the future, about their health and diet. They will understand the importance of accurate weighing and measuring and how to follow recipes correctly to make different food dishes.</p>
<p>Lesson Sequencing</p>		<p>Tier 3 Vocabulary</p>	<p>Ways in which parents/carers can support</p>
Lesson 1	Introduction to KCAB	Accidents	Leisure time: watch food programmes such as 'The Great British Bake-Off' and 'Masterchef'
Lesson 2	Key assessed piece	Bacteria	Dinner time: Support your child in planning and preparing dinner for the family. Ask your child to demonstrate good hygiene by completing the washing up after dinner.
Lesson 3	Cookies practical	Chef whites	
Lesson 4	Small cakes practical	Clean	
Lesson 5	Improvements/DIRT	Hat	
Lesson 6	Cheese scones practical	Hygiene	
		Illness	
		Jewellery	
		Nails	
		Non-slip	
Lesson 7	Apple parcels		
		<p>Extended Learning</p>	
		<p>Kids' Fun & Healthy Cookbook by Nicola Graimes https://www.foodfactoflife.org.uk/11-14-years/cooking/cooking/ https://www.bbc.co.uk/bitesize/guides/zyjx6sg/revision/2</p>	

Design and Technology



Year 7 Learning Map

Topic Number: Depends on the rotation

Year 7 - LEGO		
Prior Learning	Current Learning	Subsequent Learning
<p>This topic builds on technology delivered in primary school, linking to systems and control. Knowledge will be developed to enhance both research and practical skills within simple control systems.</p>	<p>In this project students will develop accuracy whilst programming the WeDo Lego kits. Students will be taught basic mechanisms to enhance their understanding within systems and control and to help them apply this in a practical manner. They will undertake some research into different ways that mechanisms can be used by using the internet and books. To challenge students, they will then apply their research to progress from the Lego WeDo set tasks to create their own programmed mechanism.</p> <p>Skills learnt in this project: Programming, mechanical movements, levers, linkages, microcontrollers</p>	<p>This topic will prepare students to be able to follow, understand and create their own control systems using programming and robotics.</p>
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support
<p>Lesson 1 Mechanical Movements</p> <p>Lesson 2 KA Evaluation</p> <p>Lesson 3 Robot Build</p> <p>Lesson 4 Programming</p> <p>Lesson 5 Programming</p> <p>Lesson 6 Programming</p> <p>Lesson 7 Evaluation/Improvements</p>	<p>Class 1 Lever Class 2 Lever Class 3 Lever Compressive Strength Gear Train Integrated Circuit Linear Linkages Motor Oscillating Programming Pulley System Reciprocating Rotary Tensile Strength</p>	<p>Look at different products around the house that use a programming system. Identify how they use the programming system to function.</p> <p>Identify the correct motions used within different types of products around the house e.g. washing machine.</p>
	<p>Extended Learning</p> <p>Mechanical Devices - Motion https://www.bbc.co.uk/bitesize/guides/zbt26yc/revision/1</p> <p>Mechanical Devices – Levers https://www.bbc.co.uk/bitesize/guides/zbt26yc/revision/2</p> <p>Mechanical Devices – Linkages https://www.bbc.co.uk/bitesize/guides/zbt26yc/revision/3</p> <p>Mechanical Devices – Cams https://www.bbc.co.uk/bitesize/guides/zbt26yc/revision/4</p> <p>Mechanical Devices – Gear Trains https://www.bbc.co.uk/bitesize/guides/zbt26yc/revision/5</p> <p>Mechanical Devices – Pulleys and Belts https://www.bbc.co.uk/bitesize/guides/zbt26yc/revision/6</p>	

Design and Technology



Year 7 Learning Map

Topic Number: Depends on the rotation

		Photo Frame	
		Current Learning	Subsequent Learning
<p>Prior Learning This topic builds on technology delivered in primary school, using wood and plastic to manufacture a photo frame. Knowledge will be developed to enhance both research and practical skills.</p>		<p>In this project students will develop accuracy whilst manufacturing a photo frame independently. Students will use the following equipment to manufacture the photo frame: thermoforming oven, mitre saw, electric drill, coping saw, files etc. They will undertake some research into different cultures using the internet and books. They will then use their research to work with wood and plastic, creating a photo frame that is based on a culture of their choice.</p> <p>Skills learnt in this project: Plastic Properties, Researching techniques, Plastic forming processes, mitre saw, adhesives, use of hand tools.</p>	<p>This topic will prepare students to make informed choices in the future, when manufacturing with woods and plastics. They will recognise the importance of research in helping them to make informed decisions, which is an essential skill for future success in DT.</p>
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson 1	Research	Acrylic	<p>Look at different wooden products around the house and discuss the different joining methods.</p> <p>Look at different tools around the home and identify the correct name and function.</p>
Lesson 2	Research	Belt clamp	
Lesson 3	Plastics	Laser Cutter	
Lesson 4	Practical	Mitre Joint	
Lesson 5	Practical	Pine	
Lesson 6	Practical	Primary Research	
Lesson 7	Practical/Improvements	Product Analysis Specification Thermoforming oven Vacuum forming	
		Extended Learning	
		<p>https://www.technologystudent.com/joints/joinindex.htm</p> <p>CGP Books - KS3 Science Workbook - Levels 3-7: Materials and Their Properties Workbook</p> <p>https://www.bbc.co.uk/education/subjects/zfr9wmmn</p> <p>http://www.educationquizzes.com/ks3/d-and-t/</p>	

Design and Technology



Year 7 Learning Map

Topic Number: Depends on the rotation

		Pull along toy	
<p>Prior Learning This topic builds on technology delivered in primary school, using wood to manufacture a pull along toy for a young child. Knowledge will be developed to enhance both designing skills and practical skills.</p>		<p>Current Learning In this project students will develop wood working skills whilst manufacturing a pull along toy independently using basic handheld tools. Students will use the following equipment to manufacture the pull along toy: coping saw, vice, electric drill, pillar drill, hole saw, files etc. They will produce a range of ideas and develop these through sketches and card modelling, before creating a final idea out of wood.</p> <p>Skills learnt in this project: Health & Safety, Finishing processes, Hand tools, Woods</p>	<p>Subsequent Learning This topic will prepare students to make informed choices in the future, when manufacturing with woods. They will recognise the importance of designing for a target market and using tools safely, which are essential skills for future success in DT.</p>
<p>Lesson Sequencing</p>		<p>Tier 3 Vocabulary</p>	<p>Wider Reading Opportunities</p>
Lesson 1	Health & Safety	Design Brief	<p>The Hand Drill (technologystudent.com)</p> <p>The Coping Saw (technologystudent.com)</p> <p>Hand Files / Engineers Files - 1 (technologystudent.com)</p> <p>Workshop Safety Rules (technologystudent.com)</p>
Lesson 2	Designing	Files	
Lesson 3	Designing/ Practical	Health and Safety Hole Saw	
Lesson 4	Practical	Hook and Eye	
Lesson 5	Practical/ Improvements	Pillar Drill Plywood	
Lesson 6	Practical	Sand Paper	
Lesson 7	Practical- finishing touches	Target Market Vice	
		<p>Ways in which parents/carers can support</p> <p>Develop drawing skills for designing for different target markets. Try designing a mobile holder for an elderly person.</p> <p>Look at different tools around the home and identify the correct name and function.</p>	

Year 7 Learning Map

Topic: Depends on the rotation

Food Performance Evaluation	
Prior Learning	Current Learning
<p>This topic builds on technology delivered in primary school, focusing on the digestive system and the importance of physical exercise and diet. Students will build upon their basic hygiene skills to keep safe in a kitchen environment.</p>	<p>In this project, students will learn about the importance of food hygiene and safety in the kitchen. Students will cook a range of healthy meals to develop their basic cooking and hygiene skills. Students will learn to evaluate their performance for one of their chosen practical. They will learn how to analyse strengths of their performance and areas for development.</p> <p>Skills learnt in this project: Hand washing, chopping (bridge and claw techniques), peeling, grating, simmering, boiling, frying, sautéing, handling raw meat, rubbing in, hob and oven control</p>
Subsequent Learning	Ways in which parents/carers can support
<p>This topic will prepare students to have the knowledge and skills to make a range of healthy dishes containing high and low-risk foods. Whilst cooking students will demonstrate high standards of food hygiene. Students will use their evaluation skills to evaluate their performance and product in the year 8 key assessed piece and their chosen menus as part of their GCSE.</p>	<p>Shopping: Challenge your child to explain why foods are stored in different sections. Can they explain high risk foods? Can they unpack the shopping into the correct places. Dinner time: support your child in planning and preparing dinner for the family. Ask your child to demonstrate good hygiene by completing the washing up. Ask your child what they liked and didn't like about the dish and how they could improve it.</p>
Lesson Sequencing	Extended Learning
<p>Tier 3 Vocabulary</p> <p>Bacteria Binary fission Danger zone Hygiene Pathogens Safety Temperature Evaluate Analyse</p>	<p>https://www.bbc.co.uk/bitesize/guides/zvix6sg/revision/2 https://www.nhs.uk/live-well/eat-well/ https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/ https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3</p>
<p>Lesson 1 Introduction to food hygiene</p> <p>Lesson 2 Fruit salad practical</p> <p>Lesson 3 Pasta salad practical</p> <p>Lesson 4 KAP: evaluation</p> <p>Lesson 5 Chili con carne</p> <p>Lesson 6 Improvements</p> <p>Lesson 7 Fruit Crumble</p>	