



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y11

HALF TERM 5



RIDGEWOOD
SCHOOL

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KS4 Learning Maps – Half Term 5

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

Deputy Headteacher

ART

Year 11 Learning Map

Topic Number: HT5

		Exam	
Prior Learning	Current Learning	Extended Learning	Ways in which parents/carers can support
<p>Prior Learning This topic builds on learning of the formal elements of art and design and how these can be applied to researching and understanding the work of others.</p>	<p>Current Learning Dependant on timetabling and where the examination placed, this term you will be either making final preparations towards sitting your examination or sitting it. Following the examination we allow students some additional time to complete any coursework.</p>	<p>Extended Learning Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk The Art Book. <u>Phaidon Editors</u></p>	<p>Subsequent Learning This topic will prepare you for the structure of how A Level Art is taught and prepare you for the transition to the subject should you choose to opt for it.</p>
<p>Week Sequencing: Please see 'Current Learning'.</p>	<p>Tier 3 Vocabulary</p>	<p>Observe/observation Respond Research Final piece Composition Investigate</p>	
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			

Y11 Edexcel GCSE Business – Bespoke Revision

Students studying towards their GCSE Business examinations have now completed the full course content listed on the specification. Learning in lessons is developing examination practice whilst identifying individual pupil's areas to develop using previous sample and real examination papers/teacher modelled mark schemes for both themes.

Key exam information

Exam board: Edexcel

Tuesday 14th May - Theme 1 (Investigating small business) - Calculator – 1hr45min

Wednesday 5th June - Theme 2 (Building a business) - Calculator – 1hr45min

Every topic can be assessed on any paper, a list of all possible topics for both themes can be found here:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf>

Each of the two components is worth 50% of the final grade awarded.

Both papers are divided into three sections:

Section A: 35 marks, Section B: 30 marks, Section C: 25 marks.

Questions in Sections B and C will be based on business contexts given in the paper.

Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (1-3 times a week) revision.
- Supporting students to identify their examination dates and help to prioritise Business revision when no other subject exam is closest to the present day.
- Ensuring all past exam papers are reflected upon, enabling any questions of difficulty to be identified. Students can then email their Business teacher for support on specific topics.
- Recommended resources listed such as short video playlists for topics can be viewed alongside students, allowing discussions to then take place on the information presented.

Recommended resources for revision

- Using the past papers for both themes which are stored in pupil's examination folder.
- Using theme 1 and theme 2 printed knowledge organisers and revision materials.
- View the Edexcel GCSE Business playlist (search tool for topics that require further support). [Bizconsesh - YouTube](#)
- Using exam board related external sites only such as [GCSE Business - Edexcel](#) - [BBC Bitesize](#).
- Using the theme 1 and theme 2 'Pocket Power-Up' revision booklets to allow key content to be understood to allow 'knowledge' marks to be awarded in all exam questions.

Drama

Year 11 Learning Map

Topic Number: 3/4/5

Component 3: Responding To A Brief			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>Prior Learning This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.</p>	<p>Current Learning In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances.</p> <p>This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.</p>	<p>Subsequent Learning This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course.</p> <p>You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to level 3 Performing Arts study.</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. This has a wealth of information on practitioners and 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>
		<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 and practitioners:</p> <ul style="list-style-type: none"> National Theatre – All About Theatre Theatre In Practice – A Student’s Handbook: Nick O’Brien and Annie Sutton 	
	<p>Tier 3 Vocabulary Stimulus Characterisation Narrative Practitioner Audience Performance Evaluation Reflection Skills Techniques Ideas</p>		
<p>Lesson Sequencing Week 1-3: Brief released and initial ideas exploration. Week 4-6: Generating ideas and Ideas Log completion Week 7-9: Creation Weeks Week 10-12: Creation Weeks and Skills Log completion Week 13 and 14: Creation Week and Performances Week 15: Reflection and Evaluation Log completion.</p>			

Y11 English Language and English Literature – Bespoke Revision

Students have now completed the full course content for both their GCSE English Language and English Literature examinations. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

Key exam information

English Language:

Exam board: Eduqas

Thursday 23 May - Component 1 - 20th Century Literature Reading and Creative Prose Writing – 1h 45m

Thursday 6 June- Component 2 - 19th and 21st Century Non-Fiction Reading and Transactional Writing – 2h

English Literature:

Exam board: AQA

Monday 13 May – Paper 1 – Shakespeare and the 19th-century novel – 1h 45m

Monday 20 May – Paper 2 – Modern texts and poetry – 2h 15m

Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics so that students complete short (20-40 minutes) and regular (3-5 times a week) revision.
- Suggested revision activities include: creating mind-maps, creating and using flash cards, reading and highlighting key information in revision guides, and completing past papers.
- Encouraging students to attend after school revision sessions every Wednesday.
- Ensuring all set homework is complete.

Recommended resources for revision

English Language:

- Access past papers on the exam board website: https://www.educas.co.uk/qualifications/english-language-gcse/#tab_pastpapers
- Watch YouTube revision videos for each component/paper:
 - Component 1 – https://www.youtube.com/watch?v=-bI7DjvE_JM
 - Component 2 - https://www.youtube.com/watch?v=IvYvAqAqBqe_A&list=PL-KLrIGjgyXchiIQ8UcTl6TxlP9zEmFb&index=6

English Literature:

- Access past papers on the exam board website: <https://www.aqa.org.uk/subjects/english>
- Visit Mr Bruff's YouTube channel and watch revision videos for *Macbeth*, *A Christmas Carol*, *An Inspector Calls* and all the poems from the Power and Conflict anthology: <https://www.youtube.com/@mrbruff>
- Visit BBC Bitesize to revise key characters, context, themes, and quotations from all the set texts - <https://www.bbc.co.uk/bitesize/examspecs/zxgncwx>
- Visit Mr Everything English's YouTube channel to revise key quotations for all the set texts - <https://www.youtube.com/@MrEverythingEnglish>

Y11 Geography Edexcel B–Bespoke Revision

Students studying towards GCSE Geography AQA examinations have completed the full course content, apart from the pre-release for Paper 3- Issue evaluation which will be released over Easter by the exam board and delivered in lessons over the first two weeks back after Easter. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

Key exam information

Exam board: AQA

Friday 17th May- Paper 1- Physical Environment ([Challenge of natural hazards](#), [The living world and Physical landscapes -Coasts and Rivers](#)) – 1hr 30min
Wednesday 5th June- Paper 2- Human Environment ([Urban Issues and Challenges](#), [Changing economic world](#), [The challenge of resource management](#)) – 1hr30min

Friday 14th June- Paper 3 Geographical Applications ([Issue Evaluation Pre-release and Geographical Skills-Fieldwork](#)) – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics can be found here: [AQA | GCSE | Geography | Specification at a glance](#)

Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for geography by completing practice questions, creating revision resources such as mind maps, flashcards or self-quizzing.
- Encouraging students to attend after school revision sessions every Wednesday (in N4)
- Ensuring all set homework is complete

Recommended resources for revision

- Using the past papers that we cover in lessons and can also be accessed on -
- Using **BBC Bitesize**: [GCSE Geography - AQA - BBC Bitesize](#)
- Using **Physics Maths Tutor**: [AQA GCSE Geography Revision \(physicsandmathstutor.com\)](#)
- Using **Physics Maths Tutor-Past Papers (AQA)**: [GCSE / IGCSE Geography Past Papers - PMT \(physicsandmathstutor.com\)](#)
- Using **Internet Geography**: [AQA GCSE Geography - Internet Geography](#)
- Students attending after school intervention will be able to use department revision guide and exam practice books with additional revision booklets and knowledge organisers.

Y11 GCSE History –Bespoke Revision

Students studying towards GCSE History examinations have now completed the full course content.

In lessons, students are revising the key information for each paper, and completing exam practice.

Key exam information

Exam board: Edexcel

18th May - Whitechapel and Crime and Punishment

7th June – Cold War and Elizabeth I

15th June – Civil Rights and Vietnam

Ways in which parents/carers can support

• Ensure your child is using the Revision Guides provided by their teachers to learn the key content by:

1. Completing Brian Dumps (then checking their answers, and filling in any gaps)
2. Testing themselves using Flash Cards
3. Writing, and taking, their own quizzes
4. Completing the Elaboration Maps
5. Planning out / or answering the exam questions on the back pages

Recommended resources for revision

- Using the Revision Guides all students have been given – these are also available on Teams
- Paper 1 - [Crime and punishment in Britain, c.1000 to the present day - GCSE History Revision - Edexcel - BBC Bitesize](#)
- Paper 2 / 3 (Cold War and Vietnam) - [The Cold War and Vietnam - GCSE History Revision - Edexcel - BBC Bitesize](#)
- Paper 2 (Elizabeth) - [Elizabeth I - GCSE History Revision - Edexcel - BBC Bitesize](#)
- Paper 3 – Civil Rights - https://www.youtube.com/watch?v=D2_o6fVJrBs&list=PL9bgSdxfgbwrfbNyTM_CH_gYDw1QaoTHJ

Y11 OCR GCSE Computer Science – Bespoke Revision

Students studying towards their GCSE Computer Science examinations have now completed the full course content listed on the specification. Learning in lessons is developing examination practice whilst identifying individual pupil's areas to develop using previous sample and real examination papers/teacher modelled mark schemes for both components.

Key exam information

Exam board: OCR

Wednesday 15th May - Component 1 (Computer systems) - non-Calculator – 1hr30min

Tuesday 21st May - Component 2 (Computational thinking, algorithms and programming) - non-Calculator – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics for both papers can be found here: <https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Each of the two components is worth 50% of the final grade awarded.

In Component 2, students may use either Flowcharts, Pseudocode, Exam Reference Language/High-Level such as Python in **Section A** however in **Section B**, algorithms must only be written in Exam Reference Language/High-Level such as Python.

Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (1-3 times a week) revision.
- Supporting students to identify their examination dates and help to prioritise Computer Science revision when no other subject exam is closest to the present day.
- Ask students to show you their component 1 and 2 knowledge organisers, questions can then be posed verbally for students to answer such as definitions of key terms for component 1.
- Ensuring all past exam papers are reflected upon, enabling any questions of difficulty to be identified. Students can then email wilkinson_d@ridgewoodschool.co.uk for support on specific topics.
- Recommended resources listed such as short video playlists for topics can be viewed alongside students, allowing discussions to then take place on the information presented.

Recommended resources for revision

- Using the past papers for both components which are stored in pupil's examination folder.
- Using knowledge organisers for both component 1 and 2.
- View the OCR J277 Computer Science playlist (search tool for topics that require further support). [1. OCR GCSE \(J277\) 1.1 The purpose of the CPU - The fetch-execute cycle \(youtube.com\)](#)
- Use exam board related external sites only such as [OCR GCSE Topic List](#) | [CSNewbs](#) or [GCSE Computer Science - OCR - BBC Bitesize](#)
- Reflect on Y10 (component 1) and Y11 (component 2) OneNote pages which cover each topic taught in class.
- Complete OCR GCSE Computer Science content online. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

Y11 Foundation Maths – Bespoke Revision

Students studying towards GCSE Foundation Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

Key exam information

Exam board: OCR

Thursday 16th May- Paper 1- Calculator – 1hr30min

Monday 3rd June- Paper 2- Non-Calculator – 1hr30min

Monday 10th June- Paper 3- Calculator – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics can be found here: <https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Foundation-Checklist-1.pdf>

This year students are provided with a formulae sheet: <https://www.ocr.org.uk/Images/673234-foundation-tier-formulae-sheet.pdf>

Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working
- Encouraging students to attend after school revision sessions every Thursday
- Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out
- Ensuring all set homework is complete

Recommended resources for revision

- Using the past papers that we send students home with once a week
- Using <https://corbettmaths.com/5-a-day/gcse/> to complete 'little and often' revision (choose Numeracy, Foundation or Foundation Plus)
- Using <https://www.mathsgenie.co.uk/papers.html> to access past papers (any exam board is applicable)
- Using <https://corbettmaths.com/2019/04/01/gcse-practice-papers/> to access practice papers
- Using [Corbett Maths](#) for extra support videos and work on topics
- Using [Maths Genie](#) for exam questions, videos and solution on the topics
- Using [Sparx Maths](#) to complete homework and access further revision

Y11 Higher Maths –Bespoke Revision

Students studying towards GCSE Higher Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

Key exam information

Exam board: OCR

Thursday 16th May- Paper 1- Calculator – 1hr30min

Monday 3rd June- Paper 2- Non-Calculator – 1hr30min

Monday 10th June- Paper 3- Calculator – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics can be found here: <https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Higher-Checklist.pdf>

This year students are provided with a formulae sheet: <https://www.ocr.org.uk/images/673235-higher-tier-formulae-sheet.pdf>

Ways in which parents/carers can support

- Encourage 'little and often revision'- spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working
- Encouraging students to attend after school revision sessions every Thursday
- Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out
- Ensuring all set homework is complete

Recommended resources for revision

- Using the past papers that we send students home with once a week
- Using <https://corbettmaths.com/5-a-day/gcse/> to complete 'little and often' revision (choose Foundation Plus, Higher or Higher Plus)
- Using <https://www.mathsgenie.co.uk/papers.html> to access past papers (any exam board is applicable)
- Using <https://corbettmaths.com/2019/04/01/gcse-practice-papers/> to access practice papers
- Using [Corbett Maths](#) for extra support videos and work on topics
- Using [Maths Genie](#) for exam questions, videos and solution on the topics
- Using [Sparx Maths](#) to complete homework and access further revision

Topic Number: 5 – revision

		My studies	
Prior Learning		Current Learning	Subsequent Learning
Students have now studied all topics on the GCSE specification. This half term will focus on revising all previous topics.		This half term students will take their speaking exam. The lessons prior to the exam will focus on speaking skills and important vocabulary for the exam. They will also revise key grammar and general vocabulary from throughout the course in preparation for this speaking exam. Following the speaking exam, revision of each of the main topics will continue, with more of a focus on the other skills (reading, writing and listening).	Students will sit their GCSE exams in the next term, so revision will continue and there will be an emphasis on exams skills/techniques. Classes will focus on improving grammar and writing skills, as well as practising vocabulary and completing practice exam papers
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning
Week 1	Speaking preparation	<ul style="list-style-type: none"> Je crois que = I believe that Autant que je sache = as far as I know À mon avis = in my opinion Il me semble que – it seems to me Je dirais que = I would say that D'un part = on the one hand D'autre part = on the other hand Au premier plan = in the foreground Il fait beau = it's nice weather Il pleut = it rains Je peux voir = I can see Dans la photo/sur l'image = in the photo La photo montre = the photo shows 	<p>Ways in which parents/carers can support</p> <ul style="list-style-type: none"> To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. Borrowing French DVDs or books from the library or watching films in French on Netflix Helping students to practise vocabulary each week in preparation for a vocabulary test
Week 2	Speaking preparation/exams		
Week 3	Revision		
Week 4	Revision		
Week 5	Revision		
Week 6	Revision		

Music Technology Y11 – HT5 Preparation for written exam assessment

Music Technology Y11 – HT5 Preparation for written exam assessment			
<p>Prior Learning</p> <p>This period ends your synoptic assessment window and you begin to revise for your written examination in June.</p> <p>You will combine your learning from the 5 units that you have studied across Year 10 and Year 11.</p> <ol style="list-style-type: none"> 1: Introduction to music technology and the music business 2: The digital audio workstation 3: Music elements, music styles and music technology 4: Sound creation 5: Multitrack recording 	<p>Current Learning</p> <p>The exam will contribute 40% towards the overall qualification grade and therefore it is important that you prepare by revising all of the content from Units 1-5 and completing past papers.</p> <p>In lessons we will be going through all unit content, practicing short and extended questions responses and improving our analytical listening skills in readiness for the examination.</p>	<p>Subsequent Learning</p> <p>You can continue to study for this qualification at post 16.</p>	
<p>Lesson Sequencing</p> <p>Lessons will be sequenced so we focus on a topic area each week and this will include working through 1 mark questions, 2 mark questions and extended 4,6,9 and 12 mark questions.</p>	<p>Tier 3 Vocabulary</p> <p>Development of music technology</p> <p>Music business</p> <p>DAW software functions</p> <p>Musical elements</p> <p>Musical style</p> <p>Sound creation</p> <p>Multitrack recording</p>	<p>Extended learning</p> <p>Access your Teams account and the lesson material to refresh your understanding of key terminology.</p> <p>Access the Knowledge Organisers for each topic.</p> <p>Work through the past paper questions on Teams</p>	<p>Ways in which parents/carers can support</p> <p>Support your child's progress by:</p> <p>Encouraging your child to attend the revision sessions on Thursday from 3-4pm</p> <p>Encouraging your child to revise using the Teams resources and past paper materials</p> <p>Accessing <u>Focus on Sound</u> and then log on using their Microsoft Teams account.</p>

		<p>and the paper copies we have provided.</p> <p>Access the WAGOLLS and WABOLLS to understand how to achieve higher band responses for extended questions.</p>	<p>Accessing their Microsoft Teams for directed exercises on current topics</p>
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Music GCSE Y11 – Listening preparation HT5 and 6

Prior Learning	Current Learning	Subsequent Learning
<p>You have continually been introduced to unfamiliar music and explored musical elements and you will continue to develop your analytical skills in preparation for your listening exam.</p> <p>You will also revisit the content for the section B study pieces and practice past paper questions on this content.</p> <p>Lesson Sequencing</p> <p>The lessons are now sequenced in preparation for the GCSE listening exam.</p>	<p>Tier 3 Vocabulary</p> <ul style="list-style-type: none"> • Articulation • Dynamics • Harmony • Melody • Rhythm and Metre • Structure • Texture • Timbre/ Sonority 	<p>Ways in which parents/carers can support</p> <p>Support your child's progress through:</p> <p>Practicing past papers and preparing flashcards with keyword vocabulary recall.</p> <p>Focus on Sound and then log on using their Microsoft Teams account.</p> <p>Accessing their Microsoft Teams for directed exercises on current topics.</p>
	<p>The focus is finalizing your understanding of the Areas of Study.</p> <p>You will complete workshops which will embed your knowledge and recall of the musical elements.</p> <p>You will complete melodic and rhythmic dictation exercises.</p> <p>You will practice past paper questions including your extended questions.</p>	
	<p>Extended learning</p> <p>Complete the weekly homework set on keywords and past paper questions.</p> <p>You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account.</p> <p>Alternative reading opportunities:</p> <p>AQA GCSE Music Revision Guide</p> <p>AQA GCSE Music Study Guide</p> <p>AQA GCSE Music Listening Guide</p>	

KS4 Learning Map

Topic: Alternative Games

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

KS4 Learning Map

Topic: Boys' Games

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

KS4 Learning Map

Topic: Dance Fitness

		Pathway: Dance fitness	
<p>Prior Learning: Students have completed units of work in KS3 which focused on the learning of techniques and skills the students have used to choreograph a phrase into their routines using key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.</p>		<p>Current Learning: Students will be perform a variety of dance styles through dance and fitness. They will develop their choreography skills to perform as a group/or individual in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine their ability to observe performances and give constructive feedback.</p>	<p>Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind through the medium of dance and dance related practice. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.</p>
<p>Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,</p>			
<p>Lesson Sequencing – Each unit will follow a similar sequence</p>		<p>Tier 3 Vocabulary</p>	<p>Extended Reading</p>
Lesson 1	Introduction to the method and teaching of key skills needed	Cardiovascular Muscular Skeletal Respiratory Heart rate Anaerobic Aerobic Target zones Time under tension	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis
Lesson 2	Development of key teaching aspects		
Lesson 3	Opportunity to develop and create own routines or personalise training		
Lesson 4	Opportunity to develop and create own routines or personalise training		
Lesson 5	Reflect upon training and ideas for further development		
		<p>Ways in which parents/carers can support</p> <ul style="list-style-type: none"> - Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions. 	

KS4 Learning Map

Topic: Fitness

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

KS4 Learning Map

Topic: Girls' Games

		Pathway: Girls' games	
<p>Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.</p>		<p>Current Learning: Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.</p>	<p>Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.</p>
<p>Units covered over the year: basketball, football, netball, dodgeball, handball, rounders</p>			
<p>Lesson Sequencing – Each unit will follow a similar sequence</p>		<p>Tier 3 Vocabulary</p> <p>Analysis Attack Defence Formation Official Tactics Umpire</p>	<p>Wider Reading Opportunities</p> <p>1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis</p>
Lesson 1	Recap of skills learnt at KS3 through game play		<p>Ways in which parents/carers can support</p> <ul style="list-style-type: none"> - Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Recap of skills learnt at KS3 through game play		
Lesson 3	Game play to introduce and revisit tactics		
Lesson 4	Game play to introduce and revisit tactics		
Lesson 5	Student led competition		

Topic Number: 3/4

		Relationships		
		Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>Prior Learning</p> <p>This topic builds on: Work that you have looked at in year 10 understanding a healthy relationship and what the law says. You will continue to improve your knowledge and understanding of what a relationship looks like if it is healthy and how to get support and help in a situation where you may be put at risk.</p>		<p>In this topic you will learn: Important information on what is meant by the term consent, including how to ensure consent is given and what to do if it is not. What is meant by sexual health and dispel any myths that are associated with reproductive health. This topic will allow you to deepen your understanding on sexual and reproductive health and the signs and symptoms of different conditions. You will discuss the different strategies/support systems a person can use to help through difficult times and where they can access help and advice.</p>	<p>This topic will prepare you for: The changes that happen in the body and ensure you know how to deal and manage with them to keep healthy and safe beyond Ridgewood School. This topic will equip you with strategies that you could turn to in a difficult time to help through stressful situations and give you the knowledge to identify symptoms of sexual health conditions. You will also develop your knowledge on where support can be sought. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Sexual Assault and the Law	Consent	<p>You can use independent study opportunities to engage with the following websites about healthy bodies and self-screening.</p> <p>Sexual Health Service 4 Doncaster Sexual Health service (sexualhealthservices4doncaster.co.uk)</p> <p>Breast Self-Exam - National Breast Cancer Foundation</p> <p>Testicular self-examination: Frequently asked questions CUH</p>	<p>Explore the websites such as the NHS to help understand how to self-screen for breast and testicular cancer.</p> <p>Discuss the different things that may impact reproductive health and the importance of accessing professional advice and support if needed and where this can be found.</p>
Lesson 2	Consent	Infertility		
Lesson 3	Reproductive health	Oestrogen		
Lesson 4	Alcohol and Sex	Menstruation		
Lesson 5	Self-Screening	Sperm count		
Lesson 6	Assessment	Reproductive System Testicles Benign		



Year 11 Learning Map

Christian Practices			
<p>Prior Learning This topic builds on your knowledge base from Year 10 when you studied Christian beliefs using your knowledge of the different forms of Christianity to help you understand the different way in which Christians practice their religion.</p> <p>You will build on key terms and concepts you have already learnt such as Nature of God, Resurrection, Last Supper and Atonement explaining how religious belief influences religious practice.</p> <p>Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to the different ways in which Christians practice their religion.</p>	<p>Current Learning In this topic you will learn about a variety of Christian practices from Christianity including how different denominations may practice differently.</p> <p>You will be introduced to a number of key Christian practices such as different sacraments, prayer and worship and how Christians celebrate festivals. This learning will be underpinned by the beliefs you have previously studied and you will apply these beliefs to the different practices.</p> <p>You will also work on your skills of evaluation and debate by discussing whether or not these Buddhist practices and beliefs are still relevant in the 21st century. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.</p>	<p>Subsequent Learning This topic will initially introduce you to key Christian practices which can then be applied to many other moral issues throughout RE in Key Stage 4 such as Medical Ethics, and War and Crime; as a contrast to other religions such as Buddhism.</p> <p>It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>In addition, this topic will help you to prepare for GCSE RE examinations as for this you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic.</p> <p>Fully understanding the religion of Christianity both beliefs and practices and how they fit together will give you a better knowledge and then basis for revision in preparation for your upcoming exams.</p>	<p>Ways in which parents/carers can support Watching clips and discussing articles on BBC religions will help develop an understanding of Christianity and its main beliefs</p> <p>Extended Learning You can use independent study opportunities to engage with the following websites relating to Christian Practices: Sacraments in Christianity: Sacraments - Ways of Christian living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize Pilgrimage in Christianity Pilgrimage - Practices in Christianity - GCSE Religious Studies Revision - OCR - BBC Bitesize</p>
<p>Lesson Sequencing</p> <ol style="list-style-type: none"> Types of worship Prayer Sacraments Holy communion Pilgrimage Festivals Role of the Church Mission and Evangelism Church growth Working for reconciliation Persecution Poverty 	<p>Tier 3 Vocabulary</p> <p>Liturgical Non – Liturgical Eucharist Holy Communion Baptism Evangelism Pilgrimage Sacrament Persecution Rosary</p>		

Y11 Biology – Bespoke Revision

Students studying towards GCSE Biology or GCSE combined science examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

Ways in which parents/carers can support

You can support your child's progress through:

- Encouraging students to attend after school revision sessions
- Using Educake so students can set themselves quizzes on the topics that have been covered recently in lessons.
- Using GCSEpod to watch tutorial videos and answer questions on the topics that have been covered recently in lessons.
- Using <https://www.savemyexams.co.uk/gcse/biology/aqa/18/revision-notes/> to create revision resources from.
- Use revision guides and workbooks to support revision at home.

Y11 Chemistry – Bespoke Revision

Students studying towards GCSE Biology or GCSE combined science examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

Ways in which parents/carers can support

You can support your child's progress through:

- Encouraging students to attend after school revision sessions
- Using Educake so students can set themselves quizzes on the topics that have been covered recently in lessons.
- Using GCSEpod to watch tutorial videos and answer questions on the topics that have been covered recently in lessons.
- Using <https://www.savemyexams.co.uk/gcse/biology/aqa/18/revision-notes/> to create revision resources from.
- Use revision guides and workbooks to support revision at home.

Y11 Physics – Bespoke Revision

Students studying towards GCSE Biology or GCSE combined science examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

Ways in which parents/carers can support

You can support your child's progress through:

- Encouraging students to attend after school revision sessions
- Using Educake so students can set themselves quizzes on the topics that have been covered recently in lessons.
- Using GCSEpod to watch tutorial videos and answer questions on the topics that have been covered recently in lessons.
- Using <https://www.savemyexams.co.uk/gcse/biology/aga/18/revision-notes/> to create revision resources from.
- Use revision guides and workbooks to support revision at home.

Y11 Sports Science – Bespoke Revision

Students studying OCR Cambridge National Sports Science have now completed all content for the exam and all coursework should have been submitted. Learning in lessons is bespoke revision/coursework based on each student's needs chosen by the class teacher, using the tracker to establish what needs to be focused on for each lesson. For those completing revision for the exam, it will be from previous mock and in-class assessments.

Key exam information

Exam board: OCR

R181: Some students are completing improvements for R181 to resubmit.




R183: Some students need to finish off coursework improvements.

FINAL COURSEWORK DEADLINE: 10th May

R180: Exam Revision FINAL EXAM R180: 20th May

All students have access to The PE Classroom and are encouraged to work through the unit quizzes and exam questions weekly.

[My Account](#) – [The PE Classroom](#) - Students need to log in and access the below resources from Cambridge National Sports Science. R180: Topic 1 – 5.

EXAMINATOR  Quizzes  Quick Fire  Videos  My Exams

Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (2-3 times a week)
- Encouraging students to attend after school revision sessions on Friday.
- Checking your child's work and questioning them using their revision guide.
- Ensuring all set homework is complete.

Recommended resources for revision

- My Revision Notes: Cambridge National Level 1/2 Sport Science.
- Cambridge National in Sport Science Student Book with Digital Access: Level 1/Level 2 (Cambridge Nationals)
- The PE Classroom Online Platform
- My revision notes work booklet given to students to complete.

Year 11 Engineering



KS4 Learning Map

Term: Half Term 5

Year 11- OCR Engineering Design		
Lesson Sequencing	Tier 3 Vocabulary (exam)	Extend Learning
<p>Unit R038: Principles of engineering design (Do Now Revision Recall) In this unit, you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. You will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. You will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods</p>	<p>Unit R040: Design evaluation and modelling Designers need an understanding of how products are manufactured to ensure that their ideas can be produced effectively. Analysing how products are made can help to inform designs, and it can be useful to disassemble existing products to discover how they function and how they were manufactured. You will learn how designers can quickly create and test models to develop a prototype of a design. You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. You will also develop your physical modelling skills to produce a physical prototype.</p>	<p>Parental Support Buy the following book Cambridge National in Engineering Design... by Reet, Claire (amazon.co.uk)</p> <p>Use the revision folders to test your child on the different exam topics</p>
<p>Lesson 1 -6</p> <p>Lesson 7- 11</p> <p>R040- Improvements</p> <p>Exam Revision</p> <p>GCSE Exam on the 9th May</p>	<p>Abbreviations (drawings) Mechanical features (on drawings) CAD (advantages and limitations of) Market pull Technology push Legislation Free hand sketching Orthographic drawings Exploded view drawings Flow Charts Block Diagrams Circuit Diagram Working Drawings Standard drawing conventions Tolerances Projection Lines Linear Measurement Diameter</p>	<p>Technology push – Invention and Innovation - OpenLearn (open.edu) UK law on the design and supply of products –</p> <p>Work equipment and machinery (hse.gov.uk)</p> <p>Planned Obsolescence Sucks. Here's Why It Still Exists - YouTube (c.10 min video)</p> <p>6Rs - Practical Action (practicalaction.org)</p>



Y11Construction

KS4 Learning Map

Term: Half Term 5

Year 11- Construction			
Lesson Sequencing	Tier 3 Vocabulary (exam)	Extended Learning	Ways in which parents/carers can support
<p>Unit 1 - Exam</p> <p>There are many different types of buildings we can construct and occupy across the UK. This component will initially examine the different forms of construction that can be used for low-rise (up to 5.2 metres in height) offices, retail units and homes. The use of prefabrication to construct buildings is now a sustainable method used to build quickly and reduce damage to the environment. You will examine the modern methods of construction that rely heavily on offsite prefabrication, which benefits the environment sustainably</p>			
<p>Lesson 1- Unit 1 revision</p> <p>6</p>	<p>timber framing use</p> <p>platform frames</p> <p>position of insulation</p> <p>vapour/moisture barriers</p> <p>position of sheathing and breather</p> <p>membrane on panels</p> <p>bunded fuel storage</p> <p>waste segregation</p> <p>wheel cleaning</p> <p>road cleaning</p> <p>connection binder detail</p>	<p>Understand the different exam terms</p> <p>Describe- To give an account of something. Do not need to include a justification or reason</p> <p>Discuss- Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate</p> <p>Explain- Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point. Where used, a third point is a further expansion of the justification/ explanation</p> <p>Label- Label the diagram and state what each [feature/ component /detail] is.</p>	<p>Ensure students complete revision for tests and exam</p> <p>Involve students with any DIY work taking place in the home.</p> <p>Watch Grand Designs- discuss the different materials used in the construction and why they have been picked.</p>
<p>GCSE Exam on 7th May</p>			



KS4 Learning Map

WJEC Hospitality and Catering

Term: Half Term 5

Year 11- Hospitality & Catering

Unit 1

Aim and purpose:

The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

Current Learning






Learning the content and revising unit one ready for external exam in June 2024. Pupils will get the results from their January exam during this term. If pupils research their target grade, they will be able to compete independent revision in these lessons. Pupils who do not achieve will spend these lessons preparing for the resit exam. The topics covered will depend on which class your child is in and how the class performed in the external exam. Topics will be selected from course specification exam and re-visited.

Lesson Sequencing

Tier 3 Vocabulary (Unit 2)

Extended Learning

Ways in which parents/carers can support

<p>Lessons 1- 18: Targeted revision for those students who are resitting the exam.</p> <p>Other students will use this lesson time to revise independently for other subjects.</p> <p>GCSE Exam- June 20th 2024</p>	<p>Unit 1</p> <p>Describe- Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail</p> <p>State- Express clearly and briefly</p> <p>Explain/Clarify - Provide details and reasons for how and why something is the way it is. Give reasons, make (an idea or situation) clear by describing it in more detail</p> <p>Record -Obtain and store data and information</p> <p>Compare -Identify and comment on/explain similarities and differences</p> <p>Discuss- Examine an issue in detail in a structured way, taking into account different ideas</p> <p>Justify- Show or prove something to be right</p>	<p><u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books</u></p> <p><u>Conditions needed for bacterial growth - Food safety – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u></p>  <p><u>Food safety advice when purchasing food - Food safety 2 – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u></p> 	<p>Some sections of BBC bitesize have content in common with our specification so can be used for extra revision.</p> <p><u>GCSE Hospitality (CCEA) - BBC Bitesize</u></p>  <p><u>Introduction - Food allergy and food intolerance – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u></p>  <p><u>Mandatory and voluntary information - Food labelling – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u></p> 
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