



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 1



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 1

Dear parent/carers,

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 key vocabulary lists 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.

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, 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 to you 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,

Nicola Watson

Deputy Headteacher

Year 8 Learning Map

HT1

Pop Art 1				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on students understanding of how everyday life can affect themes within Art. Students will learn to develop their colour knowledge, drawing and use of materials and techniques.		In this topic you will learn about the Art movement Pop Art, its key practitioners and how they worked. You will experiment with techniques they used and apply your knowledge to create a personal response.	This topic will prepare you for understanding how to create a final piece by layering your knowledge of individual artists in the movement in creating one outcome.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Pop Art Movement Page	Abstract Consumerism Culture Develop Experimentation Mass media Materials Mundane Observational Pop-Popular Vibrant	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 together: https://www.wikiart.org/en/artists-by-art-movement/pop-art/#resultType:masonry Read the information and find alternative artists than those covered in lessons.	Visit Leeds/ Doncaster Art Galleries and recognise how popular culture has affected subject matter in the Art works. Create drawings of the work to add to your sketch books.
Week 2	Pop Movement Page			
Week 3	Pop Movement Page			
Week 4	Jasper Johns Abstraction Letters			
Week 5	Jasper Johns Abstraction Letters			
Week 6	Observed Drawing			
Week 7	Observed Drawing			
Week 8	Developments and Experiments			

Drama

Year 8 Learning Map

Topic Number: 1

Masks				
Prior Learning	Current Learning	Subsequent 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 Silent Movies and the non-verbal communication you applied in the Darkwood Manor project.	In this topic you will learn about the key features of the performance style and will explore some of these key features and apply these to short performances, incorporating key features of this style. You will develop key terminology linked to this performance style and independently apply the key features to masked characters to create effective performances. 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 our ability to communicate a message to the audience.	This topic will prepare you for further performance style exploration in Y9 where we explore John Godber and Physical Theatre. It will equip you with the skills to be successful at future exploration and the application of performance styles and social/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.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1: Laban Efforts: Creating a character	Laban Efforts Movement Exaggeration Characterisation Body Language Gesture Passing The Focus Tragedy Pause Non-Verbal Communication Proxemics	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: • All About Theatre – National Theatre • Mask and Performance in Greek Tragedy: From Ancient Festival to Modern Experimentation – David Wiles • The Mask Handbook: A Practical Guide – Toby Wilscher	The Trestle Theatre Company, who provided the masks used at Ridgewood, have a website with a wealth of information, including Trestle Theatre productions, workshops and recent projects and collaborations. Use this link below to access this information. https://www.trestle.org.uk/ 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/	
Lesson 2: Rules of mask work				
Lesson 3: Use of music to create a storyline				
Lesson 4& 5: Using masks to create emotion in a tragedy scene – development				
Lesson 5&6: Using masks to create emotion in a tragedy scene – Rehearsals				

English

Topic Number 1

Year 8 Learning Map HT1

The Woman in Black				
Prior Learning		Current Learning	Subsequent Learning	Parental/carer support:
This topic builds on comprehension skills. In Year 7, you will have chosen evidence and demonstrated understanding of meaning. It will also help you to develop the skill of text analysis that you developed during the Ghost Boys, Shakespearean Villains, and Poetry from other cultures units in Year 7.		In this topic you will learn how to effectively analyse plot, characters, themes, and language within a novel. You will learn how to select relevant quotes to support your written work in order to further your skills ready for GCSE topics.	This topic will prepare you for further text analysis in Year 8 as part of the Gothic Horror unit. It will also equip you with the skills to be successful in your study of 19 th Century Novel Language Analysis unit in Year 9.	
Furthermore, this topic will enhance the skills of fiction writing using ambitious vocabulary and ideas of gothic fiction stories as stimuli.		This topic will enhance your understanding of text analysis, and your ability to produce narrative writing using specific themes as a starting point.	You will be required to demonstrate the ability to analyse texts across your English Language and English Literature exams in Key Stage 4 and this unit will be particularly important to supporting your preparation for English Language Paper 1 Section A – exploration of a fiction text – and English Literature Paper 1, 19 th Century Novel ‘A Christmas Carol’. In particular, contextual knowledge of Victorian ghost stories will prepare them for ACC.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1: Introduction to Ghost Stories	Week 6: Considering the use of dialogue and reading chapter 8 MOCK ASSESSMENT WEEK	Spelling homework will be set weekly on the following tier 3 words: Protagonist, Foreshadowing, Metaphor, Simile, Novella, Pathetic fallacy, Personification, Dramatic irony, Motif, Tension, Verb, Adjective as well as the following tier 2 words: Sensory, Author, Vulnerable, Mourning, Agitated, Ominous, Evasive, Superstition, Supernatural, Science, Immediately, Panicked Pupils will also learn the definitions and how to apply them.	You can engage with the activities on Bedrock Reader which is an engaging and supportive platform in which pupils develop their reading and literacy skills. Log in using ‘Microsoft 365’ Digital Literacy Curriculum Bedrock Learning	
Week 2: Reading Chapters 1 and 2. Analysing Foreshadowing	Week 7: Reading chapters 9 and 10			- Jane Eyre - A Christmas Carol - Turn of the Screw Watch the film version of The Woman in Black with Daniel Radcliffe. Have a spooky ‘ghost story night’ and tell scary tales to each other. Go on a ghost tour. Watch a Victorian documentary.
Week 3: Analysing pathetic fallacy and reading chapters 3 and 4	Week 8: Improving our mock using feedback and reading chapter 11			
Week 4: Independent writing practice and reading chapter 5	Week 9: Finishing the book			
Week 5: reading chapters 6 and 7, and looking at use of sensory language	Revision lesson: One lesson of revision before the final assessment in the middle of December			

Topic Number: 1

Climate Change									
Prior Learning		Current Learning			Subsequent Learning				
This topic will build on learning in Y7 weather and climate and global biomes (deserts). It also builds further on the knowledge accumulated in Y7 HT4 Exhausted Resources topic and builds on concepts in the Glaciers topic.		This SOW will ultimately help students in deciding a future as a Geographer; our intent is to encompass all aspects of the Y8 SOL and allow students to use data, statistics, and facts to tackle an issue. The issue will involve themes specifically related to a country and its natural resources and the impacts of using those resources. The decision will focus on the future of that country and its possible choices that will affect people and the environmental globally and locally. This skill is important as students use decision making in all aspects of life and encourage them to question any choice they make or that others make too.			Students will use the skills and knowledge obtained in this SOL in the final HT6 topic of decision making. Climate change is linked and integral to most topics in Geography and will be a useful base for exploring topics such as tropical storms, development and sustainable futures in Y9.				
Lesson Sequencing		Tier 3 Vocabulary			Extended Learning			Ways in which parents/carers can support	
Lesson 1	What's happening to our global climate?	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement
Lesson 2	Before humans, what caused climate change?	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement
Lesson 3	What is the greenhouse effect?	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement
Lesson 4	How are humans causing climate change?	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement
Lesson 5	How is climate change affecting where we live?	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement
Lesson 6	How is climate change affecting Africa?	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement
Lesson 7	What are our leaders going to do?	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement
Lesson 8	What is the future for our climate?	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement
Lesson 9	Who is to blame - Writing	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement
Lesson 10	Adaptation- Sea level/Farming	• Climate	• Climate change	• Desertification	• Enhanced Greenhouse Effect	• Global warming	• Greenhouse Effect	• Greenhouse Gas	• International Agreement

Year 8 Learning Map

Topic Number: 1

The Weimar Republic					
Prior Learning	Current Learning		Subsequent Learning		
This topic builds on the content you learned when you studied the First World War, 1914-1918 in Year 7. It also builds upon your chronological understanding of European History. Finally, it continues to develop the source skills you have been learning throughout your time in Key Stage 3.	In this topic you will learn about the social, political and economic consequences of war upon Germany. You will discover the impact the war had on the country and see how Germany evolved and transformed itself under new leadership in the 1920s. This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master making inferences from sources and critically consider their provenance.		This topic will prepare you for future learning about Hitler's rise to power as you will understand the social, political and economic situation pre-1933. It will also equip you with the skills to be successful in your exams in Key Stage 4 as Paper 3 is a predominantly source-based paper. Finally, one part of the Key Stage 5 course looks at the Weimar Republic, so this topic will prepare you for that.		
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support		
1 – How did the war affect Germany?	Freikorps	This is an engaging, classic piece of fiction:	You could watch the following documentary with your son/daughter:		
2 – What was the impact of the Treaty of Versailles?	Hyperinflation	1984 by George Orwell	Babylon Berlin on Netflix		
3 – What were the consequences of hyperinflation?	Provenance	These are challenging, but fascinating reads:	You could read, watch and discuss the information on this website:		
4 – What challenges did the Weimar Republic face?	Putsch	<i>Weimar Germany: Promise and Tragedy</i> by Eric Weitz	https://www.bbc.co.uk/bitesize/guides/zpctyrd/revision/1		
5 – How did Weimar culture develop during the Golden Age?	Reparations	<i>Little Man, What Now?</i> by Hans Fallada			
6 – How did Weimar society develop during the Golden Age?	Republic				
	Spartacist				
	Treaty				

Topic Number: 1

Digital Graphics				
Prior Learning		Current Learning		Subsequent Learning
This topic builds upon many of the skills developed in ICT throughout Year 7 by using different pieces of software. You will be developing transferable skills such as importing images, working online and exporting products.		In this unit you will learn the necessary skills to create an advertising product containing mixed media using Canva. You will learn the importance of creating products for a particular purpose and audience and how needs may differ. You will learn how to use photoshop software to edit images and create a mood board of ideas for a client. Your final product will combine these skills to create a media product for a client.		This unit provides some of the theory covered at KS4 in both computer science and iMedia. This includes units on data representation in computer systems and working to a client brief.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Purpose and audience	Assets Bitmap Brief Colour theory Digital Editing Lasso Magic Wand Mood board Pixel Resolution Selection Toolbar Vector	You can practise editing and manipulating graphics using Pixlr . There are also many other free online image editors, such as Photopea , which has an interface similar to Adobe Photoshop. Photoshop Essentials contains a wide range of tutorials if you wish to develop your image editing skills further. During lessons, you will also be provided with links to additional learning resources and may wish to continue developing your media product at home.	BBC Bitesize covers many of the theory elements of this unit at https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zcjs3qt#z4qfb7h Pupils may bring in their own images for use in their media product. They can email any suitable images to their school email address.
Lesson 2	Vector and Bitmap			
Lesson 3	Photoshop Skills			
Lesson 4	Brief and Mood board			
Lesson 5	Media Creation			
Lesson 6	Media Creation			
Lesson 7	Assessment			

MATHS

HT1

Year 8 Learning Map

Algebra Part 2				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the skills you developed in Year 7 when manipulating algebraic expressions.	In this unit, you will learn how to solve equations. You will then apply these skills to sequences and make links between equations and graphs.	This topic will enable you to apply your algebra skills to a range of AO3 problem-solving questions, including those involving angles, area and perimeter.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order that is most effective for the class's needs: - Recap substitution into expressions. - Use function machines. - Solve linear equations (one-step, two-step and multi-step). - Continue sequences and generate terms using the nth term. - Find the nth term of a sequence. - Plot coordinates. - Plot straight-line graphs using linear equations.	Solve Solution Substitution Variable	All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set. Wider reading: - The Code Book by Simon Singh - Mathematics: The New Golden Age by Keith Devlin	Support your child's progress through: <u>MathsWatch</u>- to complete homework and access further revision. <u>Corbett Maths</u> - for extra support videos and work on the topics stated. KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	

Year 8 Learning Map

Hip-Hop and Rap			
Prior Learning	Current Learning	Subsequent Learning	
The topic builds on your understanding of popular music from the 1960s - current day. This topic builds on your understanding of working on a Digital Audio Workstation. This topic also builds on your understanding of the musical elements of melody and rhythm.	In this topic, you will develop your contextual and musical understanding of Hip-Hop and a key feature of this style, Rap. You will listen and analyse this style of music. Additionally, you will develop your vocal performance through composing your own rap. Finally, you will enhance your compositional skills in a Digital Audio Workstation by creating a backing track and recording your vocal rap.	This topic will support your skills working within a Digital Audio Workstation. You will become more confident to compose using a Digital Audio Workstation which will be useful if you want to opt for Music Technology at GCSE level. Furthermore, you will enhance your knowledge of Popular styles to support your understanding at GCSE level. Finally, you will also improve your performance skills and you will be more confident to perform in front of other people.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Context of Hip-Hop and Rap	You have access to our subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account. Alternative reading opportunities: Engage in material by the BBC Hip-Hop, song that shook America Hip-Hop and Rap Revision guide provided by the BBC Useful link for creating rap rhyme schemes	You can support your child by jointly creating an electronic track together using free online software that is available to compose music. You can download: Garage band or search downloads called Audacity or EduBandlab. You can encourage your child to listen to a range of musical styles to broaden their musical taste. Great podcasts are available on BBC sounds.
Lesson 2	Creating a Breakbeat		
Lesson 3	Create a Melodic Sample		
Lesson 4	Development of Sample		
Lesson 5	Writing a Rap Workshop		
Lesson 6	Begin to Record Rap into a Track		
Lesson 7	Record Rap		
Lesson 8	Edit Audio and Dynamic Processing		
Lesson 9	Edit Audio and Dynamic Processing Continued		
Lesson 10	To Finalise our Project – Teacher Assessment		
Lesson 11	Complete the Listening Assessment		
Lesson 12	Showcase		

Year 8 PE Learning Map

Topic: All sports in Y8

Prior Learning		Current Learning	Subsequent Learning	
In Year 7, students developed the fundamental building blocks of movement through the themes of Connect; Body Control; Grappling, Balancing and Falling; Kicking, Shooting and Aiming; Throwing, Catching, Hitting and Aiming; Movement and Locomotion; Jumping and Landing; Rolling, Tumbling and Turning; Spatial Awareness; Creating and Responding; Music in Motion; and Maximal Effort. These fundamental skills now provide the foundation for applying movement effectively across a range of sports.		In Year 8, students build on the fundamental movement skills developed in Year 7 by applying them within a range of sporting contexts. Through activities including football, rugby, netball, hockey, badminton, basketball, handball, gymnastics, athletics, table tennis, pickleball, outdoor and adventurous activities, motion to music, indoor games, and strength and fitness, students refine their techniques, develop tactical awareness, and understand how movement skills transfer between different activities.	In Year 9, students build on these skills by selecting activities within grouped categories and developing greater tactical awareness, decision-making and personal strengths. They take increasing ownership of their learning and apply their movement skills more independently across a range of sporting contexts.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Connect	Why are communication, leadership and teamwork important across all sports?	Accuracy, Adaptation, Agility, Collaboration, Communication, Coordination, Decision-making, Precision, Resilience, Technique	Join a local sports club. Practise your skills at home. Watch elite performers in action. Read BBC Bitesize and National Governing Body resources.	Encourage regular physical activity. Support attendance at local sports clubs. Practise skills together. Discuss teamwork, tactics and resilience.
Body Control, Grappling, Balancing and Falling	How does body control improve movement and performance?			
Kicking, Shooting and Aiming	How can accuracy, power and technique improve performance?			
Throwing, Catching, Hitting and Aiming	How can object-control skills transfer between sports?			
Movement and Locomotion, Jumping and Landing	Why is efficient movement important in every sport?			
Rolling, Tumbling and Turning	How can control improve movement quality and confidence?			
Spatial Awareness	How does understanding space improve attacking and defending?			
Creating and responding	How can creativity and tactics improve performance?			
Music in Motion	How does rhythm improve movement and expression?			
Maximal Effort	Why are resilience and determination essential for improvement?			

Year 8 Learning Map

Topic Number: 1

Human Rights						
Prior Learning		Current Learning	Subsequent Learning		Ways in which parents/carers can support	
This topic builds on work you have studied in Religious Education and the work you completed in PSHCE in Year 7. It builds on your knowledge and understanding of the treatment of others and the laws that are in place to promote and ensure equality.		In this topic, you will learn about the Universal Declaration of Human Rights, why it was introduced, and how it affects you personally. You will develop an understanding of the rights and responsibilities associated with human rights and explore why these differ for children and young people compared with adults. You will develop the skills to reason, debate and form your own opinions while listening respectfully to the views of others to make informed judgements. This topic is important because it provides a foundation for understanding how to maintain a happy and healthy lifestyle from now through to adulthood.	This topic will prepare you for further learning in PSHCE and Religious Education through to the end of Year 11. It introduces key concepts such as equality, prejudice and discrimination, and explores how to recognise, challenge and prevent prejudice and discrimination towards yourself and others. You will develop the skills to reflect on your actions, understand that actions have consequences, and learn how to manage these positively. You will also begin to develop the skills needed to make informed judgements and present your ideas clearly, logically and coherently.		Discuss the creation of the Universal Declaration of Human Rights and why it was introduced. Explore accounts of life before it was adopted. Look at local and national news stories and discuss the differences in the lives of people whose human rights are protected compared with those whose rights are not.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning			
Lesson 1	What are Human Rights?	Declaration Discrimination Equality Human Rights Act Prejudice Rights United Nations Wellbeing	You can use independent study opportunities to engage with the following websites. Look at the information provided and how things have changed over time The Human Rights Act Equality and Human Rights Commission (equalityhumanrights.com) Universal Declaration of Human Rights United Nations			
Lesson 2	What is the Most Important Human Right?					
Lesson 3	Children's Human Rights L1					
Lesson 4	Children's Human Rights L2					
Lesson 5	Equality					
Lesson 6	Does Everyone Deserve Human Rights?					
Lesson 7	Assessment – Speech on The Importance of Human Rights.					

Year 8 Learning Map HT1

Buddhism				
Prior Learning This topic builds on the knowledge you developed in primary school, where you may already have learnt about Eastern religious traditions. This prior learning will help you develop a deeper understanding of different cultures and beliefs. You will build on key terms you have already learnt, such as atheist and theist, and compare and contrast Buddhism with other religious traditions, including Christianity. Throughout this topic, you will continue to develop your skills of explanation by selecting specific evidence from religious texts and other sources of authority to support your ideas. You will also further develop your skills of interpretation and analysis by exploring passages from religious texts and applying them to moral issues and religious beliefs.	Current Learning In this topic, you will learn about a variety of Buddhist beliefs and practices from both Mahayana and Theravada traditions. You will be introduced to key Buddhist teachings, including the Four Noble Truths and the Eightfold Path, and explore how these teachings influence the lives of Buddhists today. You will also develop your skills of evaluation and debate by considering whether these Buddhist beliefs and practices remain relevant in the twenty-first century.	Subsequent Learning This topic introduces you to key Buddhist teachings and practices that can be applied to many other moral issues studied throughout Religious Education in Key Stages 3 and 4, including Medical Ethics, War and Crime. It also provides a useful contrast with other religions, such as Christianity. Throughout the topic, you will continue to develop your skills of explanation and evaluation, which you will use throughout your time studying Religious Education at Ridgewood. In addition, this topic helps to prepare you for GCSE Religious Education in Key Stage 4, as Buddhism is one of the two religions studied for the GCSE course. You will develop the ability to analyse key religious quotations and texts and explain how they influence the beliefs and actions of religious believers—skills that are essential for success at GCSE and are introduced throughout this topic.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
1. Introduction to Buddhism 2. The Buddha's birth and his life of luxury 3. The Four Sights and Ascetic life 4. Meditation and Enlightenment 5. The Four Noble Truths 6. The Eightfold Path 7. The Three Marks of Existence 8. The Three Jewels 9. The 5 Precepts and The 6 Perfections	Ascetic Buddha Compassion (Karuna) Enlightenment Karma Luxury Meditation Monks Prophecy Suffering	In preparation for your assessments in RE your teacher will provide you with revision resources for you to complete and test yourself. In between these periods it is good practice to test yourself by writing and answering quiz style questions or completing brain dumps on your learning in RE. Wider Reading: You can use independent study opportunities to engage with wider reading using the following websites, articles and books about religious views relating to Buddhism: <u>Key Stage 3 – Buddhism – by Neil McKain</u> <u>Buddhism for beginners – including agnostic and secular Buddhism</u>	Watching films such as The Life of the Buddha (2007) together could help to raise students' understanding of Buddhist teachings and practices. You may want to put some of these Buddhist traditions into practice by attempting some guided mediation to experience first-hand what they learn about in school: https://www.youtube.com/watch?v=CvF9AEe-oZC	

Year 8 Learning Map

Topic Number: B1

B1- Respiration and photosynthesis				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on B3 from the Year 7 scheme of work, where students learned about reproduction in plants. It also builds on ideas from the KS2 curriculum, enabling students to develop their understanding of the conditions plants need to survive.		In this topic, you will learn how organisms release energy through aerobic and anaerobic respiration. You will be able to represent these processes using chemical equations. You will also learn how plants make their own food through photosynthesis. You will be able to represent this process using chemical equations.	This topic will prepare you for GCSE Biology, where you will study aerobic and anaerobic respiration in Topic B4. It will also support your learning about plant organs in Topic B2 and help you understand the factors affecting the rate of photosynthesis in Topic B3.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Aerobic respiration	Aerobic respiration Anaerobic respiration (fermentation) Chlorophyll Fertilisers Photosynthesis Stomata	All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. Wider reading: "Super Simple Biology" (DK) "Microbes: Discover an Unseen World" by Nicola Davies "The Sun's Secret Recipe: Plant Science for Kids" by Rosanne Ballast	Support students to access Carousel learning to complete their homework and independent study packs. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.
Lesson 2	Anaerobic respiration			
Lesson 3	Fermentation			
Lesson 4	Photosynthesis			
Lesson 5	Leaf structure			
Lesson 6	Adaptation of leaves			
Lesson 7	Starch testing			
Lesson 8	Changing conditions in photosynthesis			

Lesson 9	Investigating photosynthesis			
Lesson 10	Plant materials			
Lesson 11	Linking respiration and photosynthesis			

Year 8 Learning Map

Topic Number: B2

B2- Breathing and digestion							
Prior Learning		Current Learning	Subsequent Learning				
This topic builds on B2 from the Year 7 scheme of learning. Students have learned about cells and specialised cells. It also builds on the KS2 curriculum which teaches students about basic functions of the human digestive system, and the basis of a balanced diet.		In this topic, you will learn how the lungs are adapted to enable us to breathe efficiently. You will also study how each part of the human digestive system works to break down food and absorb the nutrients our bodies need.	This topic will prepare you for GCSE Biology, where you will study the structure and function of specialised cells in B1. It also links to B2, where you will learn about the enzymes involved in digestion. In addition, it will support your learning in B4, where you will study the body's response to exercise.				
Lesson Sequencing		Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can support		
Lesson 1	The lungs and breathing	Alveoli Bronchi	All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. Wider reading: "The Bacteria Book" by Steve Mould "Gut Garden: A Journey into the Wonderful World of Your Microbiome" by Katie Brosnan		Support students to access Carousel learning to complete their homework and independent study packs.		
Lesson 2	Gas exchange adaptations	Bronchioles Carbohydrates			KS3 Revision Guides and Workbooks are available on parent pay.		
Lesson 3	Models of the lungs	Diaphragm Dietary fibre					
Lesson 4	Lung capacity	Enzymes Lipids					
Lesson 5	Digestive system	Protein Small intestine					
Lesson 6	Enzyme action adaptations	Trachea (windpipe).					
Lesson 7	Balanced diet						
Lesson 8	Unbalanced diet						

Lesson 9	Circulatory system		"You Are What You Eat" (Science Comics) by Heather Alexander	
Lesson 10	The heart			
Lesson 11	Exercise			

Spanish



Year 8 Learning Map

Topic Number: 1

La comida: Food				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
Throughout Year 7, you learnt to express your opinions on a range of topics using the present tense. You will build on these skills in Year 8 by continuing to develop your use of opinions and verb conjugations in new topic areas.		In this topic, you will learn how to talk and write about food in Spanish. You will learn how to give your opinions about different foods, order food in a café, invite someone to a restaurant, and make a complaint in a restaurant. You will also learn about typical Spanish food and culture throughout this unit of work.	This topic will help you become a more confident speaker of Spanish, as the vocabulary and phrases you learn will be useful if you ever visit a Spanish-speaking country and eat in a restaurant. After this unit, you will move on to learning about holidays, so your knowledge of expressing opinions and structuring conversations will be essential for your future learning.	
Lesson Sequencing		Vocabulary	Extended learning	
Week 1	Foods	¿A qué hora? – at what time	Additional learning could focus on vocabulary learning for the topic. The following list has vocabulary linked to the topic. https://quizlet.com/gb/284929014/la-comida-flash-cards/?funnelUUID=15a17cf3-71ba-4d89-b3c9-2f84cba1cf08	
Week 2	Adjectives to describe food	El desayuno – breakfast		
Week 3	Mealtimes	La carne – meat		
Week 4	European Day of Languages	La cena – evening meal		
Week 5	Ordering in restaurant	La comida – food		
Week 6	Complaints and role plays	La fruta - fruit		
Week 7	Writing week	Las verduras – vegetables Me gusta(n) – I like Necesito – I need No me gustan(n) – I don't like Quiero – I want		
Week 8	Revise unit 1			

Year 8 Learning Map

Half Term 1

Branding 1				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on students' understanding of branding, marketing and product development. Students will develop their knowledge of colour, as well as their drawing skills and their use of a range of materials and techniques.		This topic builds on students' understanding of branding, marketing and product development. Students will develop their knowledge of colour, as well as their drawing skills and use of a range of materials and techniques.	This topic will prepare you to develop your brand across a range of outcomes.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1	Branding & Marketing basics	Branding Consumerism Culture Design Icon Loyalty Marketing Recognition	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products.	
Week 2	Branding & Marketing basics			
Week 3	Company development			
Week 4	Company development			
Week 5	Typography			
Week 6	Typography			
Week 7	Colour			
Week 8	Colour			

(Number of weeks will adjust in HT4)

Topic 1: Healthy Eating

Food					
Prior Learning This topic builds upon lessons delivered as part of the primary school Design and Technology curriculum and during PSHCE about healthy eating and the importance of a balanced diet.		Current Learning In this topic, students will develop their knowledge of nutrition and healthy recipe adaptations through both theory lessons and practical cookery. They will prepare a range of dishes to master basic cooking and food hygiene skills while developing new ones. Students will also learn how to substitute different ingredients to improve the nutritional profile of a dish. Skills learned in this topic: Simmering, boiling, frying, sautéing, handling raw meat, rubbing in, creaming, whisking, hob and oven control, using all areas of the oven, and weighing and measuring solids and liquids.	Subsequent Learning This topic will equip students with the knowledge and skills to prepare a range of healthy dishes containing both high- and low-risk foods. Throughout the practical lessons, students will demonstrate high standards of food hygiene. They will build upon these skills while developing new ones in the next topic, where both the practical lessons and the theoretical concepts will increase progressively in complexity.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Classifying foods	Eat well guide	https://www.bbc.co.uk/bitesize/guides/zvix6sg/revision/2	Shopping: Ask your child which foods should be purchased as part of a balanced diet. Challenge them to explain food labels and the meanings of key terms such as 'use-by date' and 'nutritional information'. Dinner time: Support your child in planning and preparing dinner for the family. Ask them to demonstrate good food hygiene by washing up and putting the equipment away in the correct places. Encourage them to explain how the dish could be made healthier and which ingredients could be added or substituted.	
Lesson 2	Banana muffins	Nutrients			
Lesson 3	Sections of the eat-well guide	Fat			
Lesson 4	Scone roll ups	Carbohydrate	https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/		
Lesson 5	Macro nutrients	Protein			
Lesson 6	Pasta bake	Dairy	https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3		
		5 a day			
		Balance			
		Vitamins			
		Minerals			