



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y10

HALF TERM 5



RIDGEWOOD
SCHOOL

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Y10 Learning Maps – Half Term 5

Dear parent/carer,

I am pleased to enclose 'Learning Maps' for every subject that your son/daughter will study this year. These will be sent home to parents every half term, so that you are fully informed about the topics your child is studying. The Learning Maps are shared in lessons with students at the start of each new topic, so they are aware of how their knowledge, understanding and skills will develop. The Learning Map also makes it clear to students how the topic will build on prior learning and prepare them for subsequent learning, therefore enabling them to make progress.

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and 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 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,

Andy Bridge

Associate Headteacher

ART

Year 10 Learning Map

Topic Number: HT5

Prior Learning		Current Learning	Subsequent Learning
This topic builds on learning the formal elements of art and design, and how these can be applied to translating two-dimensional observational drawing into three dimensional objet d'art.		You will respond to your investigations into artists. This will be done by you experimenting with materials and processes. Following these investigations, you will create an outcome inspired by your own supported learning.	This topic will allow you to consolidate your learning and apply the techniques and processes to your own investigations.
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Idea and media development	Hatching	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors	Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.
Idea development	Drawing		
Artist investigation	Print		
Artist investigation	Representational		
Idea development	Still life		
Media experimentation	Form		
Final piece creation	Precise		
Final piece creation	Gradation		
Final piece creation	Natural		
Final piece creation	Proportion		
Final piece creation	Scale		

Year 10 Learning Map

Topic Number: 1.5

Topic Title: Understanding external influences on business.			
Prior Learning	Current Learning	Extended Learning	Subsequent Learning
This topic builds on prior knowledge and understanding of how external factors can have an influence and how businesses adapt to current situations.	In this topic you will gain an understanding of what external factors a business may come across such as stakeholder, technology, legislation and the economic climate.	Complete the homework tasks sent weekly to your emails. <u>Limited and unlimited liability – The options for start-up and small businesses – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize</u> <u>Proximity to the market, labour, materials and competitors – Business location – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize</u> <u>Introduction to the marketing mix – The marketing mix – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize</u> <u>The role and importance of a business plan – Business plans – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize</u>	This topic will prepare you for future work and exams but it also links to many other units.
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support	
Lesson 1 1.5.1	Stakeholder	Specification (pearson.com)	
Lesson 2 Business stakeholders.	Business activity		
Lesson 3 1.5.2	E-commerce	Short YouTube videos can be watched and discussed for this topic to clarify key theory covered within lessons at school.	
Lesson 4 Technology and business.	Social media	Topic 1.5 videos:	
Lesson 5 1.5.3	Digital communication	What are Stakeholders?	
Lesson 6 Legislation and business.	Payment systems	Edexcel GCSE Theme 1 Topic 5 Bizconsesh - 1 / 23	
Lesson 7 1.5.4	Sales		
Lesson 8 The economy and business.	Cost		
Lesson 9 1.5.5	Marketing mix		
Lesson 10 External influences.	Obligations		
Lesson 11 1.5	Consumer law		
Lesson 12 End of topic test and DIRT.	Employment law		
	Unemployment		
	Exchange rates		
	Taxation		

Drama

Year 10 Learning Map

Summer Term 1

Component 2: Developing Skills and Techniques in the Performing Arts				
Prior Learning	Current Learning	Extended Learning	Ways in which parents/carers can support	
Prior Learning This topic builds on your knowledge of performance skills to develop and apply these to a performance text from previous topics at key stage 3 such as <i>Missing Dan Nolan</i> and <i>DNA</i>. This topic will build on your knowledge of physical, vocal and interpretative performance skills needed to create characters focusing on scripted work.	Current Learning In this topic you will develop the vocal, physical and interpretative performance skills needed to perform a character and reproduce existing repertoire. You will perform a scripted performance linked to the theme of 'Equality'. This topic is important for you to develop your understanding – both practical and theoretical – of how performers will create performance material using a range of skills and techniques. Further on in this topic you will review your own progress and development and make suggestions for improvements.	Extended Learning You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton - Creating a Character: Physical Approach to Acting – Moni Yakim	Ways in which parents/carers can support Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following interviews: Actors - Preparing and Playing Digital Theatre+ (digitaltheatreplus.com) You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/	
Lesson Sequencing	Tier 3 Vocabulary			
Week 1: Written Review: Performances draft	Accent Articulation Characterisation Gestures Interpretative Skills Physicality Proxemics Subtext Status			
Week 2: Written Review: Performances completion/ Submit PSA2 folder				
Week 3: PSA2 final submission				
Week 4: Skills development: Frantic Assembly				
Week 5: Skills Development: Verbatim				
Week 6: Skills Development: PaperBirds				

Year 10 Learning Map – Half Term 5

Eduqas English Language Component 1 Section B: Creative Prose Writing				
Prior Learning	Current Learning	Subsequent Learning		
In Year 9, you completed a narrative writing topic that introduced you to the five-part structure that we use in GCSE narrative writing: Opening, Development, Problem, Reaction and Reflection. You will build upon these skills and perfect your own narrative, ensuring that you include a range of figurative language techniques, ambitious vocabulary, varied and accurate punctuation, as well as accurate SPaG.	During your English lessons this half term, you will perfect your narrative writing skills in preparation for your GCSE English Language Component 1 exam at the end of Year 11. English Language Component 1 consists of two sections: reading and writing. Section B consists of one question testing narrative writing skills. You will be given four narrative writing prompts and select one You will be assessed on the following skills: AO5 (60% of the marks available): - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6 (40% of the marks available): - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole	You will continue to prepare for GCSE English Language Component 1 in Year 11 through in-class revision and after-school intervention sessions.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1: Writing an 'opening'. Week 2: Writing a 'development' and 'problem'. Week 3: Writing a 'reaction' and 'reflection'. Week 4: Exam practice. Week 5: Exam practice.	Adjective Alliteration Analepsis (flashback) Dialogue Exclamatory Imagery Imperative Interrogative Juxtaposition Metaphor Narrative perspective Personification Prolepsis (flash-forward) Repetition Simile	Complete the weekly homework tasks. For GCSE English Language Component 1, you can practise the reading section with any fiction text. Pick a page from a book, or find a short story and analyse how the writer has used language and structure to create specific effects and engage the reader. Useful revision websites: Eduqas Mr Bruff BBC Bitesize	- YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. - The BPC English website also provides videos, resources and PowerPoint that you can access and download: www.bpcenglish.wordpress.com - Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas	

Year 10 Learning Maps – Half Term 5

Macbeth by William Shakespeare				
Prior Learning: This topic builds on the analysis skills you have developed across a range of texts in KS3 (including Shakespeare's Romeo and Juliet) and through the study of <i>A Christmas Carol</i> , <i>An Inspector Calls</i> , and <i>Power and Conflict Poetry Anthology</i> . You will be furthering your ability to: select relevant evidence, understand writer's choices, and analyse language and structural devices used by writers.	Current learning: In this topic you will learn how to effectively analyse dramatic techniques, characters, themes, and language within a Shakespearean play. You will also learn how the context of a text (what is happening at the time) can influence a writer when creating fiction. You will be assessed on the following skills: • AO1: Your understanding of the novel. You will need to make points about the novel and use evidence from the novel to support your interpretations. • AO2: Your ability to analyse language, form and structure used by the writer to create meanings. • AO3: Your ability to make links between the novel and the time it was written. AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		Subsequent Learning: This unit will be particularly important in supporting your preparation for both of your GCSE English Literature exams, where you will be asked to analyse 3 fictional texts, one of which will be a play by Shakespeare. As well as this, in your English Language Paper 1 exam, you are required to analyse one fictional source and pay specific attention to the language and structural features used by a writer to create effect.	
	Lesson Sequencing WEEK 1: Plot, characters and context. WEEK 2: Act 1: The Three Witches, and the introduction of Macbeth and Lady Macbeth. WEEK 3: Essay writing skills: extract to whole text response WEEK 4: Act 2: betrayal and guilt WEEK 5: Act 3: paranoia and essay writing skills. WEEK 6 – Act 4 and essay writing skills WEEK 7 – Act 5 and essay writing skills WEEK 8 – Revision and mock exam preparation	Tier 3 Vocabulary Monologue Juxtaposition Hamartia Foil Hubris Catharsis Antithesis Dramatic Irony Iambic Pentameter Soliloquy Semantic Field Couplet Quatrain Sonnet	Extended Learning You can use independent study opportunities to engage with the following Shakespearean tragedies to further develop your knowledge of the Jacobean period and skills of text analysis: • <i>Hamlet</i> This play follows Prince Hamlet's quest for revenge after his father's murder, exploring themes of madness, betrayal and the complexity of human nature. • <i>Othello</i> This play depicts the tragic downfall of the noble Moorish general, Othello, driven by jealousy and manipulated by his ensign Iago, leading to devastating consequences.	Ways in which parents/carers can support Explore the Royal Shakespeare Company's guide to Macbeth: RSC Guide to Macbeth Watch the play: Royal Shakespeare Company Macbeth Production Visit the Theatre: The Globe Theatre

Y10 AQA – 3.2 3.2 Challenges in the human environment– Section A: Urban Issues and Challenges and 3.3 Fieldwork

Lesson Sequencing	Current Learning	Subsequent Learning
	Extended Learning	Ways in which home can support
Prior Learning This topic builds on your knowledge from KS3, particularly your knowledge of Population and Development from Y7 and Y9. It builds upon prior skills such as cartographic, stats/maths and graphical skills linked to global urban trends. We will also be using demographic data to profile different countries, cities and local areas.	Tier 3 Vocabulary Challenge Deprivation Distribution Economy Migration National Opportunity Regeneration Site Situation Urbanisation	Subsequent Learning We will go on to explore the dynamic nature challenges in the human environment looking at human processes. We will go on to learn about urban sustainability and the changing economic world. The topic will also equip you with the skills you need to be successful in Paper 1, 2 and 3 of your Geography GCSE, and makes up a third of Paper 2.
Global Urban Trends 1 – Global Urban Change 2 – Factors affecting rate of urbanisation 3 – Megacities UK Urban Change 1 – Population distribution of UK 2 – Introduction to Sheffield 3 – Impacts of national and international migration 4 – Sheffield opportunities 1 5 – Sheffield opportunities 2 6 – Sheffield Challenges 1 7 – Sheffield Challenges 1 8 – Sheffield Regeneration 9 – Sheffield Overview 10 – Urban Change in the UK assessment	Ensure your child is completing their weekly GCSE question homework. Wider reading- This book is an engaging and fascinating read: <u>Human Geography: The Basics</u> <u>Andrew Jones</u>	On visits to Sheffield point them to towards projects such as Heart of the City. Ask them questions about green spaces and transport in Sheffield.

Health & Social Care

Year 10 Learning Map – Half Term 5

Year 10 BTEC Level 1/2 Health and Social Care: Human life span and development				
Prior Learning	Current Learning	Subsequent Learning		
Students have started to apply their knowledge and understanding gained from the first term to their PSA. They have shown their knowledge in the development of humans across each life stage, along with application of the impacts of both positive and negative effects of life events, such as bereavement, illness and disease on an individual's growth and development. Students have then discussed the strategies that are in place for individuals to cope with these life events.	Students will continue to apply their knowledge and understanding gathered from the first term to their PSA (Pearson Set Assignment). They will show their knowledge in the development of humans across each life stage, focussing on specific case studies, applying their understanding of both positive and negative effects of a range of life events such as, moving countries, moving house and moving schools. Students will apply the effects of these life events to the case studies and how it can impact their growth and development. They will also discuss both formal and informal sources of support that are available to each and how they can positively impact their development within these life stages. Students will develop the skills and attributes needed to complete their component 1 PSA. They will develop the skills to interpret and determine the needs of case studies. Skills in application will start to develop during this time to ensure students are prepared for this completion.	Students will be introduced to the second Component in the curriculum. Component 2: Health and Social Care Services and Values. During this component students will explore health and social care services and how they meet the needs of the service users. They will also study the skills, attributes and values required when giving care. Students will gain an understanding of the different types of health and social care services and the barriers to accessing them.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Reading/ media opportunities	Ways in which parents/carers can support	
Completion of task 3b	Health and wellbeing Bereavement Redundancy Formal and informal support Character traits Resilience Disposition Acute services Multi-agencies Multi-disciplinary Respite care Milestones Menopause Oestrogen Testosterone Cognitive Linguistic Chronic Physiological	A great way to prepare for the PSA (Internal Controlled assessment) is by practise typing skills and application of knowledge. Students will receive practice assessment questions to gain an understanding of how to apply knowledge within this setting. YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development. Wider reading opportunities: The fault in are stars by John Green 2012	YouTube is a wonderful resource for H&SC revision. If you search H&SC Level 1/2 tech award several supportive tutorial videos are available. The following link allows you to explore through a range of videos the structure and expectations of the course, along with a breakdown of each component. BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com) You could also watch a number of documentaries of child development such as: The secret life of 4- & 5-year-olds (Channel 4) Old people's home for 4-year-olds (Channel 4)	
Completion of resubmission				
Completion of resubmission				
Completion of resubmission				
Completion of resubmission				
Introduction to component 2				

Whitechapel				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your knowledge of the types of crime being committed, the policing methods being utilised and the punishments being handed down in the nineteenth century in Britain. It also builds upon the knowledge you gained in KS3 when you looked at the policing methods used in other countries such as Germany, South Africa and Cambodia. Finally, it builds upon your source analysis skills. You have previously learned to consider how useful a source is, and this unit will develop that skill.		In this topic you will learn about the causes of crime in inner-city London in the last decades of the nineteenth century. You will also learn about how, and why, the police failed to locate Jack the Ripper. This topic is important for you to develop your historical skills and knowledge because it will help you think like a historian. You will be taught how to "follow up" on a source by using a range of additional records to check the validity and accuracy of one source.	This topic provides the basis/starting point for a future unit on Elizabeth I. In that paper, you will also be required to answer "key features" questions, and so identifying the prominent themes, ideas and points in this unit will help in that unit. You will continue to develop your considerations of the provenance of sources, assessing how valuable they are. The topic will also equip you with the skills you need to be successful in Papers 1 and 3 of your History GCSE.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
What was Whitechapel like?		Absentee Anarchism Anti-Semitism Autopsy Beat (police) Census Doss House Fenianism Racketeering Residuum Rookery Sanitation Socialism Transient Workhouse	Students will be set retrieval or revision homework every week. Please encourage your child to complete this.	You could watch the following documentaries with your son/daughter:
What caused crime in Whitechapel?			Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge.	BBC iPlayer: Jack the Ripper – The Case Reopened
How was the police organised in Whitechapel?			These books are engaging and fascinating reads:	YouTube: The Whitechapel Murders
What were the difficulties facing police in Whitechapel?			The Five by Hallie Rubenhold	Unmasking Jack the Ripper
How did the police try to catch Jack the Ripper?			Portrait of a Killer by Patricia Cornwell	
Why were H-Division unable to catch Jack the Ripper?				
Source focus				

Year 10 Creative iMedia Learning Map

Topic Number: 5

Topic Title: R097 Digital Graphics				
Prior Learning	Current Learning	Subsequent Learning		Ways in which parents/carers can support <u>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</u>
This topic builds on prior knowledge from the R094 unit- creating a product for a specific client .	In this topic you will learn how to create an Interactive Digital Multimedia Product for a specific client. Students will be taught how to use video editing software to create how to guides, image editing for buttons and menu bars and audio editing software for sounds.	This topic will prepare you for future work in Creative iMedia such as creating productions of video, audio and websites and the future exam unit.		
Lesson Sequencing		Extended learning		
Tier 3 Vocabulary				
Week 1	Collect footage	Assets	You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Extended reading: Clear revise: OCR Creative iMedia Cambridge National in Creative iMedia Digital Student Book (2 Years) <u>GCSE Media Studies - BBC Bitesize</u> <u>Oakgrove Computing - R082</u>	
Week 2	Create audio	Footage		
Week 3	Create Videos	Storyboard		
Week 4	Create the IDMP	Canva Split Trim Audacity Presentation PowerPoint Testing		
Week 5	Create the IDMP			
Week 6	Test the IDMP			

Year 10 Computer Science Learning Map

Topic Number: 5

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

Right – angles triangles : Pythagoras and Trigonometry				
Prior Learning This topic builds on students' prior knowledge of rearranging simple formulae and equations. You should be able to recall basic angle facts, plot coordinates in all four quadrants and draw axes.	Current Learning In this topic you will learn to confidently recall Pythagoras theorem and use it. Calculate the sides of a right-angled triangle, understand, use and recall sine, cosine and tan and round answers with an appropriate degree of accuracy.	Subsequent Learning This topic prepares you to understand angles and distances which will appear as you continue learning maths throughout your time at school.		
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs: • Rounding • Recalling Pythagoras • Using Pythagoras to find whether right angle or not • Calculating the length of the hypotenuse • Finding the length of a line segment • Trigonometry • Using trigonometry to solve 2D problems	Tier 3 Vocabulary • Right angle • Angle • Pythagoras Theorem • Trigonometry • Opposite • Hypotenuse • Adjacent • Ratio • Elevation • Depressions • Length • Accuracy	Extended Learning All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	Ways in which parents/carers can support Support your child's progress through: • MathsWatch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Maths Genie - for exam questions, videos and solution on the topics stated	

Probability				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior knowledge of probability from Y7 and 8. You should have a general understanding of the probability number line and be able to express a probability as a fraction. You will also use your skills in Venn diagrams from KS2.	In this topic you will learn to express probabilities as fractions, decimals and percentages. You will learn to use sample space diagrams, Venn diagrams and probability tree diagrams to calculate the probability of multiple events.	This topic provides you with an understanding of probability for statistical work both inside Maths lessons and in real life.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class needs: - Expressing a probability - Probability on a number line - Venn diagrams - Sample space diagrams - Relative frequency - Theoretical probability - Probability tree diagrams	- Event - Outcome - Relative frequency	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	Support your child's progress through: MathsWatch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Maths Genie - for exam questions, videos and solution on the topics stated	

Higher – Multiplicative reasoning: Further percentages and Compound measures

Higher – Multiplicative reasoning: Further percentages and Compound measures			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students’ prior knowledge of percentages from Unit 4, as well as learning in KS3 Science (Speed, Distance, Time).	In this topic you will develop further skills within the topic of percentages including using multipliers, finding an original amount after a given percentage change and compound percentages. You will learn about direct and inverse proportion. You will also use formulae for compound measures described below.	This topic provides you with many useful skills that can be applied in subsequent careers and adult life, for example you will be able to work out the interest you could earn on an investment or the interest for a mortgage. You will revisit direct and inverse proportion in Unit 19.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class’ needs: • Calculate a percentage both with and without a calculator • Increase and decrease by a given percentage • Calculate a percentage change • Reverse percentages • Simple interest • Compound interest and depreciation • Speed, Distance and Time • Force, Pressure and Area • Density, Mass and Volume • Direct proportion (algebraic methods) • Inverse proportion (algebraic methods) • Quadratic Sequences	• Accrue/accrued • Annum • Depreciate • Directly • Interest • Inverse • Inversely • Proportional • Multiplier	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Revision guides - higher tier</u>	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. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated

Higher – Similarity and congruence in 2D and 3D shapes

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior skills finding area and volume of 2D and 3D shapes in Unit 7 and Y7-9. You will also connect the use of scale factor to enlarge shapes from the Transformations unit.	In this topic you will learn to apply similarity across 2D and 3D shapes to find side lengths, surface area and volumes of similar objects. You will also learn to prove congruency.	This topic provides you with the skills to enlarge objects accurately for product design in Engineering or Construction. Similarity and congruence is often interleaved in higher order problems with future topics such as circle theorems.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lessons will address the following learning objectives in the order most effective for the class' needs: • Calculate a missing length or area using scale factors across 2D shapes • Calculate a length, surface area and volume using scale factors across 3D objects • Prove congruent shapes	• Congruent • Scale Factor • Similar	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Revision guides - higher tier</u>
Ways in which parents/carers can support		
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. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated		

Year 10 Learning Map

Topic Number: 5

Theme 2, Unit 5 : Customs, festivals and celebrations					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on the language that students have learnt at Key Stage 3 on Spanish festivals and traditions.		In this topic you will learn about how to talk about different dates and occasions that we celebrate. The unit of work then goes on to look at a wider celebrations within Spain, linked to different cultures and religions. The final part of the unit focuses other festivals that are predominantly in Latin America.	This topic will prepare students for future topics by recapping the use of adjectives, as well as strengthening students understanding of recognising and using references to past, present and future.		
Lesson Sequencing		Key Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	Celebrations	- La boda – wedding - La celebración – celebration - Religioso/a - religious - La navidad – Christmas - La semana santa – Easter - La tradición – tradition - Diverso – diverse - La influencia – influence - La lengua – language - El quechua – Quechua (indigenous language)	- Students are given a list of vocabulary to learn each week for their weekly vocabulary tests. - All vocabulary can also be accessed on Quizlet. - Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers). - Grammar practice - www.bbc.co.uk/bitesize	To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. Borrowing Spanish DVDs or books from the library or watching films in Spanish on Netflix. Helping students to practise vocabulary each week in preparation for the vocabulary test.	
Week 2	Religious traditions				
Week 3	Family traditions				
Week 4	Carnival				
Week 5	Latin American festivals				
Week 6	Traditional Hispanic music and dance				

Music Technology Y10 – HT3.1 Multi track recording

Music Technology Y10 – HT3.1 Multi track recording				
Prior Learning	Current Learning	Subsequent Learning		
This is your first experience completing a recording session.	You will learn to plan and undertake a recording session. You will then create a mixdown of your recording and review your product.	You will continue to develop your recording and mixing skills in the sound creation unit and if you wish you at Level 3 post 16 on our Applied general Music Technology course.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Learning outcome 1 You will learn about: • Health and safety • Microphones, sound sources, placement and DI • Audio interfaces • Multi-track recorder • Monitoring • Planning a studio session Learning outcome 2 Undertake a studio recording session You will demonstrate: • Use of equipment (microphones, DI, audio interfaces/pre-amps, multi-track recorder and monitoring) health and safety • Optimisation of gain • Overdubbing Learning outcome 3 You will: • Mix a multi-track recording You must demonstrate: • Editing • EQ • Effects, dynamics, balance • Stereo field • Monitoring • Automation. Learning outcome 4 You will: • Review your mixdown from learning outcomes 2 and 3 • You will consider: • progression from original recordings to final mixdown	• Audio • Automation • Equalisation • Mastering • Mixing • Monitoring • Multi track • Overdubbing • Recording	Complete your weekly homework past paper questions that are set each week. 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. <u>MusicTech for Beginners</u> Alternative reading opportunities: Music Technology from Scratch Music Production for Beginners	Support your child’s progress through: Revising using the knowledge organisers on this topic. <u>Focus on Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics. Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Faculty Leader: Performing Arts) via the Contact Us facility of our school website for more information.	

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

KS4 Learning Map

Topic: Dance Fitness

Pathway: Dance fitness					
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.		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.		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.	
Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,					
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading		Ways in which parents/carers can support
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		- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
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: Fitness

Pathway: Fitness				
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.		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.	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.	
Units covered over the year: Circuits, aerobics, yoga, Zumba, weight training, boot camp				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Cardiovascular Muscular Skeletal	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects	Respiratory Heart rate Anaerobic Aerobic Target zones	3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams	
Lesson 3	Opportunity to develop and create own routines or personalise training	Time under tension	6. Unbelievable: Jessica Ennis	
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'				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.		Current Learning: Students will develop their skills to each of the games to allow them to practice and perfect techniques and game play whilst fostering a love for sport.	Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: Basketball, football, netball, dodgeball, handball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence				
Lesson 1	Recap of skills learnt at KS3 through game play	Tier 3 Vocabulary Tactics Official Umpire Analysis Defence Attack Formation	Extended Reading 1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	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	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			

Year 10 Learning Map

Topic Number: 1

Online Life				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on work that you have looked at in years 7 and 8 understanding how to stay safe online and how to ensure you have happy healthy relationships both in person and virtually.		In this topic you will learn how to identify and manage risks to life online. You will also gain knowledge and understanding of specific aspects of the law such as the legal status of revenge porn and sexual harassment and what is in place to protect people from this. This module will also help you to develop an understanding of how to report any risks online and what process happens. This topic is important to develop a firm understanding of what constitutes the British judicial system and how you, as an individual, can navigate life online happily, healthily and safely.	This topic will prepare you for the further learning in PSHCE right through to the end of year 11. It will allow you to gain a foundation of knowledge and understanding of being safe online. This will be further developed when we look at the module in year 10 and year 11 on healthy relationships. You will develop the skills to use knowledge and understanding to form opinions and understand how and why we have the laws in place within the UK. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, safe and healthy from now into adulthood.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Radicalisation and Extremism	Exploitation	You can use independent study opportunities to engage with the following websites about UK law and community guidelines. <u>Upskirting now a crime after woman's campaign</u> - BBC News <u>Parents and carers CEOP Education</u> (thinkuknow.co.uk)	Explore the websites such as the NSPCC which explain what the risks are to different apps being used and how to use these safely. Discuss the different places a person can go if put at risk online and what they can do to stay safe.
Lesson 2	Radicalisation and Extremism	Prosecution		
Lesson 3	Viewing dangerous content online	Criminal		
Lesson 4	Revenge Porn	Judicial system		
Lesson 5	Sexual Harassment	Radicalisation		
Lesson 6	Reporting material online	Pornography		
Lesson 7	Assessment	Coercion Discrimination		

Year 10 Learning Map

Theme E- Crime and Punishment				
Prior Learning This topic builds on your knowledge base from KS3 where you learnt about Crime and Punishment in year 9. You will build on key terms you have already learnt such as Capital/corporal punishment, and you will be able to compare and contrast religious attitudes from Buddhism and Christianity, applying these to theme E. Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to exam style questions that you will already have practised in your first two Year 10 topics.	Current Learning In this topic you will learn about a variety of issues which relate to the law, crime and punishment. You will start by learning about what we mean by crime, the law and punishment. You will be introduced to different aims of punishment and the religious attitudes towards these, you will look at how law and punishment has changed over time and develop an understanding as to what religious beliefs are applied to the issue of crime and punishment and how these belief influences religious believers today. Finally, you will learn through case studies of people such as Gee Walker the importance of forgiveness to religious believers and how belief has influenced practice. You will continue to develop your skills of evaluation and debate. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	Subsequent Learning This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding forgiveness and reformation. It will help you to further understand Christian teaching of agape that you will use in both further Key Stage 4, and Key Stage 5 RE topics. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood. Throughout the topic 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 - this is a skill that will continue to be developed throughout your GCSE in RE.		
Lesson Sequencing 1. Introduction to crime 2. Good and Evil intentions 3. Cause of crime 4. Religious attitudes to crime and lawbreakers 5. Aims of punishment 6. Religious attitudes to aims of punishment 7. Attitudes to suffering 8. Treatment of criminals 9. Forgiveness 10. Death penalty	Tier 3 Vocabulary Punishment Judicial system Corporal punishment Capital punishment Reformation Retribution Deterrence Reformation Vindication Reparation	Extended Learning Students will be set homework once a fortnight to support learning in covered in lesson. Students will be given and directed to revision activities and resources throughout the topic and will be shown effective ways to revise in preparation for end of unit assessments.	Ways in which parents/carers can support You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Buddhism: <u>Buddhism for beginners – including agnostic and secular Buddhism</u>	

Summer Term 1 – Book 3

Noughts and Crosses			
Themes raised in the book	Genre	Why this book?	What is the book about?
Racism and discrimination Conflict Politics and prejudice Love Youth Innocence Tragedy	Young adult romantic fiction	This book has complex plots and a non-linear time sequence to challenge the students' comprehension skills. Form tutors will support the students' understanding through questioning throughout the session.	The reading curriculum is currently delivered to Y10 four days a week in PDP time. Lessons include the following skills - predict, clarify, question, and summarise. This structure has been shown to improve reading by teaching children strategies that they can use to help them to understand what they are reading and how to break down the content for understanding. It is a strategy that was developed as a technique to help teachers bridge the gap for students who have discrepancies between their levels of decoding and comprehension skills. The structure encourages children to think about their thought process, it helps children to be actively involved and boost confidence for readers of all levels. This can foster a real interest for reading and enable them to become lifelong readers. Sephy is a Cross: she lives a life of privilege and power. But she's lonely, and burns with injustice at the world she sees around her. Callum is a nought: he's considered to be less than nothing - a blanker, there to serve Crosses - but he dreams of a better life. They've been friends since they were children, and they both know that's as far as it can ever go. Noughts and Crosses are fated to be bitter enemies - love is out of the question. Then - in spite of a world that is fiercely against them - these star-crossed lovers choose each other. But this is love story that will lead both of them into terrible danger . . . and which will have shocking repercussions for generations to come. 2002 Lancashire Children's Book of the Year 2002 Sheffield Children's Book Award 2003 Wirral Paperback of the Year Award
Ways in which parents/carers can support Encourage students to loan books from our library and support reading at home. We have a 'PDP linked books' section in the library which is stocked with books that are similar in thematic content and genre to the 'Reading Curriculum' book that students can loan. Actively discuss what they are reading with them.			



Year 10 Learning Map

Topic Number: B4

Respiration and homeostasis																																																																		
Prior Learning This topic builds on students’ prior knowledge from B1 of the Year 9 scheme of work, linking the structure and importance of organelles to their function. This topic also builds on prior understanding of enzymes and the conditions that affect them.	Current Learning In this topic you will learn how the body responds to exercise and the importance of aerobic and anaerobic respiration. You will then discover how the body maintains a constant internal environment and the different conditions and hormones involved.		Subsequent Learning This topic will support you when revising photosynthesis & cell biology.																																																															
Lesson Sequencing (lessons highlighted in green represent subject content for only separate science students)	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support																																																															
<table><tr><th>Lesson</th><th>Spec</th><th>lesson title</th></tr><tr><td>1</td><td>4.4.2.1</td><td>aerobic and anaerobic respiration</td></tr><tr><td>2</td><td>4.4.2.2</td><td>response to exercise</td></tr><tr><td>3</td><td>4.4.2.3</td><td>metabolism</td></tr><tr><td>4</td><td>4.5.1.1</td><td>homeostasis</td></tr><tr><td>5</td><td>4.5.2.1</td><td>nervous system</td></tr><tr><td>6 & 7</td><td>4.5.2.1</td><td>nervous system RP</td></tr><tr><td>8</td><td>4.5.2.2</td><td>brain</td></tr><tr><td>9</td><td>4.5.2.3</td><td>eye</td></tr><tr><td>10</td><td>4.5.2.4</td><td>control of body temperature</td></tr><tr><td>11</td><td>4.5.3.1</td><td>human endocrine system</td></tr><tr><td>12</td><td>4.5.3.2</td><td>control of blood glucose</td></tr><tr><td>13</td><td>4.5.3.3</td><td>maintaining water and nitrogen balance in the body</td></tr><tr><td>14</td><td>4.5.3.4</td><td>hormones in human reproduction</td></tr><tr><td>15</td><td>4.5.3.5</td><td>controlling fertility</td></tr><tr><td>16</td><td>4.5.3.7</td><td>negative feedback</td></tr><tr><td>17</td><td>4.5.4.1</td><td>control and coordination</td></tr><tr><td>18 & 19</td><td>4.5.4.1</td><td>control and coordination RP 8</td></tr><tr><td>20</td><td>4.5.4.2</td><td>uses of plant hormones</td></tr><tr><td>21</td><td></td><td>Test</td></tr><tr><td>22</td><td></td><td>check point lesson</td></tr></table>	Lesson	Spec	lesson title	1	4.4.2.1	aerobic and anaerobic respiration	2	4.4.2.2	response to exercise	3	4.4.2.3	metabolism	4	4.5.1.1	homeostasis	5	4.5.2.1	nervous system	6 & 7	4.5.2.1	nervous system RP	8	4.5.2.2	brain	9	4.5.2.3	eye	10	4.5.2.4	control of body temperature	11	4.5.3.1	human endocrine system	12	4.5.3.2	control of blood glucose	13	4.5.3.3	maintaining water and nitrogen balance in the body	14	4.5.3.4	hormones in human reproduction	15	4.5.3.5	controlling fertility	16	4.5.3.7	negative feedback	17	4.5.4.1	control and coordination	18 & 19	4.5.4.1	control and coordination RP 8	20	4.5.4.2	uses of plant hormones	21		Test	22		check point lesson	Aerobic respiration Anaerobic respiration Metabolism Sensory Motor Relay Endocrine ADH Negative feedback Glucose Glucagon Glycogen Insulin Pancreas Auxins	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Women in Science: 50 Fearless Pioneers - Who Changed the World – Rachel Ignatofsky	Support your child’s progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
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21		Test																																																																
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Year 10 Learning Map

Topic Number: B5

Genetics																																																																		
Prior Learning This topic builds on students' prior knowledge from Key Stage 3. It relies on students understanding what is meant by the terms gene, chromosome and sexual and asexual reproduction.	Current Learning In this topic you will learn how characteristics of living things (like eye colour and gender) are determined and inherited through genetics. You will then discover how cystic fibrosis & polydactyly are inherited, before starting to understand how organisms can be modified by genetic modification and selective breeding.	Subsequent Learning This topic will support you when revising cell structure and organelles and in your future lessons on ecology.																																																																
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support																																																															
<table><tr><th>Lesson</th><th>Spec</th><th>Lesson title</th></tr><tr><td>1</td><td>4.6.1.1</td><td>Sexual and asexual reproduction</td></tr><tr><td>2</td><td>4.6.1.2</td><td>Meiosis</td></tr><tr><td>3</td><td>4.6.1.3</td><td>Advantages and disadvantages of sexual and</td></tr><tr><td>4</td><td>4.6.1.6</td><td>Genetic inheritance</td></tr><tr><td>5</td><td>4.6.1.7</td><td>Inherited disorders</td></tr><tr><td>6</td><td>4.6.2.1</td><td>Variation</td></tr><tr><td>7</td><td>4.6.2.2</td><td>Evolution</td></tr><tr><td>8</td><td>4.6.2.3</td><td>Selective breeding</td></tr><tr><td>9</td><td>4.6.2.4</td><td>Genetic engineering</td></tr><tr><td>10</td><td>4.6.2.5</td><td>Cloning</td></tr><tr><td>11</td><td>4.6.3.1</td><td>Theory of evolution</td></tr><tr><td>12</td><td>4.6.3.2</td><td>Speciation</td></tr><tr><td>13</td><td>4.6.3.3</td><td>The understanding of genetics</td></tr><tr><td>14</td><td>4.6.3.4</td><td>Evidence for evolution</td></tr><tr><td>15</td><td>4.6.3.5</td><td>Fossils</td></tr><tr><td>16</td><td>4.6.3.6</td><td>Extinction</td></tr><tr><td>17</td><td>4.6.3.7</td><td>Resistant bacteria</td></tr><tr><td>18</td><td></td><td>Revision</td></tr><tr><td>19</td><td></td><td>Test</td></tr><tr><td>20</td><td></td><td>Checkpoint lesson</td></tr></table>	Lesson	Spec	Lesson title	1	4.6.1.1	Sexual and asexual reproduction	2	4.6.1.2	Meiosis	3	4.6.1.3	Advantages and disadvantages of sexual and	4	4.6.1.6	Genetic inheritance	5	4.6.1.7	Inherited disorders	6	4.6.2.1	Variation	7	4.6.2.2	Evolution	8	4.6.2.3	Selective breeding	9	4.6.2.4	Genetic engineering	10	4.6.2.5	Cloning	11	4.6.3.1	Theory of evolution	12	4.6.3.2	Speciation	13	4.6.3.3	The understanding of genetics	14	4.6.3.4	Evidence for evolution	15	4.6.3.5	Fossils	16	4.6.3.6	Extinction	17	4.6.3.7	Resistant bacteria	18		Revision	19		Test	20		Checkpoint lesson	Antibiotic Resistance Chromosome Dominant Genes Genetic Engineering Genotype Heterozygous Homozygous Phenotype Recessive Selective Breeding Vector	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky https://www.sciencemag.org/news/2020/04/rice-genetically-engineered-resist-heat-waves-can-also-produce-20-more-grain https://www.sciencemag.org/news/2019/11/bangladesh-could-be-first-cultivate-golden-rice-genetically-altered-fight-blindness	You can support your child's progress through directing your child to access - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
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Topic Number: C5

		Reactivity		
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of metals, the reactions undergone by metals, as well as what acids are and the reactions undergone by acids.		In this topic you will learn about: the reactions undergone by metals; the reactivity of metals; how to prepare a soluble salt from an acid and a metal oxide; the pH scale and neutralisation. Students will also learn about common organic molecules.	This topic will prepare you for inorganic chemistry and biochemistry should you choose to study A level Chemistry.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
1	Metal oxides	Metal	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Janice VanCleave's Chemistry for Every Kid : 101 Easy Experiments that Really Work	Support your child's progress through: <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
2	Metals, water and acid	Ion		
3	The reactivity series	Reactivity		
4	Oxidation and reduction in terms of electrons	Acid		
5	Reactivity of acids with metals	Alkali		
6	Neutralisation of Acids and salt production	pH scale		
7	Soluble salts	Strong (acid)		
8	RP8	Weak (acid)		
9	RP8	Neutralisation		
10	The pH Scale and Neutralisation	Salt		
11	Strong and weak acids			
12	Structure and formulae of alkenes			
13	Reactions of alkenes			
14	Alcohols			
15	Carboxylic acids			
16	Addition polymerisation			
17	Condensation polymerisation			
18	Amino acids and DNA			

Topic Number: C6

Equilibrium and electrolysis				
Prior Learning		Current Learning		Subsequent Learning
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of how to separate compounds (electrolysis) and extending their knowledge of reversible reactions.		In this topic you will learn about: what a reversible reaction and an equilibrium are; what happens when the conditions of an equilibrium are changed; what electrolysis is and how it can be used to separate ionic compounds.		This topic will prepare you for physical chemistry should you choose to study A level Chemistry.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson	Spec	Lesson title	Reversible reaction Equilibrium Electrolysis Ionic compound Electrode Anode Cathode	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - SuperSimple Chemistry: The Ultimate Bitesize Study Guide - Science Encyclopaedia: Atom Smashing, Food Chemistry, Animals, Space, and More!
1	4.6.2.1-2	Reversible reactions and energy changes		
2	4.6.2.3	Equilibrium		
3	4.6.2.4-7	Equilibrium conditions – Le Chatelier		
4				
5	4.10.4.1	The Haber process		
6	4.10.4.2	Production and uses of NPK fertilisers		
7	4.4.3.1	The process of Electrolysis		
8	4.4.3.2	Electrolysis of Molten Ionic compounds		
9	4.4.3.3	Using Electrolysis to Extract Metals		
10	4.4.3.4	Electrolysis of aqueous solutions		
11	4.4.3.4	RP 9 - Electrolysis		
12	4.4.3.5	Electrolysis half equations		
13	4.5.2.1	Cells		
14	4.5.2.2	Hydrogen fuel cells		

Year 10 Learning Map

Topic Number: P4

Waves																																																														
Prior Learning This topic builds on students' prior knowledge of waves from KS3.	Current Learning In this topic you will learn that waves are a way in which energy may be transferred between stores. Both mechanical and electromagnetic waves will transfer energy but not matter. These basic principles allow all electronic and advance machinery to work.	Subsequent Learning This topic will underpin students' understanding of certain types of energy transfer. It will enable students to continue to develop their maths skills emerging from previous topics.																																																												
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support																																																												
<table><tr><th>Lesson</th><th>Spec</th><th>lesson title</th></tr><tr><td>1</td><td>4.6.1.1</td><td>Transverse and Longitudinal</td></tr><tr><td>2</td><td>4.6.1.2</td><td>Properties of waves</td></tr><tr><td>3</td><td>4.6.1.2</td><td>Required Practical 8</td></tr><tr><td>4</td><td>4.6.1.3</td><td>Reflection of waves</td></tr><tr><td>5</td><td>4.6.1.3</td><td>Required Practical 9</td></tr><tr><td>6</td><td>4.6.1.4</td><td>Sound waves</td></tr><tr><td>7</td><td>4.6.1.5</td><td>Waves for detection and exploration</td></tr><tr><td>8</td><td>4.6.2.1</td><td>Types of EM waves</td></tr><tr><td>9</td><td>4.6.2.2</td><td>Properties of EM waves</td></tr><tr><td>10</td><td>4.6.2.3</td><td>Required Practical 10</td></tr><tr><td>11</td><td>4.6.2.3</td><td>Required Practical 10</td></tr><tr><td>12</td><td>4.6.2.4</td><td>Uses and applications of EM waves</td></tr><tr><td>13</td><td>4.6.2.5</td><td>Lenses</td></tr><tr><td>14</td><td>4.6.2.6</td><td>Visible light</td></tr><tr><td>15</td><td>4.6.3.1</td><td>Emission and absorption of infrared</td></tr><tr><td>16</td><td>4.5.3.1</td><td>Forces and elasticity</td></tr><tr><td>17</td><td>4.5.3.1</td><td>Required Practical 6</td></tr><tr><td>18</td><td>4.5.3.1</td><td>Required Practical 6</td></tr><tr><td>19</td><td></td><td>test</td></tr></table>	Lesson	Spec	lesson title	1	4.6.1.1	Transverse and Longitudinal	2	4.6.1.2	Properties of waves	3	4.6.1.2	Required Practical 8	4	4.6.1.3	Reflection of waves	5	4.6.1.3	Required Practical 9	6	4.6.1.4	Sound waves	7	4.6.1.5	Waves for detection and exploration	8	4.6.2.1	Types of EM waves	9	4.6.2.2	Properties of EM waves	10	4.6.2.3	Required Practical 10	11	4.6.2.3	Required Practical 10	12	4.6.2.4	Uses and applications of EM waves	13	4.6.2.5	Lenses	14	4.6.2.6	Visible light	15	4.6.3.1	Emission and absorption of infrared	16	4.5.3.1	Forces and elasticity	17	4.5.3.1	Required Practical 6	18	4.5.3.1	Required Practical 6	19		test	Extended learning All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - An introduction to the electromagnetic spectrum - https://imagine.gsfc.nasa.gov/science/toolbox/emspectrum1.htm - What is an electromagnetic wave? - https://hubblesite.org/contents/articles/the-electromagnetic-spectrum	Support your child's progress through: <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
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19		test																																																												

Year 10 Learning Map

Topic Number: P5

Forces			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of forces from KS3.		In this topic students will learn that forces are responsible for all the interactions between particles and objects. They can be divided into two categories: contact forces and non-contact forces. In this topic students will look at these two categories of forces and be able to calculate the force exerted on objects from different sources.	This topic will support students' knowledge of the interaction of objects and their environments. It will enable students to understand how motion occurs as a direct result of the forces that act upon them.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Lesson	Spec	Lesson title	Ways in which parents/carers can support
1	4.5.1.1	Scalar and vector quantities	Support your child's progress through: • <u>Educake</u> - to complete homework and access further revision • <u>myGCSE science</u> - for extra support videos and work on the topics stated • <u>GCSEpod</u>- for extra support videos and work on the topics stated • Accessing their Microsoft Teams work for directed exercises on current topics
2	4.5.1.2	Contact and non-contact forces	
3	4.5.1.3	Gravity	
4	4.5.1.4	Resultant forces	
5	4.5.1.4	Parallelogram of forces	
6	4.5.1.4	Resolution of forces	
7	4.5.6.1.	Distance and displacement	
8	4.5.6.2.	Speed	
9	4.5.6.2.	Speed	
10	4.5.6.1.	Velocity	
11	4.5.6.1.	Acceleration	
12	4.5.6.1.	Acceleration	
13	4.5.6.2.	Newtons first law	
14	4.5.6.2.	Newtons second law	
15	4.5.6.2.	RP 7	
16	4.5.6.2.	Newtons third law	
17	4.5.6.3.	Stopping distance and reaction time	
18	4.5.6.3.	Factors effecting stopping distance	

Year 10 Learning Map - HT5

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

WJEC Hospitality and Catering



KS4 Learning Map

Term: Half Term 5

Year 10- Hospitality & Catering				
Unit 1 Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Introduction: In this unit, students 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. Students will learn about the operation of hospitality and catering establishments and the factors affecting their success. Current Learning Students will be introduced to the hospitality industry, including different types of provision and jobs within the industry.		Unit 2 Aim and purpose: The applied purpose of this unit is for learners to safely plan, prepare, cook, present nutritional dishes and review their performance. Introduction: In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. Current Learning Students are currently working on unit 2 in order to submit in Spring 2025. They will spend theory lessons completing their evaluations and improving their existing work ready for submission.		
Lesson Sequencing		Extended Learning		
Tier 3 Vocabulary		Ways in which parents/carers can support		
Residential Non-residential Commercial Non-commercial Provision Service Establishment		<u>Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA) Revision - BBC Bitesize</u> 		
Lesson 1-3	Unit 2 4.1-4.2 Evaluating own performance and product	<u>WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide : Tull, Anita: Amazon.co.uk: Books</u>		
Lesson 4 -6	Unit 2 Improvements	<u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books</u>		
Lesson 7 - 9	Unit 2 Controlled assessment completion			
Lesson 10	Unit 1 – introduction			
Lesson 11- 13	Unit 1 – 1.1 the industry			
Lesson 14	Unit 1 – practical			
Lesson 15-17	Unit 1 – 1.1 the industry			
Lesson 18	Unit 1 – practical			