



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 5



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS3 Learning Maps – Half Term 5

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

Associate Headteacher

Year 8 Learning Map

HT5

Claus Oldenburg themed					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on students existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.		In this topic you will learn the themes of Claus Oldenburg's work, how to use the formal elements of scale and material, and how to change move from 2D to 3D work. You will learn subject specific language and terms in class, 1:1 discussion as well as written evaluation to recognise areas of success and improvement.		This topic will prepare you for learning how to observe and record, and how to use scale and material knowledge to create a personal final piece.	
Week Sequencing		Tier 3 Vocabulary		Extended Learning	
Week 1	Paper craft	Construct Exaggerate Material Media Observational Scale		Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Visit: https://www.nga.gov/collection/artist-info.2215.html https://www.moma.org/magazine/articles/757	
Week 2	Cardboard construction designs				
Week 3	Cardboard construction painting				
Week 4	Cardboard construction painting				
Week 5	Cardboard construction painting				
Week 6	Cardboard construction painting and review				
				Ways in which parents/carers can support	
				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.	

Drama

Year 8 Learning Map

Topic Number: 5

Masks				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
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 Missing (where we explored a missing person case) and Pantomime and will introduce you to new performance styles – Masks.	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.	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	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.	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 Sequencing	Tier 3 Vocabulary			
Lesson 1: Laban Efforts: Creating a character	Laban Efforts Movement Exaggeration Characterisation Body Language Gesture Passing The Focus Tragedy Pause Non-Verbal Communication Proxemics			
Lesson 2: Rules of mask work				
Lesson 3: Use of music to create a storyline				
Lesson 4: Using masks to create emotion in a tragedy scene – development				
Lesson 5: Using masks to create emotion in a tragedy scene – Rehearsals				
Lesson 6: Using masks to create emotion in a tragedy scene – Performance				

Leading Ladies		
Prior Learning	Current Learning	Subsequent Learning
At the beginning of Year 8 the students worked on a scheme of work focusing Sawbones, a novel by Catherine Johnson. This focused on the protagonist Ezra and his life as a surgeon's apprentice. Students have also studied also extracts from Gothic texts and analysed the writer's use of language and devices to create atmosphere. Students have also written the opening of a narrative based on a stimulus of a Gothic image or setting, developing their use of language devices, ambitious punctuation and variety of vocabulary. Directly prior to this the students have completed a war writing scheme of work, within this they have analysed and compared speeches that leaders have delivered during war time. They have also analysed the use of language to describe conditions in World War One trenches. Additionally, students have created their own texts based on a soldier's thoughts and feelings.	In this scheme of work the students will be focusing on reading a range of non-fiction texts from leading ladies- including interviews, reviews, articles and letters. From this, students will discover how each Leading Lady achieved the recognition, success or how they overcame struggles or prejudice. Students will work on their analytical skills through looking at extracts from these leading ladies, considering how a writer has used language devices, vocabulary or structure to create an impression for readers. Students will have the opportunity to plan and create their own non-fiction texts during this scheme of work. Creating non-fiction texts will allow students to consider their use of MADFOREST (an acronym used to remember persuasive devices) use of ambitious punctuation and use of paragraphs for effective structure.	This scheme of work will lead into the beginning of Year 9 when the students will complete work based on developing their reading skills. Students will be given a series of extract from fiction texts and will identify information about a character, analyse the writer's use of language to create an impression and consider how a reader may react to the writer's portrayal of the character. This will link directly to their GCSE learning when students are required to demonstrate skills of analysis of language, selecting a range of relevant quotations and considering ways in which the quotation could be interpreted by a reader.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning:
Week 1: What is a leading lady? Week 2: Jane Fonda – Actress and Activist Week 3: Chimamanda Ngozi Adichie – Writer and Feminist Week 4: Serena Williams – Sportswoman and equal rights spokesperson Week 5: Angela Rayner – UK Member of Parliament Week 6: Keely Hodgkinson – Olympic gold medallist Week 7: Malala – Education for girls' activist	- Analyse - Extract - Effect - Description - Symbolism - Structure - Simile - Metaphor - Alliteration - Personification	Parental/carer support: Watch the '10 Minute Books Shares' available at 10 Minute Story Shares - World Book Day and share your ideas and questions about it. Encourage your child to enter a creative writing competition. A list of which can be found here Best children's writing competitions The School Reading List Anne Frank- The Diary of a Young Girl Little Women- Louisa May Alcott A History of the World in 21 Women- Jenni Smith Noughts and Crosses – Malorie Blackman

Topic Number: 5

Exhausted Resources			
Prior Learning	Current Learning	Subsequent Learning	
In KS2 students explore interrelations between the environment and people, exhausted resources are a way to develop their understanding of this. Using maps is encouraged at KS2 and this topic allows students to continue engaging with maps and infographics to enhance their learning. Their knowledge of global geography, continents and countries is also challenged in this topic.	Exhausted resources is a new topic that address issues with resources on global scales, Y8 learning is about making choices and what better way to help students make choices than teaching them about how we use the natural materials beneath our feet. Not only does this topic question our understanding of resource supply and demand but it also has focus on the impacts of pushing our resources to the limit. From, water insecurity, food production, fossil fuels and overfishing students are exposed to the fragility of global supply chains and damaging extraction processes that happen around us and this will help students make their own choices to lead their own sustainable lives.	Understanding processes on global scales especially extraction and manufacturing harmonises with the globalisation and urbanisation topics in Y9 where students have the opportunity to learn about supply chains and resources management in detail. Global issues in Y9 allows students to link their knowledge of resources issues to themes addressed in this topic such as fast fashion and sustainable housing. When students learn about Conservation in HT3 there are many links to resources, transport and industry and they can affect the environment.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	- Deforestation - Distribution - Extraction - Fossil Fuels - Microplastics - Overfishing - Resources - Supply Chains - Sustainability	<u>WWF conserves our planet, habitats, & species like the Panda & Tiger WWF</u> Information on Biodiversity loss from deforestation and use of land. <u>Sustainable food resources - KS3</u> <u>Geography - BBC Bitesize - BBC Bitesize</u> Understanding food resources and impact on the environment.	Talking with children about resource consumption, recycling and waste. Help keep up to do date with news on supply chains and current affairs trade and global distribution of resources.
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			
Lesson 6			
Lesson 7			
Lesson 8			
Lesson 9			

Nazi Germany				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on the content you learned when you studied World War One, 1914-1918, and the Weimar Republic, 1919-1933. It also builds upon your chronological understanding of European History. Finally, it continues to develop the writing and 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 conditions within Nazi Germany. You will learn how Hitler came to power and consolidated his position. This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master writing extended essays and making evaluations.		This topic will prepare you for a future topic on the Holocaust, as it addresses the period leading up to this horrific event. It will also equip you with the skills to be successful in your exams in Key Stage 4 as you will develop your extended writing and analytical skills. Finally, one part of the Key Stage 5 course looks at Hitler's control of Germany, so this topic will prepare you for that.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
- How did Hitler keep control of Germany using terror? - How were young people educated under the Nazi Government? - How did the Nazi's indoctrinate young people? - How did the lives of women change under the Nazis? - Did the Nazis improve the lives of the workers? - Were the Nazis ever really under threat? - How did Hitler start WW2?	Chancellor Decree Domesticity Nationalise Propaganda Putsch Totalitarianism Trade Unions Volk	Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content. These are engaging pieces of fiction: Boy in the Striped Pyjamas by John Boyne When Hitler Stole Pink Rabbit by Judith Kerr	You could watch the following documentary with your son/daughter: YouTube – Hitler: The Rise of Evil BBC – Rise of the Nazis You could read, watch, and discuss the Weimar Republic overview.	

Year 8 Learning Map

Topic Number: 4

Computational Ethics			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on from the E-Safety topic covered in year 7 as well as prior understanding of the computer systems taught previously this year.		For the second part of this unit you will consider further aspects of "Computational Ethics". This will look at ethics relating to ICT including social media, new technologies and the divide in computer access across the UK and the world. In particular you will look at the environmental impacts of ICT and how data is collected from all around you. This unit enables you to think about various real world topics and how they will impact you.	This unit will provide some of the theory covered at KS4 in both computer science and iMedia; in particular Ethics in computer science and legislation in iMedia. The scenarios also have real world context relating to GCSE Business Studies
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson 4	Data Leaks	AI Bias	Pupils are encouraged to use https://idea.org.uk/ to work through different projects relating to ICT. This website will record pupil progress.
Lesson 5	New Technology	Blockchain Copyright	
Lesson 6	Legal Issues	Data Protection Divide	
Lesson 7	Data privacy and big data	Ethical Legal Privacy	
Lesson 8	The Environment	Technology Unethical Whistleblowing	
Lesson 9	Assessment		

Probability 1

Probability 1			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on some of your work with fractions, decimals and percentages from Number 3 in Y7 as you will use these to express probabilities.	In this unit you will learn all about probability in theory and real life. The intention of this unit is to give you an overview of probability and be able to understand the concept in context.	You will revisit these skills in the KS4 Probability unit and develop further skills including using probability tree diagrams.	
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 - Sample space diagrams - Experimental frequency - Theoretical probability - Using Venn diagrams to express probability	Likely Unlikely Certain Impossible Union Intersection	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Murderous Maths- Do You Feel Lucky? by Kjartan Poskitt (available in the school library) Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	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.

MATHS

Algebra Part 3				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior learnt algebraic skills built in Y7 and Y8 where you learnt to substitute into expressions and formula.	In this unit you will learn about inequalities, expressing these and solving them. In the second part of the unit you will learn about sequences, connecting these to algebra.	This topic will be revisited and developed to higher level inequalities and sequences in KS4.		
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: - Represent inequalities on a number line - Solve inequality equations - Find the next term(s) of a sequence - Generate a sequence from it's nth term - Find the nth term of a sequence	Inequality Substitute Term Nth term	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. - The Code Book by Simon Singh - Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	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.	

Year 8 Learning Map

Topic Number: 4

La Vida Techno: Technology in life						
Prior Learning		Current Learning	Subsequent Learning			
This is a continuation to last half term's work. We will use previously learnt vocabulary linked to opinions, reasons and comparisons but in the context of describing how you use technology. In terms of grammar, this unit of work will also introduce students to using the preterite (past) tense.		In this topic you will continue learning to write and talk about films and technology in Spanish. You will be able to say how you use the internet, what films you like and why, and explain the advantages and disadvantages of technology. You will also develop a deeper understanding of when to use the present tense and how it is formed.	This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. After this unit of work we build on our knowledge of this topic area by focussing on the key areas of learning from the year so far.			
Lesson Sequencing		Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can support	
Week 1	Describing a film	Las películas – films Una comedia – a comedy Un dibujo animado – a cartoon Una película de acción – an action film	Students will be provided with revision resources and home learning to support them in revising for their assessment in week 5.		To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Zippi y Zape If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'	
Week 2	Social media	La tecnología – technology Lo bueno – the good thing Lo malo – the bad thing Fui – I went/I was Fue – it was Se trató de – it was about Me gustó – I liked Odié – I hated				
Week 3	Advantages and disadvantages of technology					
Week 4	Revision week					
Week 5	Assessment					
Week 6	Praise and Next steps					

Year 8 Learning Map

MUSIC

Musical Futures				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your understanding of reading various types of music notation, such as stave, tab, and notation for drum kit. This topic also builds on your understanding and awareness of the development of music from traditional styles to present day.	In this topic, you will learn to play the instruments of a typical pop band (electric guitar, bass guitar, drums, vocals and keyboard), while developing your understanding of common elements of music in the Popular Music genre. By the end of the unit, you will be able to perform a pop song with your band to an audience.	This topic will develop skills both in performance and through composing as you begin to understand the inner workings of a pop song. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. This topic will enhance your understanding of the area of study ‘Popular Music’ which includes styles such as Rock, 90s Pop, and Gaming Music as GCSE terminology are discussed. This will support your wider listening at later key stages.		
Lesson Sequencing		Wider Reading Opportunities	Ways in which parents/carers can support	
Lesson 1	To develop an understanding of popular instruments, Guitar and Bass.	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: BBC Bitesize - Popular Music Styles	Listen to different pieces of Popular Music on Youtube or Spotify and try to identify the instruments in the piece. E.g. Which part is the verse/chorus?	
Lesson 2	To develop an understanding of popular instruments, Vocals, Keyboard and Drums.			
Lesson 3-4	To deepen your understanding of popular instruments and understand what makes an effective band and rehearsal time		Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.	
Lesson 5	To perform to a peer group and complete a peer assessment.			
Lesson 6	Further practice to imbed feedback			

Physical Education

Year 8 Learning Map

Topic: Athletics

Prior Learning		Current Learning	Subsequent Learning	
In Y7, you learned the basic skills/techniques needed to compete in each event. You should be able to identify different areas and lines on a 400m track. You will have some experience of running, throwing and jumping events.		In this topic you will continue to develop the skills/techniques needed to compete in each of the track and field disciplines. Throughout the topic you will practice the correct techniques for throwing events (Javelin, Discus, Shot Put), jumping events (Long jump, Triple jump) and track events (Sprinting and long distance running).	In Y9, you will continue to develop the skills learned in Y7 & 8 to allow you to become a better/more effective athlete. You will continue to develop: • Running (Sprinting and Long distance) • Throwing (Javelin, Discus, Shot put) • Jumping (Long jump, Triple jump). More confident students will start to look at providing feedback to other students to try to help them improve their technique.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Sprinting (Running Style, Sprint Starts, 100m/200m.	• Running Style • Baton • Decathlon • False Start • Heptathlon • Lane • Staggered Start • Drive • Take off • Grip	• World Athletics Home Page • World Athletics • Athletics - BBC Sport • British Athletics • Athletics - News, Athletes, Highlights & More (olympics.com) • The History Of Track And Field - FloTrack	If possible, give students as many opportunities to get involved in running/jumping/throwing activities. Students can develop their running by doing this outside school in their own time. If they would like to practice a specific track and field discipline, students can join a local athletics club. Find An Athletics Or Running Club England Athletics
Week 2	Relay Changeovers Relay			
Week 3	Jumps (L. Jump/T. Jump)			
Week 4	Throwing (Discus/Javelin/Shot Put)			
Week 5	Distance Running			

Topic: Striking and Fielding

Striking and Fielding				
Prior Learning		Current Learning	Subsequent Learning	
The topic builds on the basic rules of striking and fielding games and how to play the games successfully. Skills of throwing and catching and game play, to improve your performance will have been worked on. In addition, you will have developed your teamwork, communication and leadership skills.		In this topic you will understand the rules and different techniques of bowling, the rules and different techniques of batting. You will develop batting and bowling techniques with control and the application of rules in a conditioned competitive game whilst developing formations in a conditioned competitive game.	All skills learnt in Striking and Fielding unit are transferable across the different games activities. You will also revisit individual games again in year 9 where you will learn more about game play and specific techniques and have more opportunities to develop the skills learnt in year 7 and 8.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Pre-assessment and ball familiarisation	Bases Wickets Rounders Bowling Formations	Cricket rules https://www.cricket-rules.com Cricket skills https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/ Rules of rounders https://www.roundersengland.co.uk/play/rounders-rules/	Practice throwing and catching games at home using a tennis ball (or any similar sized ball). Go to watch friends/family or local clubs play. Encourage your child to join the school team.
Week 2	Rules and techniques of bowling	Backstop Fielders Attacking Defending		
Week 3	Rules and techniques of batting			
Week 4	Fielding Roles			
Week 5	Tactics/strategies through games play			

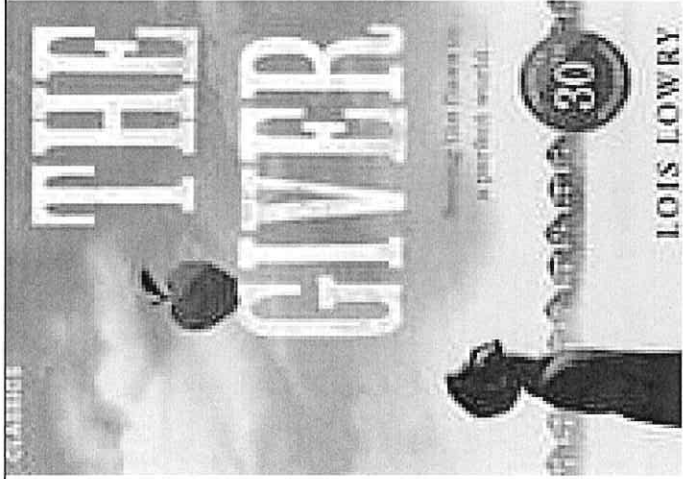
Year 8 Learning Map

Topic Number: 3

Relationships				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on; Work that you have looked at in year 7 and in the safeguarding lessons. You will build on prior knowledge on what constitutes healthy relationships and how to ensure you and those you have relationships with behave in a safe and mature manner.		In this topic you will learn; Important information about why having relationships is important in your life and how you can ensure the relationships are happy and healthy. You will develop the skills and knowledge to be able to identify behaviour that is unhealthy and may put you at risk and will be equipped with the knowledge of how to deal with any issues. You will develop your understanding of the law and what is in place in the law to ensure you remain safe. This topic is important to help you to develop a foundation of how to ensure you have a happy and healthy lifestyle from now into adulthood.	This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. It will continue to build on your knowledge and allow you to be ready for subsequent learning on relationships and how you can spot the dangers of unhealthy relationships. It will enable you to begin to develop your knowledge of different types of relationships and the role of marriage and why some people feel this is right for them. You will develop the skills to reflect and understand other people's opinions and situations which contribute to your ability to make informed opinions.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Marriage and relationships	Homophobic	You can use independent study opportunities to look at information produced by NSPCC and Barnardos on these sensitive topics. <u>Sexuality and sexual orientation</u> <u>NSPCC</u> <u>Sexting and sending nudes</u> <u>NSPCC</u> <u>Why Emmerdale's Jacob thinks he's in love with his abuser</u> <u>Barnardo's</u>	To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate to this.
Lesson 2	LGBTQAI+ and homophobia	Marriage		
Lesson 3	RLR consent	Consent		
Lesson 4	RLR grooming and CSE	Sexting		
Lesson 5	RLR- keeping safe	Grooming		
Lesson 6	RLR – Porn and Sexting	Child Sexual Exploitation		
Lesson 7	Sexting and the law	Civil partnership		
Lesson 8	Relationship Judge	Cohabitation Discrimination		

Year 8 Learning Map

Social Justice				
HT5	Prior Learning	Current Learning	Subsequent Learning	
This topic builds on your knowledge base from primary school, where you may have already learnt about issues of social justice and fairness: building on key terms such as discrimination and equality. You will be able to build on your own view of these matters, and compare your views to the views of others, both religious and non-religious. Throughout this topic you will 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 moral issues and beliefs.	In this topic you will be introduced to matters of social justice in the UK; such as poverty, charity and racism. We think it is vital that you develop an understanding of the importance of equality, considering cases where equality may not be present and why it should be. We will then link these matters to real-life examples to illustrate this importance. As well as exploring how non-religious and religious people may respond. As a result, you will work on your skills of evaluation and debate by discussing these matters – exploring whether or not all people should work for equality, whether all people should give to charity, and whether all religions uphold ideas of equality or not.	The matters of social justice and equality that we explore in this topic, and the religious attitudes towards them, can be applied to many other moral issues throughout RE in Key Stage 3, such as Crime and Punishment and War and Peace. It will also support you to further develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood. In addition, this topic will help you to prepare for GCSE RE Key Stage 4 as these matters of social justice, equality and fairness are embedded in the philosophical and ethical themes that we study. You will continue to develop your ability to analyse and explain how key religious quotations and texts can link to matters of social justice.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
1. Social Injustice: Introduction 2. Prejudice and Discrimination 3. Malala 4. Religious responses to racism 5. Martin Luther King 6. Introduction to Poverty 7. Poverty and religion 8. Charities 9. Religious attitudes to wealth	Activism Discrimination Diversity Equality Homophobia Justice Oppression Prejudice Racism Stereotype Zakat	You can use independent study opportunities to engage with the following websites about religious views relating to social justice. The role of government in Human Rights – Social Justice – BBC Bitesize What is equality and social justice? – Social Justice – BBC Bitesize	Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society. You could also spend some time researching charities such as Amnesty International (AI), who work to bring about justice and fairness to people all over the world, by trying to uphold human rights for all people at all times.	

The Giver			
	What is the Reading Curriculum?	What is the book about?	Themes raised in the book Individuality Freedom of choice Death and release Rites of passage Religion and colour
	The reading curriculum is currently delivered to Y7 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.	It is the future. There is no war, no hunger, no pain. No one in the community wants for anything. Everything needed is provided. And at twelve years old, each member of the community has their profession carefully chosen for them by the Committee of Elders. Twelve-year old Jonas has never thought there was anything wrong with his world. But from the moment he is selected as the Receiver of Memory, Jonas discovers that their community is not as perfect as it seems. It is only with the help of the Giver, that Jonas can find what has been lost. And it is only through his personal courage that Jonas finds the strength to do what is right... Winner of the Newbery Medal in 1994 Winner of the Margaret Edwards Award in 2007	
	Genre Dystopian fiction	Why this book? Cross curricular links – PSHCE – Human Rights Cross curricular links – RE – Rites of passage Religion and colour	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.

C1- Periodic table and elements				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the C1 scheme of learning in Year 7 where students have learned about the particle model and used this to identify, solids, liquids and gasses, and elements mixtures and compounds.	In this topic you will learn how the periodic table contains all of the known elements. You will learn why they are arranged based on their chemical properties. You will also be able to write chemical formula for common compounds.	This topic will prepare you for GCSE Chemistry where in C1 you will learn about the periodic table, the electronic structure of elements, and link this to the arrangement of the periodic table and their chemical properties.		
Lesson Sequencing		Extended learning	Ways in which parents/carers can support	
Lesson 1	Atoms, Elements, Compounds	All students have access to Educake and BBC Bitesize, 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: <u>Educake</u> - to complete homework and access further revision - BBC Bitesize - Accessing their Microsoft Teams work for directed exercises on current topics	
Lesson 2	Chemical Formulae			
Lesson 3	Balancing Equations			
Lesson 4	Periodic Table			
Lesson 5	Patterns in Properties - Group 1			
Lesson 6	Patterns in Properties - Group 7			
Lesson 7	Patterns in Properties - Group 0			
Lesson 8	Sorting Elements using Chemical Data			

Ways in which parents/carers can support

Support your child's progress through:

- Educake - to complete homework and access further revision
- BBC Bitesize
- Accessing their Microsoft Teams work for directed exercises on current topics

Extended learning

All students have access to Educake and BBC Bitesize, 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 Ignotofsky

Tier 3 Vocabulary

Periodic table
Physical properties
Chemical properties
Groups
Periods
Elements
Atom
Molecules
Compound
Chemical formula
Polymer

Lesson Sequencing

Atoms, Elements, Compounds

Chemical Formulae

Balancing Equations

Periodic Table

Patterns in Properties - Group 1

Patterns in Properties - Group 7

Patterns in Properties - Group 0

Sorting Elements using Chemical Data

Technology

Year 8 Learning Map

HT5

Own Branding 4						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on students understanding of branding, marketing and product development. Students will learn to develop their colour knowledge, drawing and use of materials and techniques.		In this topic you will learn to apply your own branding to food trucks for your street food company. You will explore how to apply your brand using digital and traditional methods.	This topic will prepare you for developing your brand across a number of outcomes.			
Week Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Week 1	Food truck uses and considerations	Branding Cohesive Consumerism Colour Culture Design Icon Loyalty Marketing Recognition Typography	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.		Discuss ideas and class work. Collect examples of logo and packaging designs that students might find inspirational to work from. Discuss how this work might influence your own work.	
Week 2	Food truck 'skins' designs					
Week 3	Food truck 'skins' designs					
Week 4	Google sketch-up food truck visualisations					
Week 5	Google sketch-up food truck visualisations					
Week 6	3d food truck making					
Week 7	3d food truck making					