



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 1



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS3 Learning Maps – Half Term 1

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 key vocabulary lists to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (Homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

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

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

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

Yours faithfully,

Nicola Watson

Deputy Headteacher

Year 9 Learning Map

HT1

Self Portraits						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on the theme of identity within students' own work. Students will develop drawing skills, core drawing techniques, painting methods, including colour mixing, and use the work of others to inspire and influence personal responses.		In this topic, you will learn how to draw faces and facial features, using tone and texture to create a realistic likeness of yourself. You will also, through looking at the work of Charlotte Caron, use symbolism to demonstrate your own characteristics.	This topic will prepare you for using symbols to identify narratives. You will be able to identify how artists use different methods to convey a message and how they use a combination of materials and techniques in an individual way.			
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support			
1	What is a portrait? What were they for? Baseline portrait.	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. https://www.artpedagogy.com/self-portraits-pt1-about-face.html	Discuss the work of Charlotte Caron. Ask your young person to explain which animal would each family member be. Access this website, and read it together: https://www.artandsciencejournal.com/post/27908016596/charlotte-caron-in-this-series-of-portraits			
2	Deepening our knowledge of contour. Portrait modelled: I do- we do- you do	Identity Media Portrait Symbolism	Work alongside your child following the video: https://classroom.thenational.academy/lessons/people-the-face-68upac			
3	Pencil portraits: application of skills – refining facial features	Texture Tone				
4	Pencil portraits: application of skills- final portrait	https://www.artpedagogy.com/self-portraits-pt2-more-than-just-a-pretty-face.html				
5	Pencil portraits: application of skills- final portrait					
6	Pencil portraits: application of skills- final portrait					
7	Review of work.					

Drama



Year 9 Learning Map

Topic Number: 1

Topic: John Godber			
Prior Learning	Current Learning	Extended Learning	Subsequent Learning
This topic builds on your earlier knowledge of performance styles in Y8 (Pantomime/Surrealism – key features of the performance styles, how they developed, and how the key features are used within performance) and introduces you to the key features of a new performance style. You will build on your knowledge of non-naturalistic performance styles and apply the key features of Godber's work to a text, like your earlier exploration of <i>The Terrible Fate of Humpty Dumpty</i> in Y7 (application of characterisation skills to a given extract of text).	In this topic, you will learn about the key features of John Godber's performance style. You will explore some non-naturalistic performance techniques associated with his style of performance and apply these to extracts from Godber's plays. You will develop key terminology linked to this performance style and independently explore a range of historical, social and cultural contexts of Godber's work. This topic is important because it will 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 an 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: National Theatre – All About Theatre Drama Games for Classrooms and Workshops – Jessica Swale The John Godber website: https://www.thejohngodbercompany.co.uk/ Has a wealth of knowledge on Godber's performance style, touring productions and past productions.	This topic will prepare you for further exploration of performance styles throughout Key Stage 3, particularly in Y9, where we explore practitioners and other performance styles. It will equip you with the skills to be successful in future exploration and application of performance styles and social and historical contexts. You will be required to demonstrate the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4. This exploration and application will be particularly useful in Component 1: Exploring the Performing Arts and Component 2: Developing Skills and Techniques in the Performing Arts, particularly for the application of characterisation skills.
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support	
Lesson 1: Introduction to Godber - Stereotypes	Characterisation	Explore our Digital Theatre+ package. www.digitaltheatreplus.com	
Lesson 2: Application to Bouncers script (Stereotypes)	Direct Address	All students will be provided with the log in details to access this amazing resource.	
Lesson 3: Multi Role	Exaggeration	Find out about the history of improvisation as a performance style with the National Theatre using this link below; https://www.nationaltheatre.org.uk/blog/potted-history-improvisation	
Lesson 4: Movement – Unison and Canon.	Gender	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 5: Application of Movement to Shakers script (opening choral section)	Multirole		
Lesson 6: Direct Address.	Movement		
Lesson 7: Performance assessment	Non-Naturalism		
	Stereotypes		



Year 9 Learning Map

Topic: Language Skills (Reading Analysis)

Language Skills (Reading Analysis)		
Prior Learning This unit builds on the language analysis units covered in Year 8 (<i>Gothic Fiction</i>) and will build towards the study of 19 th century fiction for GCSE. This unit also builds on generic Language and Literature reading skills, such as the analysis of language and structure and explorations of a writer's effects and intentions.	Current Learning In this topic you will learn how to read, explore, understand and analyse a fiction text written from the Victorian up to the present day. Part of your time will be spent looking at contextual knowledge, and part of your time will be spent learning language analysis skills.	Subsequent Learning This topic will prepare you for your GCSEs, which start in Y10. As part of Language Component 1, you will have to answer various questions centred around information retrieval, language analysis and how a writer creates particular effects. You will also be expected to consider the extent to which you agree or disagree with another reader's perspective on a section of a text. Additionally, the context is relevant to the GCSE texts. For example, you will learn about the Victorian period and the Industrial Revolution, as well as class systems and attitudes to war. This all links to our KS4 Literature texts.
Lesson Sequencing	Extended Learning https://members.gcsepod.com/shared/podcasts/title/10339/63513 https://members.gcsepod.com/shared/podcasts/title/12114/74921	Tier 3 Vocabulary
Week 1 Introduction to Language Skills	Ways in which parents/carers can support Listening to your child read, or reading to your child, would enable them to fire their imagination. Additionally, when watching films or a series together, see if your child can spot English techniques such as pathetic fallacy, juxtaposition or cyclical structure. Can they also explain why it has been used and the effect it has on the audience?	Advances Brandishing Fury Hardships Human Impatience Mangled Moral dilemma Pauper Upreared
Week 2 Oliver Twist		
Week 3 North and South		
Week 4 Jekyll and Hyde		
Week 5 Mock Assessment		
Week 6 Animal Farm		
Week 7 Private Peaceful Final Assessment		

Global Issues			
Prior Learning In the past students have learnt about specific global issues such as climate change and resources. Learning about these issues prepares your child to learn about further and more current issues like Fracking. Previous learning on globalisation and development will supplement learning on new topics in this topic.	Current Learning Teaching students about global issues is more important than ever. This new Scheme of learning (SoL) will include topics that are relevant in the 21 st century and will involve isolated topics on specific matters such as Fast fashion, Sport, and Fracking. The learning will involve critical thinking about global scenarios and events and this will question students' existing understanding and opinion. The topic will also address contemporary human issues looking at their influence on our world economically and socially.	Subsequent Learning If your child decides that GCSE Geography is something they wish to study, then Global Geographical Issues is a topic that follows this theme. In this topic, we explore Hazards, Development Dynamics and Challenges of an Urbanising World. These topics explore some of the themes in this Y9 topic, such as colonialism and global industry.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Colonialisation	There will be <u>two</u> pieces of Geography research homework a half term. This will be based on the topic theme, to extend your place and process knowledge Between assessment periods you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography.	As always, reputable news sources such as the BBC and Guardian are great at helping understand many global issues. We encourage you to discuss and share news with your child. Engage your child in extended reading and wider reading linked to the topic.
Lesson 2	Exploitation		
Lesson 3	Fossil Fuels		
Lesson 4	Fracking		
Lesson 5	Geopolitics		
Lesson 6	Globalisation		
Lesson 7	Governance		
Lesson 8	Health		
Lesson 9	Industry		
Lesson 10	Shale Gas		
	Sustainability		
	TNCs		
	Geopolitical and governing powers		

Year 9 Learning Map

Topic Number: 1

The Miners' Strike				
Prior Learning	Current Learning	Wider Reading Opportunities	Subsequent Learning	Ways in which parents/carers can support
Throughout year 9, you have been learning about examples of discrimination across the globe. This topic will allow you to discover information about another group of people who suffered at the hands of their government; miners. This unit also builds upon your chronological understanding of the history of Britain, which you have gained throughout years 7, 8 and 9. Finally, these lessons build upon the narrative writing, and source analysis, skills you have learned throughout Key Stage 3.	In this topic you will learn about the causes and events of the Miners' Strike, 1984-85. You will discover how, and why, families in Doncaster and Yorkshire were particularly affected. You will consider the legacy of pit closures on the social, political and economic landscape of our region. This topic is important for you to develop your historical skills and knowledge because you will continue to hone and finesse your ability to retrieve evidence, and use it in your verbal and written answers.	These are challenging, but fascinating reads: <i>The Miners' Strike Day by Day</i> by Arthur Wakefield <i>Strike: Thatcher, Scargill and the Miners</i> by Peter Wilsher <i>The Enemy Within: Thatcher's Secret War Against the Miners</i> by Seumas Milne	In your next topic, you will look at the actions of the British government towards Catholics in Northern Ireland. You will draw parallels between the treatment of English miners and Irish Catholics. In the remainder of year 9, and into GCSE and A-Level, you will continue to focus on making inferences and analysing the provenance of sources. Finally, you will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 3, 4 and 5.	You could watch the documentaries below with your son/daughter: <u>YouTube:</u> The Coal War The Battle of Orgreave, The Miners' Strike The Battle of Orgreave (2001)
Lesson Sequencing	Tier 3 Vocabulary			
What were the causes of the Miners' Strike?	Ballot			
What was life like for miners and their families during the Miners' Strike?	Flying Picket			
What really happened at the Battle of Orgreave?	National Union of Mineworkers			
Was Arthur Scargill a hero or a villain?	Scab			
How important was mining for Doncaster?	Pit			
What was the impact of pit closures on Doncaster?	Picket			
How did women contribute to the Strike?	Prime Minister			
	Strike			
	Trade Unions			
How were scabs treated during the Strike?	Welfare			

Year 9 Learning Map: HT2

Topic Number: 1

Digital Media						
Prior Learning		Current Learning		Subsequent Learning		
Pupils have been studying some of the computer science aspects in KS3 which have been theory based. This unit allows pupils to develop their practical and creative skills in ICT focusing on the media industry.		This unit covers digital aspects of the media industry. Pupils will investigate different careers in media and consider the pre-production processes involved. They will gain practical skills in video editing and effects, then produce their own digital media product. This will combine interactivity, sound and video for a particular purpose and audience.		This unit introduces many of the concepts covered in the KS4 Creative iMedia course. This will prepare pupils for the iMedia course, including production planning, video creation and audio editing. In addition, pupils will continue to develop transferable skills in Microsoft Office, including OneNote and email.		
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning		
Lesson 1	Introduction to media	Assets Audio Crop Edit Fade Hyperlink Industry Interactivity Navigation Sample Special effects (SFX) Trim Video Visual effects (VFX) Wireframe		Pupils can develop their practical skills in the subject by:		
Lesson 2	Pre-production			✓ Using Canva to create a further media product. This could be a card or poster for a particular purpose. ✓ Using video editing software to combine images – many are free online.		
Lesson 3	Interactivity					
Lesson 4	Video Techniques					
Lesson 5	AP1 Assessment					
Lesson 6	Video Effects					
Lesson 7	Digital Product L1					
				Ways in which parents/carers can support There are many media resources available here: GCSE Media Studies - BBC Bitesize Home Learning Activities Pupils are encouraged to complete the activities on IDEA.org.uk alongside the curriculum.		

MATHS

Year 9 Learning Map: HT1

Higher - Number (including Standard Form and Surds)				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior learning from Key Stage 2 and Years 7 and 8, using skills in the four operations and type of number.	In this topic you will learn a range of number skills including using prime decomposition, standard form and working with surds.	This topic will prepare you for most subsequent topics in your Maths study. Your number skills will appear in a range of topics, for example, surds will be useful in Unit 5 with Pythagoras.		
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 students' needs: • Write a number as a product of its prime factors • Find two or more numbers' HCF and LCM • Covert in standard form • Add, subtract, multiply and divide in standard form • Simplify surds • Add, subtract, multiply and divide surds • Rationalise the denominator	HCF - Highest Common Factor LCM - Lowest Common Multiple Prime Product Rationalise Standard form Surd	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • 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. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Number 4 - Number Skills and Number Properties				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior knowledge from Key Stage 2 using four operations, negative numbers and number properties. You will have continuously used number skills throughout Years 7 and 8, especially in Unit 1 of Year 7.	In this topic, you will revisit a range of number skills including BIDMAS, rounding and estimating.	This topic will prepare you for all subsequent topics in your Maths study. These skills will be used in all your work, for example rounding when finding using Pythagoras in Year 9 Unit 6 when we explore angles.		
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 students' needs: • Apply order of operations (BIDMAS) • Round numbers to decimal places • Round number to significant figures • Estimate calculations by rounding • To compare numbers using inequality signs • To calculate with negative numbers	Estimate Product Round Significant	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library) • 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.cgpbbooks.co.uk/secon-dary-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. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Number 5 - Number Skills and Number Properties				
Prior Learning This topic builds on your prior knowledge from Key Stage 2 using four operations, negative numbers and number properties. You will have continuously used number skills throughout Years 7 and 8, especially in Unit 1 of Year 7.	Current Learning In this topic, you will revisit a range of number skills including properties of number and powers. You will also study prime decomposition.	Subsequent Learning This topic will prepare you for all subsequent topics in your Maths study. These skills will be used in all your work, including science where you will use standard form.		
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the students' needs: • Apply laws of indices • Write a number as a product of its prime factors • Find HCF and LCM of two or more numbers • To use standard form	Tier 3 Vocabulary Factor HCF - Highest Common Factor LCM - Lowest Common Multiple Multiple	Extended Learning All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Murderous Maths- The Essential Arithmetics by Kjartan Poskitt (available in the school library) • 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	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 9 Learning Map: HT1

Sound Creation in Film Music					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on your knowledge of working on a Digital Audio Workstation. The topic also builds on your knowledge and understanding of how sound can be used within media.		In this topic, you will learn about the purpose of music within a film. You will develop your knowledge of the forms and types of sound creation, including music as ambience, an underscore, through Foley, special or spot effects, and considering dialogue and voiceovers. You will develop your ability to work on a Digital Audio Workstation using MIDI and audio tracks, and using editing tools and plugins to enhance your film music composition.	This topic will support your skills working within a Digital Audio Workstation. You will develop your knowledge and understanding of sound creation which is a very similar content area delivered in the Level 2 NCFE Music Technology course in KS4. You will enhance your knowledge of popular musical styles and sound creation to support your knowledge and understanding at GCSE level.		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson 1	Introduction to film music	Ambience Audio Automation Dialogue Diegetic Equalisation Foley Leitmotif MIDI Plug – in Underscore	You have access to our subscription to <u>Focus on Sound</u> . Click on and then log in using your Microsoft Teams account. Alternative reading opportunities: <u>Sound on sound</u> <u>What is a Foley artist?</u>	- There is free software available to compose music on Apple devices e.g. 'Garage Band' - There is free software available online. Search downloads called 'Audacity' or 'CakeWalk' by BandLab - Visit a visual sound engineer e.g. a local radio or recording studio in Doncaster.	
Lesson 2	Ambience in film music				
Lesson 3	Introduction to Foley				
Lesson 4	Recording Foley using physical props				
Lesson 5	Foley continued				
Lesson 6	Reflection and whole class feedback				
Lesson 7	Introduction to underscore				
Lesson 8	Development of underscore				
Lesson 9	Dialogue in film music and continuation of underscore				
Lesson 10	Dialogue in film music and continuation of underscore				
Lesson 11	Automation and plugins				
Lesson 12	Special and spot effects in film and next steps.				
Lesson 13	Action next steps				
Lesson 14	Showcase of work				

Year 9 PE Learning Map

Topic: All sports in Y9

Prior Learning		Current Learning		Subsequent Learning	
During Year 8, students applied the fundamental movement themes developed in Year 7 across a wide range of sports. They refined techniques, transferred movement skills between activities and developed greater confidence in applying tactics, communication and decision making in different sporting contexts.		In Year 9, students begin to take greater ownership of their learning by choosing activities from different activity groups. Through Invasion Games, Net/Wall, Motion to Music, Gymnastics, Athletics, Outdoor Adventurous Activities, Striking and Fielding and Indoor Games, students refine their decision making, tactical awareness and personal strengths. They learn to apply movement skills independently while making informed choices that best suit their interests, abilities and future participation.		In Year 10, students will further refine their skills, tactics and performance within chosen activities. They will develop leadership, officiating, fitness and performance analysis to improve their own and others' performances.	
Lesson Sequencing		Tier 3 Vocabulary		Extended learning	
Connect	How can effective leadership and communication improve team performance in different activity groups?	Adaptation Analysis Application Communication Decision-making Evaluation Leadership Performance Spatial Awareness Strategy		Join a local sports club or community activity linked to your chosen activity group. Watch elite performers and analyse the tactics and decisions they make. Read articles from BBC Sport, Sport England or National Governing Bodies. Officiate or volunteer at local sports clubs or primary school competitions. Develop personal fitness using home workouts or local leisure facilities. Reflect on your performances using video analysis.	
Body Control, Grappling, Balancing and Falling	How can advanced body control improve performance across different physical activities?				
Kicking, Shooting and Aiming	How can selecting the most effective technique improve attacking performance?				
Throwing, Catching, Hitting and Aiming	How can adapting object control skills improve success across different activity groups?				
Movement & Locomotion, Jumping & Landing	How can efficient movement influence tactical success?				
Rolling, Tumbling and Turning	How can linking complex movements improve creativity, confidence and performance?				
Spatial Awareness	How can understanding and manipulating space create tactical advantages?				
Creating and responding	How can analysing opponents and adapting tactics improve performance?				
Music in Motion	How can rhythm, timing and expression enhance performance and creativity?				
Maximal Effort	How can resilience, determination and self-reflection improve long-term performance?				
		Encourage participation in clubs linked to students' chosen activity groups. Watch live sport together and discuss tactical decisions. Encourage students to take leadership opportunities such as coaching or officiating. Support attendance at extracurricular clubs and community activities. Celebrate improvements in confidence, resilience and decision making rather than simply results. Encourage students to stay physically active outside school through family activities.			

Year 9 Learning Map: HT1

Topic Number: 1

Money						
Prior Learning This topic builds on work that you have studied in years 7 and 8 about being able to understand the world around you. You will develop your knowledge and understanding about adult life and life beyond Ridgewood to ensure you can live a happy, healthy, balanced lifestyle.		Current Learning In this topic you will learn key information about what is meant by monthly monetary obligations and begin to learn about how to manage your money effectively. You will also gain knowledge and understanding of specific terms which relate to money management to help you make informed decisions regarding mortgages, bank accounts and personal finance. You will acquire knowledge and understanding of what could put money management at risk, e.g. gambling, and how to seek help for this to ensure you live a happy and healthy lifestyle.		Subsequent Learning 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 level of knowledge and understanding of key terms which link to financial obligations and how to manage these. The understanding you gain in this topic will be built upon in your careers modules, studying different career paths available and how this can impact further adult life. You will develop the skills to use knowledge and understanding to select the best financial options available to you and allow you to make informed choices. You will develop an understanding of how to live a balanced life and where you can seek further information from experts to ensure you can remain happy, safe and healthy from now into adulthood.		
Lesson Sequencing Lesson 1 Spending your salary Lesson 2 Opening a bank account Lesson 3 Paying taxes Lesson 4 Personal finance Lesson 5 Gambling Lesson 6 Gambling addiction Lesson 7 Assessment – Group drama presentation		Tier 3 Vocabulary Addiction Debt Direct debit Finance Gambling National Insurance Overdraft Salary Tax		Extended Learning You can use independent study opportunities to engage with the following websites: School Money Skills Barclays LifeSkills Help for problem gambling - NHS (www.nhs.uk)		Ways in which parents/carers can support Discuss and have conversations with young people at home about money, money management and the different terms that are associated with this. Use the Barclays Life Skills website to engage with the different activities and clips they have to help learn about money, money management and account safety.

HT1: Year 9 Learning Map

Medical Ethics: Abortion and Euthanasia				
Prior Learning	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
Prior Learning This topic builds on your knowledge base of key religious beliefs and teachings from Year 7 and 8 and allows you to apply this knowledge to moral issues surrounding medical ethics and the issues of life and death. You will also use key teachings and ideas such as the sanctity of life, which you studied in the Year 7 topic on animal rights, and apply this to issues such as abortion and euthanasia. Throughout this topic, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to the explanation of moral issues and beliefs. You will continue to practise your skill of evaluation.	Tier 3 Vocabulary Abortion Conception Dignity Euthanasia Hospice Pro Choice Pro Life Quality of life Sanctity of life Viability	Extended Learning In preparation for your assessments in RE your teacher will provide you with revision resources for you to complete and test yourself. In between these periods it is good practice to test yourself by writing and answering quiz style questions or completing brain dumps on your learning in RE. Wider Reading: You can use independent study opportunities to engage with the following websites about religious views relating to: Abortion: What is an abortion? - Abortion - GCSE Religious Studies Revision - BBC Bitesize Arguments for and against abortion - Abortion - GCSE Religious Studies Revision - BBC Bitesize Euthanasia: What is euthanasia? - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize Types of euthanasia - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize	Subsequent Learning This topic will develop your understanding of key religious beliefs and teachings, such as the sanctity of life, that you will use in both further Key Stage 3 and Key Stage 4 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 the beliefs and actions of religious believers - this is a skill that will continue to be developed throughout your RE studies.	Ways in which parents/carers can support Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society to issues within medical ethics.

Year 9 Learning Map

Topic Number: B1

Cell Biology & Cell Transport																																							
Prior Learning This topic builds on students' prior knowledge during their Key Stage 3 learning journey. Students recap cells and specialised cells and their adaptations. Then students use their understanding of cell structures and organelles to describe osmosis, diffusion and active transport.	Current Learning In this topic you will learn the structure and function of different organelles found in eukaryotic and prokaryotic cells. You will learn about diffusion, osmosis and active transport and their importance in single and multicellular organisms. You will also learn the importance of microscopes in science and how to correctly use one.	Subsequent Learning This topic will prepare you for every subsequent Biology topic and will form the foundations on which your Biology knowledge is built.																																					
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support																																				
<table><tr><th>Lesson</th><th>Title</th></tr><tr><td>1</td><td>Eukaryotic cells</td></tr><tr><td>2</td><td>Cell specialisation and differentiation in animals</td></tr><tr><td>3</td><td>Cell specialisation and differentiation in plants</td></tr><tr><td>4</td><td>Microscopes & biological drawings</td></tr><tr><td>5</td><td>Microscope calculations & rearranging formula</td></tr><tr><td>6</td><td>Microscopy RP 1</td></tr><tr><td>7</td><td>Prokaryotic cells</td></tr><tr><td>8</td><td>Microscopy & cells exam practice</td></tr><tr><td>9</td><td>Culturing microorganisms & calculating area</td></tr><tr><td>10</td><td>Culturing microorganisms RP 2</td></tr><tr><td>11</td><td>Culturing microorganisms RP 2 - data analysis</td></tr><tr><td>12</td><td>DNA & the genome & chromosomes</td></tr><tr><td>13</td><td>Mitosis and the cell cycle</td></tr><tr><td>14</td><td>Stem cells</td></tr><tr><td>15</td><td>Evaluating stem cells</td></tr><tr><td>16</td><td>Diffusion</td></tr><tr><td>17</td><td>SA/Volume</td></tr></table>	Lesson	Title	1	Eukaryotic cells	2	Cell specialisation and differentiation in animals	3	Cell specialisation and differentiation in plants	4	Microscopes & biological drawings	5	Microscope calculations & rearranging formula	6	Microscopy RP 1	7	Prokaryotic cells	8	Microscopy & cells exam practice	9	Culturing microorganisms & calculating area	10	Culturing microorganisms RP 2	11	Culturing microorganisms RP 2 - data analysis	12	DNA & the genome & chromosomes	13	Mitosis and the cell cycle	14	Stem cells	15	Evaluating stem cells	16	Diffusion	17	SA/Volume	Active transport Cell membrane Cell wall Chloroplasts Cytoplasm Diffusion Mitochondria Muscle cell Neuron Osmosis Palisade cell Ribosomes Root hair cell Specialised cell	All students have access to Carousel Learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. Wider reading: CGP revision guides Phillip Ball – A biography of water "Cells and Microbes" (Horrible Science) by Nick Arnold "The Usborne Introduction to Biology"	Support students to access Carousel Learning to complete their homework and independent study packs GCSE Revision Guides and Workbooks are available on parent pay.
Lesson	Title																																						
1	Eukaryotic cells																																						
2	Cell specialisation and differentiation in animals																																						
3	Cell specialisation and differentiation in plants																																						
4	Microscopes & biological drawings																																						
5	Microscope calculations & rearranging formula																																						
6	Microscopy RP 1																																						
7	Prokaryotic cells																																						
8	Microscopy & cells exam practice																																						
9	Culturing microorganisms & calculating area																																						
10	Culturing microorganisms RP 2																																						
11	Culturing microorganisms RP 2 - data analysis																																						
12	DNA & the genome & chromosomes																																						
13	Mitosis and the cell cycle																																						
14	Stem cells																																						
15	Evaluating stem cells																																						
16	Diffusion																																						
17	SA/Volume																																						

18	Exchange surfaces			
19	Osmosis			
20	Osmosis RP3 - planning			
21	Osmosis RP3			
22	Osmosis RP3 - analysis			
23	Active transport			
24	Transport consolidation			

Year 9 Learning Map

Half Term 1 & Half Term 4

Project Overview: Elements of the Construction Industry				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
To build listening and speaking skills and to encourage more cultural awareness, parents can encourage pupils to visit the YouTube blog <i>Coffee Break Spanish</i> , where students can listen to native speakers of Spanish answering questions on a number of topics.		In this topic you will learn about many different aspects of the construction industry, famous architecture and how civil engineering and construction work together.	The knowledge and skills from this project will feed into the basic theory content for the current KS4 Construction and Engineering courses.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1	Introduction to the construction industry	Architect Building Information Modelling (BIM) Civil Engineer Concrete Contractor Foundation Infrastructure Load-bearing Prefabrication Procurement Regeneration Specification Structural Engineer Sustainability Surveying	Watch Grand Designs to see how a structure/building is produced from start to finish. Research into famous UK landmarks and how they were produced. E.g The Millenium Stadium, The Shard. Watch Channel 4 – Britain’s Greatest Bridges <u>Britain's Greatest Bridges - The Humber Bridge</u>	
Week 2	Jobs within the construction industry			
Week 3	Famous projects within the construction industry			
Week 4	Civil engineering and construction links			
Week 5	Construction and new technologies			
Week 6	Materials used within construction			
Week 7	Famous architects			
Week 8	Grand designs			

HT1: Year 9 Learning Map

Topic: 1 Using Equipment Safely

Food Technology				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the theory and practical knowledge acquired throughout the different food projects delivered in year 7 and 8. Students should already have acquired a basic understanding of food hygiene, food storage and cross-contamination from these topics.		In this topic, students will learn how to use their existing knowledge of food hygiene and safety to carry out a range of practicals using existing and new skills. Students will learn about legislation enforced in the hospitality sector. Students will learn the importance of key documentation, how to complete it and why it is important. Students will learn about the repercussions of poor food handling.	This topic will prepare students to be able to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes safely and hygienically. Students will be able to apply their new knowledge to lessons relating to meeting customers' needs and ensuring the food they eat is safe.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Introduction	Commercial Clostridium perfringens Diarrhoea Domestic E. Coli HACCP Listeria Pathogens Salmonella Vomiting	Students could complete the tasks listed on the two websites below: https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes GCSE Home Economics: Food and Nutrition (CCEA) - BBC Bitesize	Leisure time: Watch food programmes such as <i>Food Inspectors</i> . Shopping: Challenge your child to find various foods and explain why they are stored in the areas where they are stored. Dinner time: Support your child in planning and preparing a meal using high-risk ingredients for the family.
Lesson 2	Knife skills practical			
Lesson 3	Cheese triangles			
Lesson 4	Risk assessments			
Lesson 5	Glazed fruit scones			
Lesson 6	Pathogenic bacteria			
Lesson 7	Mini carrot cakes			
Lesson 8	Food poisoning			