



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 5



RIDGEWOOD
SCHOOL

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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 7 Learning Map

HT 5

Mark Making					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on students' prior procedural knowledge of techniques in art and design when creating personal responses. It will further develop these skills by introducing new methods of image-making through print techniques. Additionally, it will enhance students' subject-specific vocabulary for discussing and evaluating their work.		In this topic, you will explore how the work of Michael Rothenstein can inspire the development of your own drawing methods and printing techniques. You will create a series of prints and produce a final mono-print based on an observed drawing of the sixth form, building on your skills in using texture and tonal drawing. You will also develop and practise subject-specific language during class discussions, in one-to-one feedback, and through written evaluations to identify areas of success and improvement.	This topic will prepare you to further develop your use of materials and techniques to describe texture and tone with purposeful intent. You will demonstrate a deeper understanding of how the work of others can influence your own artwork and shape your perception of concepts in art.		
Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Printing techniques using observed drawings of shells					
Printing techniques using observed drawings of shells					
Printing techniques using observed drawings of shells		Abstract Mono Print Observational Press Print Record Texture Tone	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Browse: https://www.tate.org.uk/search?aid=1873&type=artwork together to discuss the learning in lessons.	Visit Leeds/Doncaster Art Gallery and identify works created using printing methods or that have notable texture in the work.	
Observed drawings of new build to translate into a mono print					
Observed drawings of new build to translate into a mono print					
Mono print of building					

Drama

Year 7 Learning Map

Summer Term 1

The Terrible Fate of Humpty Dumpty					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on the characterisation skills developed in Half Term One and Half Term Four topics such as Matilda and Melodrama. For example, building on your use of facial expression, body language, use of voice, reactions, status, and eye contact. The topic will also introduce you to new concepts such as exploring characterisation through scripted exploration.		In this topic you will learn a range of performance techniques, and apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply characterisation skills as part of the performance. This topic will also develop your knowledge of performance techniques, and how to develop a successful performance. You will also consider the impact of your application and development of these performance techniques when creating a character.	This topic will prepare you for further performance technique development throughout Key Stage 3. It will equip you with the characterisation skills to produce an effective character that will assist you in Y8 and Y9 when exploring character development.		
You will be required to demonstrate the ability to explore, describe and apply characterisation skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 2: "Developing Skills and Techniques within the Performing Arts", and Component 3: "Responding To A Brief".					
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Lesson 1: Status		Characterisation Cross-Cutting Direct Address Dramatic Irony Dramatic Pause Exaggeration Narration Non-Verbal Communication Proxemics Status Stock Characters	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 - The Ultimate Drama Pot Collection: 100 Monologues for Young Performers – Joanne Watkinson - National Youth Theatre Monologues: 75 Speeches for Auditions: Speeches for Young People - Michael Bryher	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: Interview with Hattie Morahan: On Acting Interview with Dominic Rowan Productions to watch: The Railway Children	
Lesson 2: Dramatic Pause					
Lesson 3: Dramatic Irony					
Lesson 4: Cross Cutting					
Lesson 5: Create a scene: The future and scene 19					
Lesson 6: Perform a scene: The future and scene 19					

Women in Media

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' knowledge of language skills. When studying Fantasy Narrative Writing, pupils will have started to develop their own use of techniques for effect. These skills will enable them to confidently find and analyse writer's methods and how writers achieve certain effects in new texts. Students also explained and analysed how writers influence readers while studying Ghost Boys which will give them a good foundation of knowledge when analysing language texts.	During this exciting topic, pupils will look at how women are presented in a variety of different media, from video games to animation, and from classic novels to feminist non-fiction. The media will come from all parts of history right up to the present day, so pupils can chart the evolution of women in media. Each week, pupils will learn and use new vocabulary that will help them to analyse the presentation of female characters. We will compare characters such as Vanelope (from Wreck It Ralph) and Snow White and consider what effect the time period a female character was created in has on how they are presented. Some of the more classic pieces of literature we will look at are A Vindication of the Rights of Woman, Jane Eyre and The Yellow Wallpaper. Fortnightly poetry lessons will tie into the themes as well. There will be opportunity for pupils to use the computers to create presentations about what they have learned and the unit will end with a celebration of knowledge where pupils will present to the class. The final assessment will be on the character of Hermione in the Harry Potter books, leaving pupils with a well-rounded knowledge of female characters from 1792 right up to the modern-day.	This topic will prepare students for both non-fiction and fiction study and creation of texts in Year 8 and beyond. Throughout Key Stage Three and Four, students will continue develop their analytical and writing skills. At GCSE, pupils will be able to use the "evidence comment" style of responding to language texts as part of their language component 1 and 2 exams.
Lesson Sequencing	Tier 3 Vocabulary: simile, metaphor, personification, emotive language, pathetic fallacy, rhyme	Wider Reading Opportunities:
Week 1: Comparison of Vanelope and Snow White Week 2: A Vindication of the Rights of Woman and a PPT presentation Week 3: Jane Eyre and a mock assessment (Katniss Everdeen from Hunger Games) Week 4: The Yellow Wallpaper Week 5: A chance to create and write about their own female character, plus the final assessment Week 6: The opportunity to create an end-of-topic presentation to perform in front of the class	Key Vocabulary to learn over the next few weeks: patriarchy, oppression, empowerment, triumphant, sacrifice, fatigue, domestic labour, superiority, pseudonym, obedient, tyrant, perilous, valiant, protagonist,	Support recall of key terminology using 5- 10 key words. Read together/model reading stories Ask open questions about the text e.g. How might...? What would happen if...? Would you feel the same if...?

Geography



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Year 7 Learning Map

Topic Number: 5

India					
Prior Learning		Current Learning		Subsequent Learning	
Before studying India, students might have been aware of India from the news, they might have visited India or studied this in their primary schools. The Key Stage 2 curriculum covers “the world’s most significant human and physical features” this might include learning/knowing about Mumbai a megacity or the history of Britain and India. There is particular focus on learning about the seven continents and countries where India might have been included. The study of climate and pressure belts around the world may also expose students to a variety of ecosystems in India.		The India scheme of learning delves into the broader human and physical aspects of India. Such as natural features, rivers and mountains and then the economy and history of India. This transitions to and in-depth exploration of India’s economy and the influence of transnational corporations on society and the economy. The topic ends with an introduction to Mumbai, India’s biggest and most influential megacity! Students will enjoy understand how quality of life differs but also how sustainable urban projects can improve life for people in urban areas.		In Year 9 we have a megacity scheme of work which covers more of India in detail, where we compare the challenges and opportunities of living in a megacity. If students decide to take Geography at GCSE this Year 7 India topic gives them a great foundation for the Development Dynamics unit. When students recall key terms and basic information from Years 7 - 9 this helps to scaffold their learning in Years 10 and 11.	
Lesson Sequencing		Tier 3 Vocabulary		Ways in which parents/carers can support	
Lesson 1	Location of India	Continent		Encourage students to be aware of international news stories and research the history between India and the UK.	
Lesson 2	Physical Geography of India	Development Economy		You can support your child by promoting extended learning and developing their understanding of the developed and developing world.	
Lesson 3	Human Geography of India	Emerging Industry			
Lesson 4	Employment	Manufacturing			
Lesson 5	TNCs	Primary Secondary			
Lesson 6	Bhopal Disaster	Tertiary TNC			
Lesson 7	Mumbai	Trade			
Lesson 8	Urbanisation				
Lesson 9	Sustainable Projects				

HISTORY

Medieval Life - continued				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the content you learned in primary school about the Vikings, and the Anglo-Saxon struggle for control of the Kingdom of England. It also builds upon your chronological understanding of the history of Britain, which you have been studying throughout Year 7. Finally, it builds upon the writing and source skills you learned in primary school and during the Romans and Hastings topics.	In this topic you will learn about the changing political leadership in England during the Medieval era. You will discover what life was like for the English public in this period, and how their lives were drastically affected by the Black Death and the Crusades. This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to analyse sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.	This topic will prepare you for future learning about life in Tudor England as you will have gained knowledge about the pre-existing political and social structures within the country. It will also equip you with the source skills needed to be successful in your exams in Key Stage 4 as Paper 3 is a source-led assessment. You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stages 3, 4 and 5.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
1 – What happened during the Peasants Revolt?	Conquest Crusade Feudal Government Knight Magna Carta Merchant Monarchy Nobility Villein	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. The following books are very engaging and interesting: Arthur and the Seeing Stone by Kevin Crossley-Holland KS3 History: Medieval Britain (410-1509) by Robert Peal	You could watch the documentaries below with your son/daughter: YouTube – The Peasants' Revolt with Tony Robinson YouTube – The Plague that shaped England's Future	
2 – What was life like in a medieval school?				
3 – How did Henry VI change England?				
4 – How did Edward IV change England?				
5 – How did Richard III change England?				
6 – Why did Henry Tudor win the Battle of Bosworth?				
7 – How did Henry Tudor change England?				
8 – Source analysis.				

Year 7 Learning Map

Topic Number: 4

Topic Title: Hardware and Software					
Prior Learning		Current Learning		Subsequent Learning	
This topic continues the learning from the previous unit on computer hardware and software.		In this topic, pupils will continue to explore the different computer hardware and software components and how they work together. You will learn what computer networks are and how they operate. Finally, you will learn how computers store data, with a focus on binary computer systems. You will calculate and convert binary values into denary and characters.		This topic will prepare you for the future of understanding how computers work and the theory side of computer science. This will also support your computational thinking skills when looking into how computers work.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support
Lesson 4	Computer Software	Input	You are encouraged to use https://idea.org.uk/ - this offers free mini courses about various computer-based topics You can use https://www.bbc.co.uk/bitesize/topics/zmpsgk7 To research hardware and software-based theory	https://idea.org.uk/ - this offers free mini courses about various computer based topics	Pupils are encouraged to use https://idea.org.uk/ - this offers free mini courses about various computer based topics
Lesson 5	Networks	Output			
Lesson 6	Binary	Hardware			
Lesson 7	Computer Storage	CPU			
Lesson 8	Recap/Revision	RAM			
Lesson 9	Assessment	ROM			
		Software			
		Utility			
		Binary			
		denary			

MATHS

Ratio and Proportion 1				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the previous unit, linking fractions to the new concept of ratio.	In this unit you will learn about ratio- what a ratio is, why we use them and how to work these out effectively.	Proportional reasoning is a key skill that mathematicians use within all their work therefore you will revisit this topic frequently in KS3 and in higher level work with ratios 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's needs: • Write a ratio • Link ratios to fractions of a quantity • Share in to a ratio • Use unitary methods • Learn to demonstrate a 'best buy' • Use proportion for scaling recipes up and down	Simplify Equivalent Ratio	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Pigs in the Pantry: Fun with Math and Cooking by Amy Axelrod 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 7 Learning Map

Topic Number: 4

Mi tiempo libre: My free time						
Prior Learning		Current Learning		Subsequent Learning		
This topic uses previously learnt vocabulary linked to opinions and telling the time but in the context of describing a range of free time activities. In terms of grammar, this unit of work will also develop your understanding of how to form the present tense; moving from regular to stem-changing verbs.		In this topic you will learn to write and talk about your routine and what you like to do in your free time in Spanish. You will be able to express opinions regarding free-time activities and say what sports you like or dislike and why. You will also develop a deeper understanding of grammar and the difference between regular and irregular verbs.		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 describing after school activities as well.		
Lesson Sequencing		Tier 3 Vocabulary		Extended learning		Ways in which parents/carers can support
Week 1	The weather	Por la mañana- In the morning Ir- to go Jugar- to play Juego al baloncesto – I play (at) basketball Prefiero- I prefer Prefiero jugar al baloncesto – I prefer playing (at) basketball Los deportes- sports		euroclub-schools.org is a website where you can read about different aspects of Spanish history and culture. There are sometimes worksheets that you can complete too. Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class.		To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Zipi y Zape If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'
Week 2	Sports and expressing opinions					
Week 3	Sports we 'play' and sports we 'do'					
Week 4	Other hobbies					
Week 5	Big write – my hobbies					
Week 6	Revision					

Year 7 Learning Map

Funky Chords				
Prior Learning		Current Learning	Subsequent Learning	
This topic reinforces your understanding of pitch and rhythm. You already know how to read the individual notes of the treble and bass clef stave and the musical symbols associated with the durations of note lengths and rests. You have also been introduced to a variety of popular music styles. This topic provides you with an understanding of how artists and bands create these chord progressions.		In this topic you will develop your understanding of harmony (chords) and tonality. You will learn how to construct chords and chord sequences which allow you to create music. You will also have the opportunity to develop your keyboard skills and perform popular chord sequences from songs. You will learn the correct fingering patterns and wrist position for playing chord effectively. You will also develop your listening skills and be able to identify the sounds of different chords.	Harmony is a fundamental musical element. This topic will provide you with a deeper understanding of harmony which will enhance your compositional, performance and listening skills which will support your knowledge and understanding at GCSE level.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 7	Introduction to a popular piece of music with a chord sequence	Chord Sequence	You have access to our subscription to Focus on Sound. Click on the link: and then log in using your Microsoft Teams account. Alternative wider reading opportunities: Introduction to Chords Popular Chord progressions	Encourage your child to learn to play a musical instrument on which they can play chords. These instruments include: ✓ Guitar ✓ Keyboard ✓ Piano We offer a full range of instrumental lessons at Ridgewood. Please contact us to discuss further.
Lesson 8	Practicing through the chord sequence.	Major Minor		
Lesson 9	Practicing the chord sequence against our success criteria.	Harmony Inversion		
Lesson 10	Assessment of chord sequence.	Root Primary		
Lesson 11 and 12	Improvements following feedback.	Tonality Consonance Dissonance Triad		

Year 7 Learning Map

Topic: Athletics

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on any previous learning of athletics. If students have no previous experience of athletics, they will be introduced to the basic skills/techniques needed to compete in each event.		In this topic, you will learn the basic techniques needed to compete in each of the track and field disciplines. Throughout the topic you will learn the correct techniques for throwing events (javelin, discus and shot put), jumping events (long jump and triple jump) and track events (sprinting and long distance running).	In Y8, you will continue to develop the skills learned in Y7 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 might be able to take on officiating role in athletics (timekeeper, starter, recorders etc).	
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 practise 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	
This topic builds on the different skills you have learnt in primary school linked to striking and fielding games, such as catching. You may have played rounders, cricket or you may have done various skills that work on hand eye co-ordination.		In this topic you will learn the basic rules of striking and fielding games and how to play the game successfully. You will develop your skills of throwing and catching and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in striking and fielding are transferable across the different activities. You will also revisit striking and fielding again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 7. You will also have an opportunity to use the skills in different sports settings.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Pre-assessment and Ball familiarisation	Stance Position Base Bat	Cricket rules https://www.cricket-rules.com Cricket skills	* Practice throwing and catching games at home using a tennis ball (or any similar sized ball).
Week 2	Understanding the rules and techniques of bowling			

Week 3	Understanding the rules and techniques of batting	Bowl Communication Underarm Overarm Stump	https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/ Rules of rounders https://www.roundersengland.co.uk/play/rounders-rules/ Rounders skills https://www.sportplan.net/s/Rounders/skills.jsp Softball rules https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20Softball&text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible.	* Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or see if you can play some mini games in the garden or at the park.
Week 4	Fielding rules and techniques Fielding tactics and formations			
Week 5	Development of batting and bowling techniques through game play			

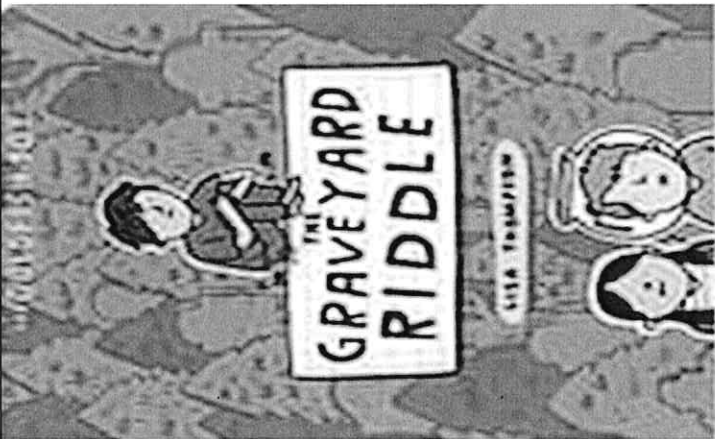
Year 7 Learning Map

Topic Number: 3

Healthy Eating: A Balanced Lifestyle						
Prior Learning		Current Learning		Subsequent Learning		
This topic builds on the work you covered in primary school about healthy eating and the importance of regular and thorough personal hygiene.		In this topic you will learn: Key information about what is meant by being healthy physically, mentally and emotionally. You will develop an understanding of what constitutes a healthy life style and why balance is important to ensuring this. You will develop key knowledge and understand of how to identify healthy habits and how to apply them to your own life. You will also develop your understanding of what healthy means to you personally. This topic is important 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 further learning in PSHCE right through to the end of Year 11. It will introduce you to key concepts such as health and wellbeing and the various factors that can impact them. It will begin to develop coping mechanisms to help you manage aspects of your life both at Ridgewood and beyond, enabling you to maintain a happy, healthy lifestyle. You will develop the skills to reflect on and understand how actions have consequences, and how to manage these positively and effectively.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	What is a healthy lifestyle?	Balanced diet	You can use independent study opportunities to engage with the following websites. Look at the information provided and how they positively impact a person's health and wellbeing <u>Healthy diet recommendations - British Nutrition Foundation</u> <u>Live Well - NHS (www.nhs.uk)</u>	Explore what constitutes a healthy meal using the eat well plate that can be found in the student planner to make a meal together		
Lesson 2	Healthy eating – good nutrition	Food groups				
Lesson 3	Physical activity and the impact on mood	Plaque				
Lesson 4	Personal hygiene- germs and viruses	Psychological				
Lesson 5	Dental hygiene	Mental				
Lesson 6	The importance of sleep	Tobacco				
Lesson 7	Assessment – student planner page	Melatonin				
		Immune system		Take part in exercise together as a family – this could be a walk. Record how you feel before and after the exercise.		
		Virus				
		Wellbeing				

Year 7 Learning Map

Environmental and Animal Issues				
Prior Learning This topic builds on your knowledge base from topic 1 based on Christianity using knowledge gained about creation and develops this knowledge into application of how this belief influences Christian beliefs about caring for the environment and the uses of animals. 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. Also, you will 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.	Current Learning In this topic you will learn about a variety of religious beliefs about how to care for the environment and animals. You will be introduced to a number of key Christian beliefs such as dominion and stewardship that will help to develop your understanding of creation and its application to the environment and animals. You will also work on your skills of evaluation and debate discussing issues such as whether we have a duty to look after the environment and whether animals are there for the benefit of humans or not. This topic is important for you to develop your knowledge of religious beliefs and teachings about how we use animals and the environment and the moral and practical issues that can arise from these uses. You will also consider alternatives and ways in which we can protect and sustain the earth and animal life.	Subsequent Learning This topic will initially introduce you to the key concepts of dominion and stewardship which underpin many other religious responses to moral issues that you will be able to use in both Key Stage 3 and 4 RE such as Medical Ethics, War and Crime. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. 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.		
Lesson Sequencing 1. Stewardship, Dominion and the Sanctity of Life 2. Animal Rights 3. Religious Attitudes towards the use of animals 4. The use of animals for food 5. Animal Experimentation 6. Value of the world 7. Environmental Issues 8. Religious Responses	Tier 3 Vocabulary Climate Change Conservation Creation Deforestation Dominion Global Warming Liberalists Literalists Natural Resources Stewardship The Sanctity of Life Vegan Vegetarian Vivisection	Extended Learning You can use independent study opportunities to engage with the following websites and articles about religious views relating to the environmental and animal issues: <u>Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u> <u>Does it matter how we treat animals? – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u>	Ways in which parents/carers can support Explore the websites of religious charities that focus on supporting the environment and animal rights such as A Rocha or Operation Noah which is a Christian charity focusing on reversing the effects of climate change. <u>Who we are (arocha.org.uk)</u> <u>Operation Noah A Christian response to climate change</u> Watching documentaries such as 'An Inconvenient Truth' or 'the David Attenborough series, 'Our Planet', together could help to raise students' awareness of the environmental issues facing the world today.	

The Graveyard Riddle		
	What is the Reading Curriculum?	What is the book about?
	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.	Melody Bird has discovered an old, abandoned house in the corner of the graveyard, and a mysterious boy hiding out there... Hal tells her that he's a spy-in-training, using the house as a base for his undercover surveillance of a known local criminal. Her friends Matthew and Jake don't believe that a teenager would be entrusted with this mission and turn the tables to spy on him, uncovering secrets and unravelling a mystery as they go.
Themes raised in the book	Genre	Why this book?
Trust Mystery Good versus evil Change Family Divorce	Mystery fiction	This book follows on from 'The Goldfish Boy' which Y7 read earlier in the year. Students can make connections between the key characters and what they learnt about character relationships to support their inference skills.
		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 7 Learning Map

Topic Number: C1

C1-Particle model and separation techniques				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on the KS2 science curriculum knowing that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Also using knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating		In this topic you will learn about the particle model of matter and use diagrams to represent solids liquids and gases. You will also learn the difference between mixtures and elements and compounds and methods to separate these from each other.	This topic will link to C1 in Year 8 where you will study the periodic table and use the particle model to see how compounds are structured. It will prepare you for GCSE Chemistry, where in C1 you will study the periodic table and chemical reactions. It will also prepare you for C2, which will look at separation methods used on crude oil.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	
Lesson 1	Particle model	Particle	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: - Educake - to complete homework and access further revision - BBC Bitesize - Accessing their Microsoft Teams work for directed exercises on current topics
Lesson 2	Changes of state	Diffusion		
Lesson 3	Diffusion	Evaporate		
Lesson 4	Pure substances and mixtures	Condense		
Lesson 5	Theory of separation chromatography and filtration	Sublime		
Lesson 6	Theory of separation	Soluble		
	evaporation and distillation	Insoluble		
Lesson 7	Planning a separation method	Dissolve		
Lesson 8	Carrying out a separation method	Mixture		
Lesson 9	Evaluating a separation method	Pure substance	Chromatography	
		Filtration		
		Distillation		

Year 7 Learning Map

Topic Number: C2

C2-Metals and non-metals				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on properties and changes of materials from the Year 5 curriculum, which looks at properties and uses of materials such as metals and wood. It also links to the previous chemistry topic C1, which looks at the particle model of matter.		In this topic you will learn the physical and chemical properties of metals compared to non-metals. You will also cover the reactions of acids and alkalis and be able to identify these chemicals from their names and formula.	This topic will prepare you for learning about the periodic table of elements and being able to balance equations in Year 8. You will also learn skills such as writing a practical method which will prepare you for GCSE extended writing questions.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Acids and Alkalis	Periodic table Metals	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. The royal society of chemistry has many useful resources including experiments, careers and further reading.	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft Teams to complete work directed by their teachers.
Lesson 2	Neutralisation + Salts	Non-metals		
Lesson 3	Plan an investigation into Indigestion Remedies	Displacement Oxidation Reactivity pH		
Lesson 4	Practical - Indigestion Remedies	Indicators Base Acid Concentration Malleable Ductile Sonorous		
Lesson 5	Metals and non-metals			
Lesson 6	Metal Reactions			
Lesson 7	Displacement			
Lesson 8	Metal Reactivity Series			

Year 7 Learning Map

Topic 5: Food Product Design

Food					
Prior Learning This topic builds upon lessons delivered last term about healthy eating including the eat-well guide, nutrients and food sources and sequencing a recipe.		Current Learning In this topic, students will develop their knowledge of nutrition and healthy recipe adaptations to account for special dietary needs through theory lessons and practical cookery. They will cook a range of dishes to master basic cooking and hygiene skills and develop new ones. Students will also learn how to substitute different ingredients to improve the nutritional profile of the dish. Skills learned in this topic: Simmering, boiling, frying, sautéing, hob and oven control, using all parts of the oven, and weighing and measuring solids and liquids, dicing, slicing.		Subsequent Learning This topic will equip students with the knowledge and skills to make a range of healthy dishes containing both high- and low-risk foods. They will learn to evaluate the success of different recipes in order to make suitable adaptations in the future. While cooking, students will demonstrate high standards of food hygiene. They will build upon these skills while adding new ones to their repertoire in the next topic, where the practical lessons and theoretical concepts will progressively increase in complexity.	
Lesson Sequencing Lesson 1 Special diets Lesson 2 Bread shapes Lesson 3 Design brief Lesson 4 Cous cous Lesson 5 Production planning Lesson 6 Pasta salad		Tier 3 Vocabulary Design brief Specification Target group Timeplan Special diets Medical Life-stage Lifestyle Allergies Intolerances	Extended Learning https://www.bbc.co.uk/bitesize/guides/zvix6sg/revision/2 https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/ https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3	Ways in which parents/carers can support Shopping: ask your child what sorts of items should be purchased as part of a balanced diet. Challenge them to explain how your meals could be adapted to suit the needs of different groups. Dinner time: support your child in planning and preparing dinner for the family. Ask your child to demonstrate good hygiene by completing the washing up and putting the equipment away in the correct places. Can you support your child to make a vegetarian meal using an alternative protein source?	