



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y11

HALF TERM 5



RIDGEWOOD
SCHOOL

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Y11 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. Please note, as we move towards the end of Y11, some subjects have not included full learning maps where they have finished the course content and are now revising.

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

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

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

We hope that having these Learning Maps available to you will help you to discuss with your son/daughter what they are learning, and be useful at signposting 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 11 Learning Map

Topic Number: HT5

Exam Preparation				
Prior Learning	Current Learning	Subsequent Learning		
The exam builds on learning and preparation of art and design investigations you have utilised over the duration of the course.	You will respond to the externally set examination paper. You will have a number of starting points to choose from to investigate in the same way you have explored coursework projects over the GCSE course. Use the week-by-week guide given in lessons to support your weekly schedule and home learning.	The exam preparation will continue up to the exam on the 16th and 17th April. You will apply prior learning to your own investigations and ensure you show a development of ideas, media experimentation and drawing leading to a planned final piece. Following the exam you may revisit your coursework to make guided improvements.		
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Mind mapping.	Composition	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors Outstanding High School Sketchbooks. Amiria Gale	Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.	
Initial artist investigations	Final piece			
Artist investigation	Investigate			
Experiments related to artist.	Observe/observation			
Secondary artist	Research			
Artist investigation	Respond			
Experiments related to artist.				
Refine idea development.				

Year 11 Learning Map

Topic Number: R067 (TA4) Marketing Mix and R067 (TA5) Factors to consider when starting up and running an enterprise.

Topic Title: R069 Task 1 Branding Opportunities and Threats.				
Prior Learning You will have learnt and assessed R069 topic 3 and 4, this will be some of the potential questions that appear in the written examination.		Current Learning In this topic you will continue with more of the theory content for R067. In this topic you will cover the final topics within the marketing mix and then the final topic on starting/running an enterprise.	Subsequent Learning You will now be fully prepared for your written examination in HT6. This will contribute 40% of your final result awarded.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	How to sell the good/service to the consumer.	Physical	External videos for each topic can be found on YouTube: <u>R067 - 4.6 - How to sell the good/service to the consumer (youtube.com)</u> <u>R067 - 4.7 - The product lifecycle (youtube.com)</u> <u>R067 - 4.8 - Extension strategies for products in the product lifecycle (youtube.com)</u> <u>R067 - 4.9 - Factors to consider when pricing a product (youtube.com)</u> <u>R067 - 4.10 Types of pricing strategies and the appropriateness of each (youtube.com)</u>	<u>Cambridge Nationals - Enterprise and Marketing Level 1/Level 2 – J837 - OCR</u>
Lesson 2	The product lifecycle and Extension strategies.	Digital		<u>OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing specification</u>
Lesson 3	Pricing strategies	E-commerce		1 hour video of all R067 topics combined for revision:
Lesson 4	Appropriate forms of ownership for business start-ups.	Maturity		<u>R067 - In under 50 mins (youtube.com)</u>
Lesson 5	Source(s) of capital for business start-ups and expansion.	Decline		
Lesson 6	Support for enterprise.	Adding Value		
Lesson 7	Support for enterprise.	New Markets		
Lesson 8	DIRT improvements on topic 4 and topic 5.	Income levels Competitive Psychological Skimming Liability Franchise Grants Business angels		

			<u>R067 - 5.1 - Appropriate forms of ownership for business start-ups (youtube.com)</u> <u>R067 - 5.2 - Source(s) of capital for business start-ups and expansion (youtube.com)</u> <u>R067 - 5.3 - Support for enterprise (youtube.com)</u> To support students understanding of the content in preparation for their written examination, a weekly catchup session will run Wednesday and Thursday between 3-4pm.	
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Drama

Year 11 Learning Map

Topic Number: 3 - HT5

Component 3: Responding to a Brief				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.	In this topic you will learn a range of performance techniques and you will have the opportunity to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.	This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course. You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to Level 3 Performing Arts study.		
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
14/04/24 – Full Tech and Dress run in F5 21/04/24 - Performance exam 28/04/24 – Evaluation exam	Stimulus Characterisation Narrative Practitioner Audience Performance Evaluation Reflection Skills Techniques Ideas	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and their professional work. 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/	

Y11 English Language and English Literature – Bespoke Revision	
Students have now completed the full course content for both their GCSE English Language and English Literature examinations. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.	
Key exam information	
English Language: Exam board: Eduqas Friday 23 May - Component 1 - 20th Century Literature Reading and Creative Prose Writing – 1h 45m Friday 6 June- Component 2 - 19th and 21st Century Non-Fiction Reading and Transactional Writing – 2h English Literature: Exam board: AQA Monday 12 May – Paper 1 – Shakespeare and the 19th-century novel – 1h 45m Tuesday 20 May – Paper 2 – Modern texts and poetry – 2h 15m	
Ways in which parents/carers can support	
• Encourage 'little and often revision' - spacing revision and topics so that students complete short (20-40 minutes) and regular (3-5 times a week) revision. • Suggested revision activities include: creating mind-maps, creating and using flash cards, reading and highlighting key information in revision guides, and completing past papers. • Encouraging students to attend after school revision sessions every Wednesday. • Ensuring all set homework is complete.	
Recommended resources for revision	
English Language: • Access past papers on the exam board website: https://www.educas.co.uk/qualifications/english-language-gcse/#tab_pastpapers • Watch YouTube revision videos for each component/paper: ○ Component 1 – https://www.youtube.com/watch?v=-bI7DjVE_JM ○ Component 2 - https://www.youtube.com/watch?v=ryAqAqBqe_A&list=PL-KLrIGiyXchiNIQ8UcTI6Txlp9zEmFb&index=6 English Literature: • Access past papers on the exam board website: https://www.aqa.org.uk/subjects/english • Visit Mr Bruff's YouTube channel and watch revision videos for <i>Macbeth</i>, <i>A Christmas Carol</i>, <i>An Inspector Calls</i> and all the poems from the Power and Conflict anthology: https://www.youtube.com/@mrbruff • Visit BBC Bitesize to revise key characters, context, themes, and quotations from all the set texts - https://www.bbc.co.uk/bitesize/examspecs/zxqncwx • Visit Mr Everything English's YouTube channel to revise key quotations for all the set texts - https://www.youtube.com/@MrEverythingEnglish	

Y11 Geography AQA –Bespoke Revision	
Students studying towards GCSE Geography AQA examinations have completed the full course content, apart from the pre-release for Paper 3- Issue evaluation which will be released over Easter by the exam board and delivered in lessons over the first two weeks back after Easter. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.	
Key exam information	
Exam board: AQA Friday 17th May- Paper 1- Physical Environment (Challenge of natural hazards, The living world and Physical landscapes -Coasts and Rivers) – 1hr 30min Wednesday 5th June- Paper 2- Human Environment (<u>Urban Issues and Challenges</u>, <u>Changing economic world</u>, <u>The challenge of resource management</u>) – 1hr30min Friday 14th June- Paper 3 Geographical Applications (<u>Issue Evaluation Pre-release and Geographical Skills-Fieldwork</u>) – 1hr30min Every topic can be assessed on any paper, a list of all possible topics can be found here: AQA GCSE Geography Specification at a glance	
Ways in which parents/carers can support	
• Encourage 'little and often revision'- spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for geography by completing practice questions, creating revision resources such as mind maps, flashcards or self-quizzing. • Encouraging students to attend after school revision sessions every Wednesday (in N4) • Ensuring all set homework is complete	
Recommended resources for revision	
• Using the past papers that we cover in lessons and can also be accessed on - • Using BBC Bitesize: GCSE Geography - AQA - BBC Bitesize • Using Physics Maths Tutor: AQA GCSE Geography Revision (physicsandmathstutor.com) • Using Physics Maths Tutor-Past Papers (AQA): GCSE / IGCSE Geography Past Papers - PMT (physicsandmathstutor.com) • Using Internet Geography: AQA GCSE Geography - Internet Geography • Students attending after school intervention will be able to use department revision guide and exam practice books with additional revision booklets and knowledge organisers.	

Y11 GCSE History –Bespoke Revision
Students studying towards GCSE History examinations have now completed the full course content.
In lessons, students are revising the key information for each paper, and completing exam practice.
Key exam information
Exam board: Edexcel 18 th May - Whitechapel and Crime and Punishment 7 th June – Cold War and Elizabeth I 15 th June – Civil Rights and Vietnam
Ways in which parents/carers can support
• Ensure your child is using the Revision Guides provided by their teachers to learn the key content by: 1. Completing Brian Dumps (then checking their answers, and filling in any gaps) 2. Testing themselves using Flash Cards 3. Writing, and taking, their own quizzes 4. Completing the Elaboration Maps 5. Planning out / or answering the exam questions on the back pages
Recommended resources for revision
• Using the Revision Guides all students have been given – these are also available on Teams • Paper 1 - <u>Crime and punishment in Britain, c.1000 to the present day</u> - GCSE History Revision - Edexcel - BBC Bitesize • Paper 2 / 3 (Cold War and Vietnam) - <u>The Cold War and Vietnam</u> - GCSE History Revision - Edexcel - BBC Bitesize • Paper 2 (Elizabeth) - <u>Elizabeth I - GCSE History Revision</u> - Edexcel - BBC Bitesize • Paper 3 – Civil Rights - <u>https://www.youtube.com/watch?v=D2_o6fVJrBs&list=PL9bgSdxfgbwrfbNyTM_CH_gYDw1QaoTHJ</u>

Year 11 Creative iMedia Learning Map

Topic Number: 5

Topic Title: R093: Creative iMedia in the media industry				
Prior Learning		Current Learning	Subsequent Learning	
		In this term, pupils have submitted their final pieces of coursework and taken the January theory exam. Pupils may choose to resit the exam in the summer. Revision will be provided to these pupils. A bespoke revision timetable has been created for pupils to study other subject areas.		
Lesson Sequencing		Tier 2 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Bespoke revision timetable		You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Wider Reading Opportunities <u>R093 - Creative iMedia in media industry sample question paper (ocr.org.uk)</u> <u>New R093 Creative iMedia in the Media Industry Course (knowitalninia.com)</u>	<u>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</u>
Week 2				
Week 3				
Week 4				
Week 5				

Y11 OCR GCSE Computer Science – Bespoke Revision	
Students studying towards their GCSE Computer Science examinations have now completed the full course content listed on the specification. Learning in lessons is developing examination practice whilst identifying individual pupil's areas to develop using previous sample and real examination papers/teacher modelled mark schemes for both components.	
Key exam information Exam board: OCR Monday 12th May - Component 1 (Computer systems) - non-Calculator – 1hr30min Tuesday 20th May - Component 2 (Computational thinking, algorithms and programming) - non-Calculator – 1hr30min Every topic can be assessed on any paper, a list of all possible topics for both papers can be found here: https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf Each of the two components is worth 50% of the final grade awarded. In Component 2, students may use either Flowcharts, Pseudocode, Exam Reference Language/High-Level such as Python in Section A however in Section B, algorithms must only be written in Exam Reference Language/High-Level such as Python.	
Ways in which parents/carers can support • Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (1-3 times a week) revision. • Supporting students to identify their examination dates and help to prioritise Computer Science revision when no other subject exam is closest to the present day. • Ask students to show you their component 1 and 2 knowledge organisers, questions can then be posed verbally for students to answer such as definitions of key terms for component 1. • Ensuring all past exam papers are reflected upon, enabling any questions of difficulty to be identified. Students can then email brasier_r@ridgewoodschool.co.uk for support on specific topics. • Recommended resources listed such as short video playlists for topics can be viewed alongside students, allowing discussions to then take place on the information presented.	
Recommended resources for revision	

- Using the past papers for both components which are stored in pupil's examination folder (on OneDrive)
- Using knowledge organisers for both component 1 and 2.
- View the OCR J277 Computer Science playlist (search tool for topics that require further support). 1. [OCR GCSE \(J277\) 1.1 The purpose of the CPU - The fetch-execute cycle \(youtube.com\)](#)
- Use exam board related external sites only such as [OCR GCSE Topic List](#) | [CSNewbs](#) or [GCSE Computer Science - OCR - BBC Bitesize](#)
- Reflect on Y10 (component 1) and Y11 (component 2) OneNote pages which cover each topic taught in class.
- Complete OCR GCSE Computer Science content online. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

Y11 Foundation Maths –Bespoke Revision	
Students studying towards GCSE Foundation Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.	
Key exam information	
Exam board: OCR	
Thursday 16 th May- Paper 1- Calculator – 1hr30min	
Monday 3 rd June- Paper 2- Non-Calculator – 1hr30min	
Monday 10 th June- Paper 3- Calculator – 1hr30min	
Every topic can be assessed on any paper, a list of all possible topics can be found here: https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Foundation-Checklist-1.pdf	
This year students are provided with a formulae sheet: https://www.ocr.org.uk/images/673234-foundation-tier-formulae-sheet.pdf	
Ways in which parents/carers can support	
• Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working • Encouraging students to attend after school revision sessions every Thursday • Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out • Ensuring all set homework is complete	
Recommended resources for revision	
• Using the past papers that we send students home with once a week • Using https://corbettmaths.com/5-a-day/gcse/ to complete 'little and often' revision (choose Numeracy, Foundation or Foundation Plus) • Using https://www.mathsgenie.co.uk/papers.html to access past papers (any exam board is applicable) • Using https://corbettmaths.com/2019/04/01/gcse-practice-papers/ to access practice papers • Using Corbett Maths for extra support videos and work on topics • Using Maths Genie for exam questions, videos and solution on the topics • Using MathsWatch to complete homework and access further revision	

Y11 Higher Maths –Bespoke Revision	
Students studying towards GCSE Higher Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.	
Key exam information Exam board: OCR Thursday 16th May- Paper 1- Calculator – 1hr30min Monday 3rd June- Paper 2- Non-Calculator – 1hr30min Monday 10th June- Paper 3- Calculator – 1hr30min Every topic can be assessed on any paper, a list of all possible topics can be found here: https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Higher-Checklist.pdf This year students are provided with a formulae sheet: https://www.ocr.org.uk/images/673235-higher-tier-formulae-sheet.pdf	
Ways in which parents/carers can support • Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working • Encouraging students to attend after school revision sessions every Thursday • Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out • Ensuring all set homework is complete	
Recommended resources for revision • Using the past papers that we send students home with once a week • Using https://corbettmaths.com/5-a-day/gcse/ to complete 'little and often' revision (choose Foundation Plus, Higher or Higher Plus) • Using https://www.mathsgenie.co.uk/papers.html to access past papers (any exam board is applicable) • Using https://corbettmaths.com/2019/04/01/gcse-practice-papers/ to access practice papers • Using Corbett Maths for extra support videos and work on topics • Using Maths Genie for exam questions, videos and solution on the topics • Using MathsWatch to complete homework and access further revision	

Topic Number: Revision

Revision					
Prior Learning		Current Learning	Subsequent Learning		
Students have now studied all topics on the GCSE specification. This half term will focus on revising all previous topics and preparing for the speaking exam.		Students will now begin revising all previous topics, as they have studied all of the topics. Learning will focus on one theme at a time (themes are 1: <i>Identity and Culture</i> and 2: <i>Local, national, international and global areas of interest</i>). Key grammar will also be revisited to ensure that students are able to confidently understand and produce work in several tenses.	In the next half term, students will complete the reading, listening and writing exams and so lessons will cover all previous topics as students may be expected to answer questions about any topic in their exam.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Week 1	Speaking preparation	Quisiera = I would like Cuando era pequeño/a = when I was little	Wider reading opportunities could focus on researching Spanish music, film, geography, history or culture. <i>Kwiziq</i> offers a range of short stories and articles for students to practise their reading skills. <i>LyricTraining.com</i> is a good website for students to practise listening skills. <i>News in Slow Spanish</i> also offers podcasts with optional transcripts on a range of current affairs. Watch Netflix in Spanish with subtitles on.	To build listening and speaking skills, parents can encourage pupils to listen to Spanish resources. Suggested resources are as follows: • Memrise or Quizlet to practise vocabulary • Grammar practice - www.bbc.co.uk/bitesize • Listening to Spanish radio or watching Spanish Netflix	
Week 2	Speaking preparation	Vale la pena = it's worth it Estoy de acuerdo = I agree			
Week 3	Speaking exam	Estoy en contra = I disagree			
Week 4	Revision	Que yo sepa = as far as I know			
Week 5	Revision	Por eso = therefore/so			
Week 6	Revision	Por desgracia = unfortunately Por otro lado = on the other hand Por lo general = in general Hoy en día = nowadays Estar harto/a de = to be fed up with A veces = sometimes A mi juicio = in my opinion Cuando sea mayor = when I'm older Diría que = I would say that			

Music Technology Y11 – HT4&5 Preparation for written exam assessment

Prior Learning	Current Learning	Subsequent Learning
This period ends your synoptic assessment window and you begin to revise for your written examination in June. You will combine your learning from the 5 units that you have studied across Year 10 and Year 11. 1: Introduction to music technology and the music business 2: The digital audio workstation 3: Music elements, music styles and music technology 4: Sound creation 5: Multitrack recording	The exam will contribute 40% towards the overall qualification grade and therefore it is important that you prepare by revising all of the content from Units 1-5 and completing past papers. In lessons we will be going through all unit content, practicing short and extended questions responses and improving our analytical listening skills in readiness for the examination.	You can continue to study for this qualification at post 16.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning
Lessons will be sequenced so we focus on a topic area each week and this will include working through 1 mark questions, 2 mark questions and extended 4,6,9 and 12 mark questions.	Development of music technology Music business DAW software functions Musical elements Musical style Sound creation Multitrack recording	Ways in which parents/carers can support Support your child's progress by: Encouraging your child to attend the revision sessions on Thursday from 3-4pm Encouraging your child to revise using the Teams resources and past paper materials Accessing <u>Focus on Sound</u> and then log on using their Microsoft Teams account.

			and the paper copies we have provided. Access the WAGOLLS and WABOLLS to understand how to achieve higher band responses for extended questions.	Accessing their Microsoft Teams for directed exercises on current topics
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KS4 Learning Map

Topic: Alternative Games

Pathway: Alternative Games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understanding and analysis of performance in some of the more traditional sports	Current Learning: Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practise and perfect techniques and game play whilst fostering a love for sport.		Subsequent Learning: This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: table tennis, dodgeball, badminton, tchoukball, volleyball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction of game and key rules linked to modified games	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Pooerna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Learning of new skills and modified games			
Lesson 3	Introduction of tactical game play			
Lesson 4	Tactical game play			
Lesson 5	Tactical play and analysis of performance to aid improvement			

KS4 Learning Map

Topic: Boys' Games

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

KS4 Learning Map

Topic: Dance Fitness

Pathway: Dance fitness				
Prior Learning: Students have completed units of work in KS3 which focused on the learning of techniques and skills the students have used to choreograph a phrase into their routines using key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.		Current Learning: Students will be perform a variety of dance styles through dance and fitness. They will develop their choreography skills to perform as a group/or individual in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine their ability to observe performances and give constructive feedback.		Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind through the medium of dance and dance related practice. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.
Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Cardiovascular Muscular Skeletal Respiratory Heart rate Anaerobic Aerobic Target zones Time under tension	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects			
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map

Topic: Fitness

Pathway: Fitness				
Prior Learning: Students have completed units of work in KS3 which focused on understanding the importance of a healthy body and a healthy mind. They have completed a unit of health and fitness which covers a variety of training methods.		Current Learning: Students will develop their knowledge and understanding of how to improve their fitness through different mediums and how different practices affect our bodies in different ways.	Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.	
Units covered over the year: circuits, aerobics, yoga, zumba, weight training, boot camp				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Aerobic Anaerobic Cardiovascular Heart rate Muscular	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects	Respiratory Skeletal Target zones Time under tension		
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map

Topic: Girls' Games

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

Year 11 Learning Map

Topic Number: 3/4

Relationships					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on: Work that you have looked at in year 10 understanding a healthy relationship and what the law says. You will continue to improve your knowledge and understanding of what a relationship looks like if it is healthy and how to get support and help in a situation where you may be put at risk.		In this topic you will learn: Important information on what is meant by the term consent, including how to ensure consent is given and what to do if it is not. What is meant by sexual health and dispel any myths that are associated with reproductive health. This topic will allow you to deepen your understanding on sexual and reproductive health and the signs and symptoms of different conditions. You will discuss the different strategies/support systems a person can use to help through difficult times and where they can access help and advice.	This topic will prepare you for: The changes that happen in the body and ensure you know how to deal and manage with them to keep healthy and safe beyond Ridgewood School. This topic will equip you with strategies that you could turn to in a difficult time to help through stressful situations and give you the knowledge to identify symptoms of sexual health conditions. You will also develop your knowledge on where support can be sought. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Lesson 1	Sexual Assault and the Law	Consent	You can use independent study opportunities to engage with the following websites about healthy bodies and self-screening. <u>Sexual Health Service 4 Doncaster</u> <u>Sexual Health service</u> (sexualhealthservices4doncaster.co.uk) <u>Breast Self-Exam - National Breast Cancer Foundation</u> <u>Testicular self-examination: Frequently asked questions</u> <u>CUH</u>	Explore the websites such as the NHS to help understand how to self-screen for breast and testicular cancer. Discuss the different things that may impact reproductive health and the importance of accessing professional advice and support if needed and where this can be found.	
Lesson 2	Consent	Infertility			
Lesson 3	Reproductive health	Oestrogen			
Lesson 4	Alcohol and Sex	Menstruation			
Lesson 5	Self-Screening	Sperm count			
Lesson 6	Assessment	Reproductive System Testicles Benign			

Year 11 Learning Map

Christian Practices				
Prior Learning This topic builds on your knowledge base from Year 10 when you studied Christian beliefs using your knowledge of the different forms of Christianity to help you understand the different way in which Christians practice their religion. You will build on key terms and concepts you have already learnt such as Nature of God, Resurrection, Last Supper and Atonement explaining how religious belief influences religious practice. Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to the different ways in which Christians practice their religion.	Current Learning In this topic you will learn about a variety of Christian practices from Christianity including how different denominations may practice differently. You will be introduced to a number of key Christian practices such as different sacraments, prayer and worship and how Christians celebrate festivals. This learning will be underpinned by the beliefs you have previously studied and you will apply these beliefs to the different practices. You will also work on your skills of evaluation and debate by discussing whether or not these Buddhist practices and beliefs are still relevant in the 21 st century. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	Subsequent Learning This topic will initially introduce you to key Christian practices which can then be applied to many other moral issues throughout RE in Key Stage 4 such as Medical Ethics, and War and Crime; as a contrast to other religions such as Buddhism. It will also continue to 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 examinations as for this 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; skills which we explore in this topic. Fully understanding the religion of Christianity both beliefs and practices and how they fit together will give you a better knowledge and then basis for revision in preparation for your upcoming exams.		
Lesson Sequencing 1. Types of worship 2. Prayer 3. Sacraments 4. Holy communion 5. Pilgrimage 6. Festivals 7. Role of the Church 8. Mission and Evangelism 9. Church growth 10. Working for reconciliation 11. Persecution 12. Poverty	Tier 3 Vocabulary Liturgical Non – Liturgical Eucharist Holy Communion Baptism Evangelism Pilgrimage Sacrament Persecution Rosary	Extended Learning You can use independent study opportunities to engage with the following websites relating to Christian Practices: Sacraments in Christianity: <u>Sacraments - Ways of Christian living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</u> Pilgrimage in Christianity <u>Pilgrimage - Practices in Christianity - GCSE Religious Studies Revision - OCR - BBC Bitesize</u>	Ways in which parents/carers can support Watching clips and discussing articles on BBC religions will help develop an understanding of Christianity and its main beliefs	

Topic Number: C7

Quantitative chemistry					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of the conservation of mass.		In this topic you will learn about: what the conservation of mass is; how to balance symbol equations; what moles are and how to calculate moles; and then apply your new knowledge of moles to a variety of different problems.		This topic will prepare you for physical chemistry should you choose to study A level Chemistry	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
1	Conservation of Mass	Avogadro constant Moles Conversation of mass	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides https://www.britannica.com/biography/Amedeo-Avogadro	Support your child's progress through: <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics	
2	Balancing symbol equations				
3	Mr				
4	Moles				
5	Amounts of substances in equations				
6	Using moles to balance equations				
7	Limiting reactants				
8	Concentration of solutions				
9	Percentage yield				
10	Atom economy				
11	Using concentrations				
12	Titrations				
13					
14	Use of amount of substance in relation to volumes of gases				

Year 11 Learning Map

Topic Number: P6

Physical interactions			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge of forces from KS3 and KS4 alongside improving students' knowledge of space and the interactions that led to the formation of the universe.	In this topic students will learn that Magnetism is due to the magnetic fields around magnets. The fields can be investigated by looking at the effects of the forces they exert on other magnets and magnetic materials. Students will also learn that in the past century, astronomers and astrophysicists have made remarkable progress in understanding the scale and structure of the universe, its evolution and ours, and what is causing the universe to expand ever faster?	This topic will support students' knowledge of the interaction of objects and their environments. Students will also be equipped to answer questions about the origin and development of the universe.	
Lesson Sequencing		Extended learning	Ways in which parents/carers can support
Lesson	Spec	Lesson title	
1	4.5.4.1	Moments levers and gears	
2	4.5.5.1	Pressure in a liquid 1	
3	4.5.5.2	Pressure in a liquid 2	
4	4.5.5.3	Atmospheric pressure	
5	4.5.7.1	Momentum	
6	4.5.7.2	Conservation of momentum	
7	4.5.7.3	Changes in momentum	
8	4.7.1.1	Poles of a magnet & magnetic fields	
9	4.7.2.1	Electromagnetism	
10	4.7.2.2	Fleming's left hand rule & electric motors	
11	4.7.2.4	Loudspeakers	
12	4.7.3.1	Induced potential	
13	4.7.3.2	Uses of the generator effect & microphones	
14	4.7.3.4	Transformers	
15	4.8.1.1	Our solar system & life cycle of a star	
16	4.8.1.3	Orbital motion, natural and artificial	
17	4.8.1.4	Red shift	
Tier 3 Vocabulary			
Electromagnetism Gears Generator effect Induced potential Levers Magnetic fields Moments Momentum Motor effect Pivot Pressure Satellites Solar system Star life cycle Transformers			
All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Britannica - https://www.britannica.com/science/momentum - Nature research - https://www.nature.com/subjects/space-physics			Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics

Y11 – Bespoke Revision
Students studying towards GCSE science have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.
Ways in which parents/carers can support You can support your child's progress through: • Encouraging students to attend after school revision sessions • Using Educake so students can set themselves quizzes on the topics that have been covered recently in lessons. • Using GCSEpod to watch tutorial videos and answer questions on the topics that have been covered recently in lessons. • Using https://www.savemyexams.co.uk/gcse/biology/aga/18/revision-notes/ to create revision resources from. • Use revision guides and workbooks to support revision at home.

Y11 Sports Science – Bespoke Revision

Students studying OCR Cambridge National Sports Science have now completed all content for the exam and all coursework should have been submitted. Learning in lessons is bespoke revision/coursework based on each students needs chosen by the class teacher, using the tracker to establish what needs to be focused on for each lesson. For those completing revision for the exam is will be from previous mock and in-class assessments.

Key exam information

Exam board: OCR

R181: Some students are completing improvements for R181 to resubmit.

R183: Some students need to finish off coursework improvements.

FINAL COURSEWORK DEADLINE: 10th May

R180: Exam Revision FINAL EXAM R180: 20th May

All students have access to The PE Classroom and are encouraged to work through the unit quizzes and exam questions weekly.

[My Account](#) – The [PE Classroom](#) - Students need to log in and access the below resources from Cambridge National Sports Science. R180: Topic 1 – 5.

EXAMINATOR

 Quizzes

 Quick Fire

 Videos

 My Exams

Ways in which parents/carers can support

- Encourage 'little and often revision'- spacing revision and topics such that students complete short (20-40minutes) and regular (2-3 times a week)
- Encouraging students to attend after school revision sessions on Friday.
- Checking your child's work and questioning them using their revision guide.
- Ensuring all set homework is complete.

Recommended resources for revision

- My Revision Notes: Cambridge National Level 1/2 Sport Science.
- Cambridge National in Sport Science Student Book with Digital Access: Level 1/Level 2 (Cambridge Nationals)
- The PE Classroom Online Platform
- My revision notes work booklet given to students to complete.

Year 11- Hospitality & Catering			
Unit 1 Aim and purpose: The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs. Introduction: In this unit, students will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. Students will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding students gain will enable them to respond to issues relating to all factors within the hospitality and catering section and provide them with the skills to propose a new provision that could be opened in a given location to benefit the owner and the local community. Current Learning Learning the content and revising unit one ready for external exam in June 2025. Pupils did the exam in January. If pupils were successful in the January exam, they will be able to compete independent revision in these lessons. Pupils who do not achieve will spend these lessons preparing for the resit exam. The topics covered will depend on how your child preformed in the external exam. Topics will be selected from course specification exam and re-visited.			
Lesson Sequencing	Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support

Lessons 1- 18: Targeted revision for those students who are resitting the exam. Other students will use this lesson time to revise independently for other subjects. GCSE Exam- May/June 2025	Unit 1 <u>Describe</u>- Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail <u>State</u>- Express clearly and briefly <u>Explain/Clarify</u> - Provide details and reasons for how and why something is the way it is. Give reasons, make (an idea or situation) clear by describing it in more detail <u>Record</u> -Obtain and store data and information <u>Compare</u> -Identify and comment on/explain similarities and differences <u>Discuss</u>- Examine an issue in detail in a structured way, taking into account different ideas <u>Justify</u>- Show or prove something to be right	My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books Conditions needed for bacterial growth - Food safety – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize  Food safety advice when purchasing food - Food safety 2 – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize 	Some sections of BBC bitesize have content in common with our specification so can be used for extra revision. <u>GCSE Hospitality (CCEA) - BBC Bitesize</u>  <u>Introduction - Food allergy and food intolerance – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u>  <u>Mandatory and voluntary information - Food labelling – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u> 
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