



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 1



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 1

Dear parent/carers,

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

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

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

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

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

Yours faithfully,

Nicola Watson

Deputy Headteacher



Year 7 Learning Map

HT 1

Base Line				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on knowledge gained at KS2, encompassing colour, tone, texture, mark making, being influenced by the work of others, and creating a personal response.		In this topic, you will learn the formal elements of art: colour, tone, texture, mark making, designing and testing for a final piece, and the creation of the work.	This topic will prepare you for how to plan and structure future work. It also provides a grounding for further development in the three main areas of art: colour & pattern, line & tone, and shape & form.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1	Colour wheel	Colour	Endeavour to follow the home learning requirements set by your teacher every fortnight. These activities may vary depending on the pace of lessons. Browse: https://www.tate.org.uk/search?q=Patrick+caulfield together and discuss the learning taking place in lessons.	Browse Tate - Patrick Caulfield together and discuss the learning in lessons. Visit Leeds or Doncaster Art Gallery, or use this link: WikiArt - Patrick Caulfield to identify any works by Patrick Caulfield. Try to identify how the work has been made and the level of simplification.
Week 2	Introduction to tone	Design		
Week 3	Mark making	Development		
Week 4	Observed drawing	Inspiration		
Week 5	Observed drawing	Medium/media		
Week 6	Patrick Caulfield inspired media development	Observational Palette		
Week 7	Final piece	Primary Resilience		
Week 8	Final Piece	Response Secondary Texture Tone		

Topic Number: Autumn Term 1

Darkwood Manor				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds your knowledge of characterisation skills such as facial expressions, body language, gestures, reactions, status, and eye contact. You will be introduced to a range of different performance techniques that will help you develop and perform a character.	You will be introduced to Drama through the mysterious stimulus of Darkwood Manor. The scheme begins by developing teamwork, collaboration and improvisation skills before introducing students to key drama conventions including Teacher in Role, Hot Seating, physicality, tension and atmosphere. You will explore how characters can be created and developed through movement, facial expressions and body language before progressing to mime and non-verbal communication. The unit culminates in devising, rehearsing and performing a mime sequence depicting a journey through a haunted forest towards Darkwood Manor, applying the performance skills developed throughout the scheme.	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 help you in Y8 and Y9 when exploring character development even further in practical and theory tasks. 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	Extended Learning	Ways in which parents/carers can support	
Lesson 1: To use teamwork and improvisation skills to create and perform a believable dramatic scene.	Improvisation Teacher in Role Hot Seating Characterisation Physicality Facial Expressions Body Language and gestures Non-Verbal Communication	Reading published playscripts is one of the best ways for you to excel in your drama lessons. It helps you understand how stage directions work, how to identify subtext, and how to transition from simply reading a story to visualizing a live performance.	Support your child's progress through the National Theatre's streaming service – this has a range of professional pieces, performed for live audiences, recorded live, which you can watch to see professional actors applying characterisation skills. https://www.ntathome.com/	
Lesson 2: To develop a character using physicality and respond in role through hot seating and improvisation.	Mime Tension Atmosphere Dramatic Pause Stillness and focus Role Play	The following books and playscripts are highly recommended for Year 7 drama students: <u>Oxford Playscripts: The Demon Headmaster</u> : <u>Gillian Cross: Amazon.co.uk: Oxford University Press, Adrian: 9780198320647: Books</u>	You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/	
Lesson 3: To use physical performance skills to create tension and atmosphere for an audience.				
Lesson 4: To use mime and non-verbal communication techniques to tell a story without speaking.				
Lesson 5, 6 and 7: To refine and improve a mime performance using feedback and rehearsal.				
	Peer Feedback and Self-Evaluation			

English

Year 7 Learning Map

Topic Number: 1

Ghost Boys – Novel study and analysis		
Prior Learning	Current Learning	Subsequent Learning
This topic builds on the comprehension skills you have learned in primary school, when you will have needed to choose evidence and demonstrate understanding of meaning. It will also introduce you to skills of text analysis that will be developed during the Shakespearean Villains, and Women in Media units later in Year 7. Furthermore, this topic will enhance the skills of non-fiction writing, helping you develop your planning and vocabulary choices (letters, speeches, articles) that you will have explored in primary school.	In this topic you will learn how to effectively analyse plot, characters, themes, and language within a novel. You will also examine a variety of important societal issues we face in the 21st Century. This topic will enhance your understanding of text analysis, and your ability to produce extended responses that are effectively structured in developed paragraphs and use a range of punctuation and sophisticated and key vocabulary. This topic also provides you with an opportunity to expand your cultural awareness and understanding regarding prominent and current societal issues, such as racism, prejudice and privilege. With this, your oracy skills will be developed, as you engage in respectful and thoughtful discussions with your peers about a wide range of important issues.	This topic will prepare you for further text analysis in Year 7 as part of the Women in Media unit. It will also equip you with the skills to be successful in your study of the novel <i>Sawbones</i> in Year 8. At the end of this topic, you will spend a week analysing linked poems, which will support your skills required throughout each topic, particularly in Year 9 when you will begin to look at GCSE poetry. You will be required to demonstrate the ability to analyse texts across your English Language and English Literature exams in Key Stage 4 and this unit will be particularly important to supporting your preparation for English Language Paper Component 1 Section A – exploration of a fiction text – and both English Literature exams.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Week 1: Understanding context and the opening of the novel. Week 2: The characters of Jerome and Carlos Week 3: The character of Sarah and theme of racial bias Week 4: Themes and key relationships in the novel Week 5: Themes and key relationships in the novel Mini Teacher Led Assessment Practice Week 6: Character Focus – Jerome, Sarah, Carlos, Emmett Till, Tamir Rice Week 7: Theme Focus – Unconscious bias, prejudice, police brutality and segregation Week 8: Injustice, discrimination and inequalities in the novel Week 9: Ending of the novel	Characterisation Connotations Context Ideologies Juxtaposition Methods Narrative perspective Semantic field Themes Writer's Intentions Equality Community Racial bias Discrimination Prejudice	Students will be asked to complete a weekly spelling test. Their homework will be to learn and practice the spelling of the selected words each week. Students will be provided with key word lists for these spellings.
		Parental/carer support:
		- Article for talking to children about race. - Watch. - Watch- Films that address issues of racism and prejudice, particularly in America: -<i>Till</i> (2022) dir. Chinonye Chukwu. -<i>Selma</i> (2015) dir. Ava Duverney. -<i>The Hate U Give</i> (2018) dir. George Tillman Jr. -<i>Hidden Figures</i> (2016) dir. Theodore Melfi. - Follow: 'The Conscious Kid'

Geography



Year 7 Learning Map

Topic Number: 1

Important Places				
Prior Learning		Current Learning	Extended Learning	Subsequent Learning
This topic builds on your KS2 lessons at primary school where you learned locational and place knowledge of different countries. You will also focus on physical and human geography learning about different climates, types of settlements and natural resources. Previous geographical skills using maps will also be included to look at the locations of the important places we will study.		In this topic you will learn what sustainability means and how different important places try to achieve this. This topic is important to develop your locational and place knowledge of the different important places covered, whilst also learning key geography themes and terminology to apply to your KS3 topics in Y7.		This topic will prepare you to understand and explain how and why human processes happen in different locations globally to make a place important and unique. This will also prepare you for topics such as India and population and urbanisation as you will cover how places are unsustainable and human processes that are used to manage this.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support	
Lesson 1	Easter Island	- Causes - Economic - Economy - Environmental - Impacts - Overcrowded - Population - Social - Sustainability - Urban	There will be <u>two</u> pieces of geography research homework a half term. This will be based on the topic theme, to extend your place and process knowledge. Between assessment periods you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography. Wider Reading: You can use independent study opportunities to engage with the following websites: Easter Island reading- Easter Island Map, Statues, Heads, History, Moai, & Facts Britannica Svalbard Seed Vault- Svalbard Global Seed Vault – A site about seeds!	
Lesson 2	Dubai			
Lesson 3	Svalbard			
Lesson 4	Wildfires			
Lesson 5	Favelas			
Lesson 6	Jobs in Japan			
Lesson 7	Las Vegas			
Lesson 8	Tuvalu			
Lesson 9	Iceland		Watch the news for any issues relating to different important places covered in the topic (e.g. the most recent wildfire in Australia). Discuss and help research 'How places create sustainable solutions to problems' linked to the wider reading.	
Lesson 10	Rainforest			

Year 7 Learning Map

Topic Number: 1

Romans				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the content you learned about in primary school when you looked at the impact of the Roman Empire on Britain. It also builds upon your knowledge of the chronological history of Britain. Finally, it builds upon the source analysis and extended writing skills you began to master in primary school.	In this topic you will learn about the religious, political, social and cultural experiences of Romans and Britons. You will learn about how the Romans affected the people of Doncaster. This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to use precise evidence in written responses, and develop your ability to make inferences from sources.	This topic provides the basis/starting point for the Year 7 history curriculum which assesses the chronological development of Britain from 55BC-1658. In future topics, you will see how Britain changed throughout this period. You will be continue to develop your use of the PFEF structure in extended writing throughout your time at Ridgewood, from Key Stage 3 to Key Stage 5. The topic will also equip you with the skills you need to be successful in your exams in Key Stage 4 as Paper 3 is a source-based assessment.		
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Why did Caesar want control of Britain?	Abolished	These books are engaging and fascinating reads:	You could watch the following documentaries with your son/daughter:	
Was it better to be a Roman or Briton?	Amphitheatre	<i>Blood Oath</i> by Dan Scott	<u>Netflix:</u>	
How did religion change under the Romans?	Aqueducts	<i>Rotten Romans</i> by Terry Deary	Roman Empire	
What was life like for Roman women, black Romans and poor Romans?	Briton	These are challenging, but captivating reads:	<u>YouTube:</u>	
Why did Boudicca kill herself?	Chariot	<i>The Eagle of the Ninth</i> by Rosemary Sutcliff	Meet the Romans	
Should the Gladiatorial Games have been abolished?	Emperor	<i>Beyond the Wall</i> by Tanya Landman	Mary Beard's Ultimate Rome	
What was Doncaster like during the Roman era?	Empire			
	Invasion			
	Legion			
	Tribe			



Year 7 Learning Map

Topic Number: 1

Topic Title: Office skills			
Prior Learning	Current Learning		Subsequent Learning
This topic builds on prior knowledge from KS2 on the use of computers and application software. It also ensures students are able to understand and use subject specific terminology and more efficient ways of using office.	In this topic you will learn a range of skills which underpin the use of software in school. We will learn to use the OneNote and Outlook applications. You will then create an interactive presentation using PowerPoint. We will also cover ICT skills including keyboard shortcuts, image editing and transferring between different software. You will be combining images, sound, animations, transitions and interactivity to create this product.		This topic will prepare you for future work and lessons in ICT and other subjects. It ensures you are able to present your work appropriately and effectively.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Introduction to ICT and OneNote	Pupils will be given a login for idea.org to complete home learning. This covers a variety of digital badges for pupils to work through. iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards. www.codemonkey.com Here are some of the websites Scratch - Imagine, Program, Share (mit.edu) CodeCombat - Coding games to learn Python and JavaScript www.codecademy.com/	Pupils are encouraged to use https://idea.org.uk/ - this offers free mini courses about various computer-based topics
Lesson 2	Email and Office Online		
Lesson 3	Presentation Tools		
Lesson 4	House Style		
Lesson 5	Interactivity		
Lesson 6	Image Editing		
Lesson 7	Project Completion		
Lesson 8	Project Completion		

MATHS

Number Part 1a

Number Part 1a			
Prior Learning	Current Learning	Extended Learning	Subsequent Learning
This topic builds on your prior knowledge from Key Stage 2, including the four operations and working with negative numbers.	The aim of this unit is to solidify your understanding of number so that you can apply your skills to reasoning and problem solving at a higher level. A major focus of this unit will be working with negative numbers.		This topic will prepare you for all subsequent topics in your maths studies. These skills will be used throughout your work — for example, using negative numbers in algebra.
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class's needs: - Understand place value of whole numbers. - Round numbers to the nearest power of 10, decimal places or significant figures - Use four operations with negative numbers - Use order of operations effectively (previously known as BIDMAS)	Tenths Hundredths Round Product	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. - Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library) - The Life-Changing Magic of Number by Bobby Seagull Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	
		Support your child's progress through: <u>MathsWatch</u> - to complete homework and access further revision. <u>Corbett Maths</u> - for extra support videos and work on the topics stated.	

MATHS

Algebra 1a				
Prior Learning	Tier 3 Vocabulary	Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your prior skills using directed numbers. You will also have learned some algebra during transition week at Ridgewood.	Expression Substitute Formulae Simplify	In this unit, you will develop skills related to simplifying algebraic expressions.	This topic will enable you to apply these skills when solving equations at the end of Year 7 and throughout your studies in Key Stages 4 and 5.	
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class's needs: • Substitute into expressions and evaluate • Simplify expressions by collecting like terms • Understanding index laws		All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • The Code Book by Simon Singh • Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • Accessing their Microsoft Teams work for directed exercises on current topics	

Year 7 Learning Map: HT1

Create and Sing				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your vocal skills from previous singing opportunities in primary school. This topic also develops your understanding of vocal technique and musical expression through opera, meanwhile introducing some of the elements of music.		In this topic, you will learn about Bizet's opera Carmen, focusing on The Children's Chorus and The Smugglers' Song. You will learn to sing these pieces and perform these as part of a whole class and smaller group vocal ensemble. You will develop your vocal skills through a series of workshops that will support the improvement of your vocal intonation, projection and expression. Class discussion and performance opportunities will develop your understanding of musical elements such as melody, harmony, dynamics, texture and articulation.	This topic gives you the opportunity to work as part of a whole class ensemble. Your performance skills will become more developed, as you will feel more confident to perform in front of others. Singing also enriches your mind and body, and this can boost your confidence and expression. This learning will help you prepare for further performance units which are part of the GCSE pathway. You will also have a better understanding of texture and melody which is an important part of your compositional understanding at GCSE level.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	What is Opera? Using the Voice	Crescendo	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: Singing 101 This is a Voice Sing out loud Online Vocal Resources	Explore Opera as an art form with your child. Opera North offer world-class performances and regularly perform at local theatres with under 30s tickets for as little as £10. Encourage singing at home. There are many resources that can support you with this. YouTube is a great starting point for online vocal tuition and a range of backing tracks. Encourage your son/daughter to attend the local community and school choir. We also offer a wide range of instrumental lessons at school including vocal tuition. Please contact us for further information.
Lesson 2	Exploring Rhythm	Diminuendo		
Lesson 3	Exploring Pitch	Dynamics		
Lesson 4	Performing in Character	Harmony		
Lesson 5	Developing Rhythm	Melody		
Lesson 6	Developing Pitch & intonation	Pitch		
Lesson 7	Dynamics & Articulation	Rhythm		
Lesson 8	Develop your Performance Skills	Kodaly Method		
Lesson 9	Sharing Skills	Solfege		
Lesson 10	Listening Skills & Recap	Performance Rubato Staccato Legato		

Year 7 Learning Map

Topic: Connect HT1

Prior Learning		Current Learning	Subsequent Learning
In primary PE, pupils worked with others through paired and team activities. They learnt to communicate, share ideas, take turns, solve simple problems and show respect while participating in games and challenges.		In this topic, you will explore what it means to connect with others in PE. You will develop communication, teamwork, leadership and trust through a range of cooperative challenges. These skills will help you learn effectively, enjoy PE and prepare you to work positively with others across the curriculum.	The communication, trust and teamwork developed in this unit will support your next topic: Body Control, Grappling, Balancing and Falling, where you will work safely with partners while developing movement, stability and confidence.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	What makes an effective team?	Collaboration Communication Cooperation Empathy Encouragement Inclusive Leadership Respect Responsibility Trust	• Encourage participation in team sports or clubs. • Play cooperative games as a family. • Discuss positive communication and respect after sporting events. • Visit local sporting events together. • Praise effort, teamwork and kindness as much as performance.
Week 2	How can communication improve teamwork?		
Week 3	Why is trust important when working with others?		
Week 4	How can we solve problems together?		
Week 5	What makes a good leader and a supportive teammate?		
Week 6	How can we include everyone in team challenges?		
Week 7	How do we resolve conflict and give feedback respectfully?		
Week 8	How can I help others succeed?		
		Extended learning	
		• Join a local sports club, Scouts/Guides or community group. • Read about famous sporting leaders and captains. • Watch team sports and identify examples of communication and leadership. • Volunteer to help coach younger children. • Complete family team-building challenges or escape rooms.	

Year 7 Learning Map

Topic: Body control, grappling, balancing and falling HT1

Prior Learning		Current Learning	Subsequent Learning
The Connect unit introduced communication, trust, teamwork and leadership. Students now apply these behaviours while learning to control their bodies safely and effectively, both individually and with a partner.		In this unit, students develop body control, grappling, balancing, and falling through a range of activities. They will learn how to balance, move efficiently, grapple safely, and fall correctly. These fundamental movement skills provide the foundation for success across all sports and physical activities, helping students become more confident, competent, and physically literate.	The balance, stability and body control developed during this unit will prepare students for Kicking, Shooting and Aiming, where they will apply these movement foundations to improve accuracy, power and technique.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson 1	What is body control and why is it important?	Agility Balance Centre of Gravity Control Coordination Grappling Posture Stability Technique Transfer	• Encourage participation in gymnastics, dance, martial arts or climbing. • Visit climbing centers, trampoline parks or leisure centers. • Create balance or obstacle challenges at home. • Discuss how body control helps in sport and everyday life.
Lesson 2	How can I improve my balance and stability?		
Lesson 3	How does good posture improve movement?		
Lesson 4	How can I move safely with control?		
Lesson 5	How do I work safely with a partner when grappling?		
Lesson 6	How can I fall safely and confidently?		
Lesson 7	How can I combine balancing, grappling, and falling skills?		
Lesson 8	How does body control improve performance across different sports?		
		Extended learning	
		• Join a gymnastics, martial arts or climbing club. • Watch gymnastics, wrestling or judo and identify examples of balance and body control. • Practice balancing challenges at home. • Read about how elite athletes use balance and coordination.	

Topic Number: 1

Transition to Ridgewood – Who am I and what are my personal qualities?				
Prior Learning This topic builds on work you have done in primary school to help you understand your personal qualities and how to manage friendships.	Current Learning In this topic, you will learn: Key information about what personal qualities are and why it's important to identify areas you wish to develop. An understanding of what constitutes a healthy friendship and how to maintain these relationships. How to develop good habits related to self-esteem, self-respect, and physical wellbeing, such as ensuring adequate sleep. This topic is important in helping you build a foundation for a happy and healthy lifestyle now and into adulthood.	Subsequent Learning This topic will prepare you for further learning in PSHCE through to the end of Year 11. It will introduce key concepts such as health and wellbeing, and the various factors that affect them. You will begin to understand healthy relationships and recognise the features of positive relationships with people who care about you. You will also develop coping mechanisms to help manage different aspects of your life, both at Ridgewood and beyond, supporting a happy, healthy lifestyle.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	What makes me, me- Personal strengths	You can use independent study opportunities to engage with the following websites. <u>Home - The Sleep Charity</u> <u>Anti-Bullying Alliance</u>	Discuss the different personal qualities each family member has and the positive impact these have on those around them.	
Lesson 2	Importance of friendship – Choosing and making friends			
Lesson 3	Characteristics of good friendship- Strengthening friendship			
Lesson 4	Importance of self-respect			
Lesson 5	Bullying and the impact of bullying			
Lesson 6	Making a positive contribution to life at Ridgewood and the community			
Lesson 7	Assessment –Letter to my Year 11 self		Take part in creating sleep journals and track the impact of following certain routines to ensure an adequate amount of sleep is achieved – for example, going to bed at the same time each night.	

Year 7 Learning Map HT1

Belief Systems: Christianity				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your knowledge base from primary school, where you may have already learnt about religious traditions, particularly Christianity. This is useful as it helps to develop knowledge and understanding of how religious belief can influence a person's life. Throughout this topic, you will also continue to develop your skills of explanation, which you will have begun to practise in primary school. Furthermore, you will continue to strengthen your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to the life of a Christian.	In this topic, you will initially learn about what it means to be religious, how it influences and affects the lives of believers, and how religious believers show that they belong to their religious community. You will also consider why people hold their beliefs about God and explore different views about how the world was created. You will be encouraged to form your own opinion on religious belief and take part in debating the various beliefs relating to the creation of the world. This topic is important for developing your knowledge of specific Christian beliefs and teachings. For example, you will examine key events in Jesus' life and explore why they are important for Christians today.	In preparation for your assessments in RE, your teacher will provide revision resources for you to complete and use to test yourself. Between assessments, it is good practice to quiz yourself by writing and answering short questions or completing brain dumps based on your learning in RE. Wider Reading You can use independent study time to engage in wider reading using the following websites and articles about Christianity: <u>Facts about Christianity – KS3 Religious Studies – BBC Bitesize</u> <u>Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize</u>	This topic will introduce you to key concepts and beliefs within Christianity that will support you in many future topics in RE. For example, by studying teachings about Jesus' death and resurrection, you will gain a deeper understanding of Christian beliefs about life after death, which you will revisit in both Key Stage 3 and 4. 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 the beliefs and actions of religious believers—skills that are essential for all subsequent RE topics and which begin with this topic.	Watching or reading the news regularly with your child will support their learning, helping them make links between real-world events and why people may believe or not believe in God. Discussing and debating your own views on religious belief with your child can also be beneficial in encouraging open-mindedness and critical thinking.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
1. Introduction to RE- What is religion? 2. What do Christians believe about the nature of God? 3. What do Christians believe about the Trinity? 4. What do Christians believe about creation? 5. Why do Christians believe Jesus was the Son of God? The Incarnation and Nativity 6. What did Jesus teach through Parables? The Good Samaritan and The Sheep and the Goats 7. Why was Jesus special? Miracles 8. What happened in the lead up to the death of Jesus? 9. What happened at Jesus' resurrection? 10. What do Christians believe about life after death? 11. How do Christians practice their religion?	Creation Crucifixion Incarnation Miracle Nativity Parable Resurrection Theist Trinity Worship	In preparation for your assessments in RE, your teacher will provide revision resources for you to complete and use to test yourself. Between assessments, it is good practice to quiz yourself by writing and answering short questions or completing brain dumps based on your learning in RE. Wider Reading You can use independent study time to engage in wider reading using the following websites and articles about Christianity: <u>Facts about Christianity – KS3 Religious Studies – BBC Bitesize</u> <u>Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize</u>	This topic will introduce you to key concepts and beliefs within Christianity that will support you in many future topics in RE. For example, by studying teachings about Jesus' death and resurrection, you will gain a deeper understanding of Christian beliefs about life after death, which you will revisit in both Key Stage 3 and 4. 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 the beliefs and actions of religious believers—skills that are essential for all subsequent RE topics and which begin with this topic.	Watching or reading the news regularly with your child will support their learning, helping them make links between real-world events and why people may believe or not believe in God. Discussing and debating your own views on religious belief with your child can also be beneficial in encouraging open-mindedness and critical thinking.

Topic Number: 1

Forces					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on the KS1 and KS2 science curriculum in which students learnt about the force of magnetism, gravity, resistance to motion and simple mechanisms.		In this topic students learn about different types of forces, how forces affect movement, balanced and unbalanced forces, force diagrams, resultant forces, and the effects of friction.	This topic provides students with the foundational knowledge and skills needed to progress to learn how forces cause motion in the year 7 Motion topic.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Types of force	force, contact force, non-contact force, friction, air resistance, resultant force, balanced forces, unbalanced forces, free-body diagram	All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zs3896f https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zhnfp4j https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/z6s4r2p	Support students to access Carousel learning to complete their homework and independent study packs. Test students spelling of the tier 3 vocabulary with regular spelling tests. KS3 Revision Guides and Workbooks are available on parent pay. Encourage wider reading such as: <i>Horrible Science: Forces</i> – discover pushes, pulls, friction, and gravity through fun examples and experiments.	
Lesson 2	Forces acting on an object				
Lesson 3	Balanced and unbalanced forces				
Lesson 4	Friction				
Lesson 5	Practical: friction				

Year 7 Learning Map

Topic Number: 2

Materials and Substance						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on the KS1 and KS2 science curriculum in which students learnt about the properties and uses of everyday materials as well as changes in state.		In this topic students learn about the properties and uses of materials, including metals, non-metals and polymers. They will explore the particle model, states of matter, changes of state, diffusion and Brownian motion.	This topic provides students with the foundational knowledge and skills needed to progress to learn how particles are arranged in mixtures in the year 7 Mixtures and Separation topic.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Lesson 1	Properties of metals and non-metals	metals, non-metals, properties, composites, ceramics, polymers, particles, states of matter, diffusion, forces, solids, liquids, gases, changes of state, Brownian motion	All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. https://www.bbc.co.uk/bitesize/topics/zgvbkgq/articles/zphtchcw https://www.bbc.co.uk/bitesize/topics/zgvbkgq/articles/ztt6trd https://www.bbc.co.uk/bitesize/topics/zgvbkgq/articles/zyyfydm https://www.bbc.co.uk/bitesize/topics/z9r4jxs/articles/zyhntd		Support students to access Carousel learning to complete their homework and independent study packs. Test students spelling of the tier 3 vocabulary with regular spelling tests. KS3 Revision Guides and Workbooks are available on parent pay. Encourage wider reading such as: <i>The Way Things Work Now</i> - explains how everyday materials and substances behave.	
Lesson 2	Properties of materials					
Lesson 3	Changing properties					
Lesson 4	Practical: material properties					
Lesson 5	Particle model					
Lesson 6	Changes in state					
Lesson 7	Motion in fluids and pressure					

Topic Number: 3

Cells				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the KS1 and KS2 science curriculum in which students learnt about things that are living, non-living and dead as well as the requirements for animals and plant to live.		In this topic students learn about the characteristics of living organisms, cell structure in plants and animals, specialised and unicellular organisms, and how substances move across cell membranes through diffusion.	This topic provides students with the foundational knowledge and skills needed to progress to learn how cells are organised in organisms in the year 7 Organisation topic.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Living cells	organisms, cells, microscopy, nucleus, cytoplasm, cell membrane, ribosome, mitochondria, diffusion, specialised cells, unicellular, multicellular, surface area	All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. https://www.bbc.co.uk/bitesize/to/pics/znyvycdm/articles/zkm7wnb https://www.bbc.co.uk/bitesize/to/pics/znyvycdm/articles/zbm48mn https://www.bbc.co.uk/bitesize/to/pics/znyvycdm/articles/z8cqgfr https://www.bbc.co.uk/bitesize/to/pics/znyvycdm/articles/z4f26yc	Support students to access Carousel learning to complete their homework and independent study packs. Test students spelling of the tier 3 vocabulary with regular spelling tests. KS3 Revision Guides and Workbooks are available on parent pay. Encourage wider reading such as: <i>Cells (Tiny Science)</i> - explores what cells are, how plant and animal cells are structured, and how they function.
Lesson 2	Microscopy			
Lesson 3	Animal cells			
Lesson 4	Plant cells			
Lesson 5	Cell shape and size			
Lesson 6	Diffusion across a membrane			
Lesson 7	Practical: diffusion			
Lesson 8	Unicellular adaptations			

Year 7 Learning Map

Topic Number: 1

Me presento: All about me				
Prior Learning Skills that students have acquired throughout primary school will be built upon in this first unit of work. Those that have studied some Spanish words may be able to recognise the greetings that we use in lesson. For those that are new to learning Spanish, we will build upon recognising new vocabulary which they do in literacy and listening and reading for understanding.		Current Learning In this topic you will learn to write and talk about yourself in Spanish. You will be able to say greetings, your name, the alphabet, numbers, your birthday, classroom instructions and equipment. You will also learn a little about Spain in this unit of work.		Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary we learn, such as pronunciation of letters and using numbers, can be applied to any topic. After this unit of work we move on to describing ourselves and others so knowledge of introducing yourself will be crucial to later learning.
Lesson Sequencing		Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Greetings and classroom instructions	Hola – Hello	Students will be provided with revision resources which they will be able to take home prior to the assessment in Week 7. Additional learning could focus on vocabulary learning for the topic. The following list has vocabulary linked to the topic. https://quizlet.com/gb/1045661270/zoom-1-me-presento-flash-cards/?i=ybbrx&x=1jqt	To build listening and speaking skills and to encourage more cultural awareness, parents can encourage students to visit the YouTube Blog Coffee Break Spanish. Here, students can listen to native speakers of Spanish answering questions on a number of topics such as introductions, free time and family.
Week 2	The alphabet	¿Cómo te llamas? – What’s your name		
Week 3	Classroom instructions and equipment	Me llamo – My name is		
Week 4	Numbers	¿Cómo estás? – How are you		
Week 5	Dates and birthdays	Bien – Good		
Week 6	Revision week	Gracias – Thank you		
Week 7	Baseline Assessment	Adiós – Goodbye		
Week 8	Praise and Next Steps	Hasta luego – See you later Mi cumpleaños – My birthday		

Year 7 Learning Map

Topic: 1 Preparing to Cook

Food						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on technology delivered in primary school, focusing on the digestive system and the importance of physical exercise, diet and personal hygiene. Students will build upon their basic hygiene skills to keep safe in a kitchen environment.		In this project, students will learn about the importance of food hygiene and safety in the kitchen. Students will cook a range of dishes to develop their basic cooking and hygiene skills. Students will learn to use the different parts of the cooker through practical activities. Skills learnt in this project: Hand washing, chopping (bridge and claw techniques), peeling, grating, simmering, boiling, frying, sautéing, handling raw meat, rubbing in, hob and oven control, using all parts of the oven as well as weighing and measuring solids and liquids.	This topic will prepare students with the knowledge and skills to make a range of healthy dishes containing high and low- risk foods. Whilst cooking, students will demonstrate high standards of food hygiene. Students will be able to build upon these skills whilst adding new skills to their repertoire during the next topic where the practical lessons and theory concepts will progressively increase in complexity.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Lesson 1	Introduction	Bacteria	https://www.bbc.co.uk/bitesize/guides/zyix6sg/revision/2		Shopping: Challenge your child to explain why foods are stored in different sections. Can they explain high risk foods? Can they unpack the shopping into the correct places?	
Lesson 2	Washing up and cupboard reset	Hygiene	https://www.foodafactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/		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. Ask your child to demonstrate the use of weighing scales and explain why these are important in baking.	
Lesson 3	Fruit salad practical	Safety	https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3			
Lesson 4	Equipment	Temperature				
Lesson 5	Picturesque pizza	Weighing/Measuring				
Lesson 6	Weighing in and measuring	Bridge/Claw				
Lesson 7	Egg mayonnaise	Hob/Oven/Grill Food handler Ratio				