



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 6



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 6

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

Deputy Headteacher

Year 7 Learning Map

ART

HT 6

<p>Prior Learning This topic builds on students' prior procedural knowledge of techniques in art and design when creating personal responses. It will further develop these skills by introducing new methods of image-making through print techniques. Additionally, it will enhance students' subject-specific vocabulary for discussing and evaluating their work.</p>	<p>Current Learning In this topic, you will explore how the work of Henry Moore and Anselm Kiefer can help you to create 3D drawings with atmosphere through the use of contour lines, tone and media. You will also develop and practise subject-specific language during class discussions, in one-to-one feedback, and through written evaluations to identify areas of success and improvement.</p>	<p>Subsequent Learning This topic will prepare you to further develop your use of materials and techniques to describe texture and tone with purposeful intent. You will demonstrate a deeper understanding of how the work of others can influence your own artwork and shape your perception of concepts in art.</p>
<p>Sequencing</p> <ul style="list-style-type: none"> Explore the work of Anselm Kiefer Experiment with techniques and methods to develop material knowledge Combine learning to form ideas Develop final piece work Final pieces Final pieces 	<p>Tier 3 Vocabulary</p> <p>Abstract Contour Materials Media Observational Observe Proportion</p>	<p>Extended Learning</p> <p>Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.</p>
		<p>Ways in which parents/carers can support</p> <p>Visit Leeds Art Gallery/ The Yorkshire Sculpture Park/ Henry Moore Institute and identify the works discussed in class.</p>

Drama

Year 7 Learning Map

Topic Number: 6

Improvisation	
Prior Learning	Subsequent Learning
<p>This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Matilda (where we created monologues for key characters and performed small sections of script) and will introduce you to new concepts such as developing a rehearsed improvisation as a performer.</p>	<p>This topic will prepare you for further development of performance techniques throughout Key Stage 3. It will equip you with the characterisation and performance skills to produce an effective character that will assist you in Year 9 performance topics.</p> <p>You will be required to demonstrate the ability to explore, describe and apply characterisation and performance skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful in Component 2: Developing Skills and Techniques in the Performing Arts and Component 3: Responding to a Brief.</p>
Current Learning	Extended Learning
<p>In this topic, you will learn a range of performance techniques and will apply these to a performance. You will develop key terminology linked to these performance techniques and independently apply characterisation and improvisation skills to a performance.</p> <p>This topic is important in developing your knowledge of performance techniques and how to create a successful performance. You will consider the impact of improvisation skills in creating a successful performance, and the character development techniques required to enhance these performances.</p>	<p>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:</p> <p>National Theatre – All About Theatre</p> <p>The Improv Handbook (Performance Books): The Ultimate Guide to Improvising in Comedy, Theatre, and Beyond – Tom Salinsky and Deborah Frances-White</p>
Lesson Sequencing	Tier 3 Vocabulary
<p>Lesson 1: Introduction to Improvisation</p> <p>Lesson 2: Spontaneous skills</p> <p>Lesson 3: Character development in Improvisation.</p> <p>Lesson 4: Rehearsed Improvisation</p> <p>Lesson 5: Rehearsed Improvisation: Rehearsal and feedback</p> <p>Lesson 6: Rehearsed Improvisation: Performance</p>	<p>Blocking</p> <p>Characterisation</p> <p>Exaggeration</p> <p>Hot-Seating</p> <p>Improvisation</p> <p>Non-Verbal</p> <p>Communication</p> <p>Proxemics</p> <p>Rehearsal</p> <p>Sustaining the role</p> <p>Character Profile</p>
Ways in which parents/carers can support	Ways in which parents/carers can support
<p>Explore our Digital Theatre+ package. www.digitaltheatreplus.com</p> <p>All students will be provided with the log in details to access this amazing resource.</p> <p>Find out about the history of improvisation as a performance style with the National Theatre using this link below: https://www.nationaltheatre.org.uk/blog/potted-history-improvisation</p> <p>You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year.</p>	<p>Explore our Digital Theatre+ package. www.digitaltheatreplus.com</p> <p>All students will be provided with the log in details to access this amazing resource.</p> <p>Find out about the history of improvisation as a performance style with the National Theatre using this link below: https://www.nationaltheatre.org.uk/blog/potted-history-improvisation</p> <p>You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year.</p>

Women in Media

Prior Learning	Current Learning	Subsequent Learning
<p>This topic builds on students' knowledge of language skills.</p> <p>When studying fantasy narrative writing, pupils will have started to develop their own use of techniques for effect. These skills will enable them to confidently identify and analyse writers' methods and how writers achieve certain effects in new texts.</p> <p>Students also explained and analysed how writers influence readers while studying Ghost Boys, which will give them a good foundation of knowledge when analysing language texts.</p>	<p>During this exciting topic, pupils will look at how women are presented in a variety of different media, from video games to animation, and from classic novels to feminist non-fiction. The media will span different historical periods right up to the present day, so pupils can chart the evolution of women in media.</p> <p>Each week, pupils will learn and use new vocabulary that will help them to analyse the presentation of female characters. We will compare characters such as Vanellope (from <i>Wreck-it Ralph</i>) and Snow White, and consider what effect the time period in which a female character was created has on how they are presented.</p> <p>Some of the more classic pieces of literature we will look at are <i>A Vindication of the Rights of Woman</i>, <i>Jane Eyre</i> and <i>The Yellow Wallpaper</i>. Fortnightly poetry lessons will also tie into the themes.</p> <p>There will be opportunities for pupils to use computers to create presentations about what they have learned, and the unit will end with a celebration of knowledge, where pupils will present to the class.</p> <p>The final assessment will be on the character of Hermione in the Harry Potter books, leaving pupils with a well-rounded knowledge of female characters from 1792 right up to the modern day.</p>	<p>This topic will prepare students for both non-fiction and fiction study and the creation of texts in Year 8 and beyond. Throughout Key Stage Three and Four, students will continue to develop their analytical and writing skills.</p> <p>At GCSE, pupils will be able to use the "evidence-comment" style of responding to language texts as part of their Language Component 1 and 2 exams.</p>
<p>Lesson Sequencing</p> <p>Week 1: Comparison of Vanellope and Snow White</p> <p>Week 2: A Vindication of the Rights of Woman and a PPT presentation</p> <p>Week 3: Jane Eyre and a mock assessment (Katniss Everdeen from Hunger Games)</p> <p>Week 4: The Yellow Wallpaper</p> <p>Week 5: A chance to create and write about their own female character, plus the final assessment</p> <p>Week 6: The opportunity to create an end-of-topic presentation to perform in front of the class</p>	<p>Tier 3 Vocabulary:</p> <p>Domestic Labour</p> <p>Emotive Language</p> <p>Empowerment</p> <p>Fatigue</p> <p>Metaphor</p> <p>Oppression</p> <p>Obedient</p> <p>Pathetic Fallacy</p> <p>Patriarchy</p> <p>Perilous</p> <p>Personification</p>	<p>Extended Learning:</p> <p>Y7 Homework is due every week and should be completed on Bedrock (unless teachers set paper homework linked to the topic):</p> <p><u>Bedrock Learning</u></p> <p>Parental/carer support:</p> <p>Support recall of key terminology using 5- 10 key words.</p> <p>Read together/model reading stories</p> <p>Ask open questions about texts e.g. How might...? What would happen if...? Would you feel the same if...?</p>

TOPIC NUMBER 5

YEAR 7

Protagonist
Pseudonym
Rhyme
Sacrifice
Simile
Superiority
Triumphant
Tyrant
Valiant

Geography



RIDGEWOOD
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Year 7 Learning Map

Topic Number: 5

		India																			
<p>Prior Learning Before studying India, students might have been aware of India from the news; they might have visited India or studied it in their primary schools. The Key Stage 2 curriculum covers “the world’s most significant human and physical features”; this might include learning about Mumbai, a megacity, or the history of Britain and India. There is a particular focus on learning about the seven continents and countries, where India might have been included. The study of climate and pressure belts around the world may also expose students to a variety of ecosystems in India.</p>		<p>Current Learning The India scheme of learning delves into the broader human and physical aspects of India, such as natural features, rivers and mountains, and then the economy and history of India. This transitions to an in-depth exploration of India’s economy and the influence of transnational corporations on society and the economy. The topic ends with an introduction to Mumbai, India’s biggest and most influential megacity. Students will enjoy understanding how quality of life differs, but also how sustainable urban projects can improve life for people in urban areas.</p>	<p>Subsequent Learning In Year 9, we have a megacity scheme of work which covers more of India in detail, where we compare the challenges and opportunities of living in a megacity. If students decide to take Geography at GCSE, this Year 7 India topic gives them a great foundation for the Development Dynamics unit. When students recall key terms and basic information from Years 7–9, this helps to scaffold their learning in Years 10 and 11.</p>																		
<p>Lesson Sequencing</p> <table border="1"> <tr><td>Lesson 1</td><td>Location of India</td></tr> <tr><td>Lesson 2</td><td>Physical Geography of India</td></tr> <tr><td>Lesson 3</td><td>Human Geography of India</td></tr> <tr><td>Lesson 4</td><td>Employment</td></tr> <tr><td>Lesson 5</td><td>TNCs</td></tr> <tr><td>Lesson 6</td><td>Bhopal Disaster</td></tr> <tr><td>Lesson 7</td><td>Mumbai</td></tr> <tr><td>Lesson 8</td><td>Urbanisation</td></tr> <tr><td>Lesson 9</td><td>Sustainable Projects</td></tr> </table>		Lesson 1	Location of India	Lesson 2	Physical Geography of India	Lesson 3	Human Geography of India	Lesson 4	Employment	Lesson 5	TNCs	Lesson 6	Bhopal Disaster	Lesson 7	Mumbai	Lesson 8	Urbanisation	Lesson 9	Sustainable Projects	<p>Tier 3 Vocabulary</p> <p>Continent Development Economy Emerging Industry Manufacturing Primary Secondary Tertiary TNC Trade</p>	<p>Extended Learning</p> <p>Videos and reading about different aspects of Indian life: https://www.bbc.co.uk/teach/class-clips-video/ geography-ks3-exploration-india/zipdcat</p> <p>This website from the Royal Geographical Society has a host of pdf documents that students can read or complete to supplement their learning before and during the topic. https://www.rgs.org/schools/teaching-resources/new-india/</p>
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		<p>Ways in which parents/carers can support</p> <p>Encourage students to be aware of international news stories and research the history between India and the UK.</p> <p>You can support your child by promoting extended learning and developing their understanding of the developed and developing world.</p>																			

First World War

First World War			
<p>Prior Learning At the start of Year 8, you learned how revolutions affected the social and political landscapes of individual countries. In this topic, you will see how a conflict between nations had a radical impact upon a whole continent, and around the globe.</p> <p>This topic builds upon your developing chronological knowledge of the history of Europe.</p> <p>Finally, it builds upon the writing and source skills you have been developing throughout your time at Ridgewood.</p>	<p>Current Learning In this topic you will consider the causes, events and consequences of the First World War. You will discover how that conflict affected international relations and zoom into Doncaster to see how local people were impacted.</p> <p>This topic is important for you to continue to develop your historical skills and knowledge because it will help you hone your ability to analyse sources (and their provenance), develop arguments in your essays, and select relevant, precise evidence to support your answers.</p>	<p>Subsequent Learning In future topics in Year 8, you will consider how Germany's defeat in the First World War led to the growth of a democratic system in the country, before assessing Hitler's rise to power and his actions as leader.</p> <p>During your Year 8 history lessons, your chronological knowledge of European history will continue to grow.</p> <p>You will continue to develop your use of the TR-ADE-C structure and literacy devices throughout Key Stage 3.</p> <p>Finally, your GCSE and A-Level exams all require you to be able to explain and justify your opinions, which you will be practising throughout this topic.</p>	
<p>Lesson Sequencing</p> <ol style="list-style-type: none"> 1. What caused the First World War? 2. Why did Franz Ferdinand's assassination trigger World War One? 3. Why did British people volunteer to fight? 4. What were conditions like in a trench? 5. How effective was the weaponry used during World War One? 6. Case Study: Haig and the Somme 7. Who are we remembering? 	<p>Tier 3 Vocabulary</p> <p>Alliance Armistice Attrition Conscription Imperialism Militarism Patriotism Propaganda Stalemate Triple Entente</p>	<p>Extended Learning</p> <p>All students will be set revision sheets to complete in advance of assessments, and are encouraged to complete them</p> <p>The following books are very engaging and interesting:</p> <p>Voyage of the Sparrowhawk by Natasha Farrant</p> <p>Only Remembered by Michael Morpurgo</p> <p>This is a challenging, but fascinating read:</p> <p>War Horse by Michael Morpurgo</p>	<p>Ways in which parents/carers can support</p> <p>You could watch the documentaries below:</p> <p>Netflix: Forbidden Ground Sarajevo</p> <p>YouTube: Doomsday: World War One The Great War</p>

Topic Number: 6

Topic Title: Programming using EduBlocks															
<p>Prior Learning This topic builds upon the Scratch programming unit with a block-based focus. Like Scratch, you will develop at a higher level: your programming skills, considering the impact of lines of code on the project.</p>	<p>Current Learning You will be using EduBlocks to begin learning the fundamentals of coding. This will also introduce you to the text-based coding language Python. EduBlocks uses drag-and-drop blocks to create programs. You will begin creating a quiz with user inputs and a scoring system, then move on to using loops. This will culminate in a programming project. Lastly, you will be given the opportunity to work on Unifrog, which is a dedicated website for you to begin your careers research at Ridgewood. This provides a platform to track progression throughout Key Stage 3 and 4.</p>														
<p>Subsequent Learning This topic will prepare you for the Year 8 and Year 9 programming units, where you will continue to build upon these skills. Some pupils will be given direct text-based programming activities if they have some experience of programming.</p>	<p>Ways in which parents/carers can support Support your young person to access the websites and mini-courses listed in the previous section.</p>														
<p>Lesson Sequencing</p> <table border="1"> <tr><td>Lesson 1</td><td>Introduction</td></tr> <tr><td>Lesson 2</td><td>Using Loops</td></tr> <tr><td>Lesson 3</td><td>User Input</td></tr> <tr><td>Lesson 4</td><td>Variables</td></tr> <tr><td>Lesson 5</td><td>Project L1</td></tr> <tr><td>Lesson 6</td><td>Project L2</td></tr> <tr><td>Lesson 7</td><td>UniFrog</td></tr> </table>	Lesson 1	Introduction	Lesson 2	Using Loops	Lesson 3	User Input	Lesson 4	Variables	Lesson 5	Project L1	Lesson 6	Project L2	Lesson 7	UniFrog	<p>Tier 3 Vocabulary Blocks Debug Iteration Loops Sequence Selection Testing</p>
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Lesson 7	UniFrog														
<p>Extended Learning You are encouraged to use idea.org.uk, which offers free mini-courses about various computer-based topics. You can use EduBlocks to access this website from home. If you have an interest in coding, the following website has many online tutorials: W3Schools Online Web Tutorials</p>	<p>Ways in which parents/carers can support Support your young person to access the websites and mini-courses listed in the previous section.</p>														

MATHS

Geometry 1

Geometry 1			
<p>Prior Learning This topic builds on Number 1, using your multiplication and addition skills in particular. You will also revisit the properties of shapes that you will have seen in Key Stage 2.</p>	<p>Current Learning In this unit you will mainly focus on calculating the area and perimeter of various 2D shapes. You will then move on to finding surface area and volume of 3D shapes.</p>	<p>Subsequent Learning You will revisit these skills in Year 8 and Key Stage 4, using algebra to solve higher-level problems involving shapes.</p>	
<p>Lesson Sequencing</p> <p>Lessons will address the following learning objectives in the order most effective for the class's needs:</p> <ul style="list-style-type: none"> • Properties of 2D and 3D shapes • Find the perimeter of shapes • Find the area of shapes including compound shapes • Find the surface area of cuboids • Find the volume of prisms 	<p>Tier 3 Vocabulary</p> <p>Area Compound Perimeter Polygon Prism Volume</p>	<p>Extended Learning</p> <p>All students have access to Mathswatch and are encouraged to complete the weekly homework that is set.</p> <ul style="list-style-type: none"> • Murderous Maths- Vicious Circles and Other Savage Shapes by KJartan Poskitt (available in the school library) • Room for Ripley by Stuart J.Murphy <p>Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths</p>	<p>Ways in which parents/carers can support</p> <p>Support your child's progress through the use of the following websites:</p> <ul style="list-style-type: none"> • MathsWatch to complete homework and access further revision. • Corbett Maths for extra support videos and work on the topics stated.

Year 7 Learning Map

		Canon in Swing														
<p>Prior Learning</p> <p>This topic builds on your vocal skills from primary school and the previous vocal scheme, <i>Create and Sing</i>, developed in partnership with the Royal Opera and Ballet. This topic also develops your understanding of rhythm and notation from the previous scheme.</p> <p>You should be able to recall note values and the notes on the treble clef staff to support your understanding.</p>	<p>Current Learning</p> <p>In this topic, you will sing as part of a vocal ensemble. You will learn a whole-class performance piece called <i>Canon in Swing</i>.</p> <p>You will develop your vocal skills through a series of workshops designed to improve your vocal intonation, projection, and expression.</p> <p>You will then be given an extended task within a smaller vocal ensemble to arrange your own version of this piece of music. This will develop your understanding of musical structure, vocal harmony, dynamics, and articulation.</p>	<p>Subsequent Learning</p> <p>This topic gives you the opportunity to work as part of an ensemble.</p> <p>Your ensemble skills will become more developed, and you will gain confidence performing in front of others.</p> <p>Singing also enriches both mind and body, which can boost your confidence and self-expression.</p> <p>This learning will help prepare you for further performance units that form part of the GCSE pathway.</p> <p>You will also develop a better understanding of four-part harmony, which is an important aspect of compositional understanding at GCSE level.</p>														
<p>Lesson Sequencing</p> <table border="1"> <tr> <td>Lesson 1</td> <td>Whole class performance and vocal skill workshop</td> </tr> <tr> <td>Lesson 2</td> <td>Understanding musical structures</td> </tr> <tr> <td>Lesson 3</td> <td>Developing our Improvisation skills</td> </tr> <tr> <td>Lesson 4</td> <td>Individual group performance workshops</td> </tr> <tr> <td>Lesson 5</td> <td>CF2 Listening assessment</td> </tr> <tr> <td>Lesson 6-7</td> <td>Rehearsal of group vocal performance focusing on dynamics and articulation then final performance assessment (week 6)</td> </tr> </table>	Lesson 1	Whole class performance and vocal skill workshop	Lesson 2	Understanding musical structures	Lesson 3	Developing our Improvisation skills	Lesson 4	Individual group performance workshops	Lesson 5	CF2 Listening assessment	Lesson 6-7	Rehearsal of group vocal performance focusing on dynamics and articulation then final performance assessment (week 6)	<p>Tier 3 Vocabulary</p> <p>Performance Acapella Contrapuntal Improvise Sequence Harmony Dynamics Canon Diminuendo Crescendo</p>	<p>Extended Learning</p> <p>You have access to our subscription to <i>Focus on Sound</i>. Click on the link: and then log in using your Microsoft Teams account.</p> <p>Alternative wider reading opportunities: Singing 101 This is a Voice Sing out loud Online Vocal Resources</p>	<p>Ways in which parents/carers can support</p> <p>Encourage singing at home. There are many resources that can support you with this.</p> <p>YouTube is a great starting point for online vocal tuition and a range of backing tracks.</p> <p>Encourage your son/daughter to attend the local community and school choir.</p> <p>We also offer a wide range of instrumental lessons at school including vocal tuition.</p> <p>Please contact us for further information.</p>	
Lesson 1	Whole class performance and vocal skill workshop															
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Topic: Athletics

Prior Learning	Current Learning	Subsequent Learning
This topic builds on any previous learning in athletics. If students have no previous experience of athletics, they will be introduced to the basic skills and techniques needed to compete in each event.	In this topic, you will learn the basic techniques needed to compete in each of the track and field disciplines. Throughout the topic, you will learn the correct techniques for throwing events (javelin, discus, and shot put), jumping events (long jump and triple jump), and track events (sprinting and long-distance running).	In Y8, you will continue to develop the skills learned in Y7 to help you become a more effective athlete. You will continue to develop your skills in: <ul style="list-style-type: none"> • Running (sprinting and long-distance running) • Throwing (javelin, discus, and shot put) • Jumping (long jump and triple jump) More confident students may also be able to take on officiating roles in athletics (timekeeper, starter, recorder, etc.).
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities
Week 1 & 2	Sprinting (Running Style), 100m/200m.	<ul style="list-style-type: none"> • World Athletics Home Page • World Athletics • Athletics - BBC Sport • British Athletics • Athletics - News, Athletes, Highlights & More • (olympics.com) • The History Of Track And Field - FloTrack
Week 2 & 3	Jumps (L. Jump/T. Jump)	
Week 4 & 5	Throwing (Discus/Javelin)	
Week 4	Throwing – Shot put	
Week 5	Distance Running	
Week 6	Relay	
Week 7	Fun track	
		Ways in which parents/carers can support:
		<p>If possible, give students as many opportunities to get involved in running/ jumping/throwing activities.</p> <p>Students can develop their running by doing this outside school in their own time.</p> <p>If they would like to practice a specific track and field discipline, students can join a local athletics club.</p> <p>Find An Athletics Or Running Club In England Athletics</p>

		Striking and Fielding		
		Current Learning	Subsequent Learning	
Prior Learning	This topic builds on the different skills you have learnt in primary school linked to striking and fielding games, such as catching. You may have played rounders or cricket or taken part in activities that develop hand-eye co-ordination.	In this topic, you will learn the basic rules of striking and fielding games and how to play the game successfully. You will develop your throwing, catching, and gameplay skills to improve your performance and your ability to support others. In addition, you will develop your teamwork, communication, and leadership skills.	All skills learnt in striking and fielding are transferable across different activities. You will also revisit striking and fielding in Year 9, where you will learn more about gameplay and have further opportunities to develop the skills learnt in Year 7. You will also have the opportunity to use these skills in different sporting settings.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Pre-assessment and Ball familiarisation	Base Bat Bowl Communication Overarm Position Stance	Cricket rules: https://www.cricketrules.com Cricket skills: https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/ Rules of rounders: https://www.roundersengland.co.uk/play/rounders-rules/	<ul style="list-style-type: none"> Practise throwing and catching games at home using a tennis ball (or any similar-sized ball). Go and watch friends, family, or local clubs play. Encourage your child to join the school team or play some mini games in the garden or at the park.
Week 2	Understanding the rules and techniques of bowling			
Week 3	Understanding the rules and techniques of batting			

Week 4	Fielding rules and techniques Fielding tactics and formations	Stump Underarm	<p>Rounders skills: https://www.sportplan.net/s/Rounders/skills.jsp</p> <p>Softball rules: https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20softball&text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible.</p>
Week 5	Developing techniques of batting		
Week 6	Development of batting and bowling techniques through game play		
Week 7	Game play		

Physical Education



Year 7 Learning Map

Topic: Pickleball

Prior Learning		Current Learning	Subsequent learning
<p>Students should understand and be able to play and create small-sided games and simplified versions of competitive invasion games. They should be capable of sending, receiving, and travelling with a ball in these games.</p>		<p>Students will be taught to perform, develop, and incorporate the fundamental skills of pickleball, such as ball familiarisation, dinking, and groundstrokes. They will develop knowledge of the major rules, including the “Two-Bounce Rule” and the “Kitchen”/NVZ.</p>	<p>All skills learnt in pickleball are transferable across different activities. Students may also revisit pickleball in Year 8, where they will continue to learn more about tactical gameplay.</p>
Lessons	Wider Reading Opportunities	Ways in which parents/carers can support:	
Week 1	Ball Familiarisation: Grip (Continental/V-Grip), Ready Position, and Tap Ups.	<p>How to get started playing Pickleball LTA</p>	
Week 2	Dinking: The ‘Dink’ Technique (Pendulum swing, soft shot) and NVZ rules.	<p>Pickleball in Britain Rules, courts & how to play LTA</p>	
Week 3	Ground Stroke: Forehand and Backhand technique, "Feet first, swing second".	<p>Baseline Diagonal Fault Followthrough Forehand/Backhand Grip Kitchen/NVZ Momentum Pendulum Ready Position Service Box Sideout Soft/Drop Two-Bounce Rule</p>	<p>If possible, give students as many opportunities to get involved in net wall games as possible.</p> <p>Students can develop their coordination by playing pickleball, paddle, tennis outside of school.</p> <p>If they would like to practice a specific track and field discipline, students can join a local club.</p>
Week 4	Serve: Underhand serve technique, diagonal service rules, and baseline positioning.		
Week 5	Volley/Net Play: Punch/Block volleys and Non-Volley Zone (NVZ) faults.		
Week 6	Match Play Tactics: Simple positional play and basic scoring.		
Week 7	Game play and assessment.		

Year 7 Learning Map

Topic Number: 4

		The Law and Drugs	
Prior Learning This topic builds on: <ul style="list-style-type: none"> • Work that you have completed during PDP time and in primary school on British Values, and how they impact you individually as well as all British citizens. • Knowledge and understanding gained in Science about the harmful effects of solvents, solvent abuse, and smoking. 		Current Learning In this topic, you will learn: <ul style="list-style-type: none"> • Key information about what is meant by the term <i>law</i> and what the law says about drugs, alcohol, and solvent abuse. You will develop an understanding of the different physical, social, and emotional impacts that drugs and alcohol can have, as well as where to gain support and help. • What legalities are related to hate crimes and extremism, who may be at risk, how to identify a person at risk, and how to ensure they receive any support they may need. • Why this topic is important in helping you develop a foundation for minimising risks and understanding the responsibilities you have as a citizen. 	Subsequent Learning This topic will prepare you for: <ul style="list-style-type: none"> • Further learning in PSHCE through to the end of Year 11. This module will help you develop an understanding of the terms <i>citizen</i> and <i>liberties</i> in preparation for a Year 8 module on the law, where you will study democracy, the monarchy, and parliamentary processes in the UK. • Developing the skills needed to form opinions based on a range of information and to use your own knowledge to understand how to be a model citizen.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning
Lesson 1	What is the law and why is the law important?	Citizen	You can use independent study opportunities to engage with the following websites. https://www.youtube.com/watch?v=1RHsns3VSG https://www.citizensadvice.org.uk/law-and-courts/discrimination/hate-crime/what-are-hate-incidents-and-hate-crime/
Lesson 2	Liberties of being a citizen in the UK	Court	
Lesson 3	Smoking – links to lung cancer	Crime	
Lesson 4	Legal drugs and the impact of them	Drugs	
Lesson 5	Solvent abuse	Extremism	
Lesson 6	Hate crimes and extremism	Hate Crime	
Lesson 7	Assessment – Drama, law courts	Judicial system	
		Law	Ways in which parents/carers can support You can support your children in learning about this by talking to them about the importance of the law and the importance of the individual liberties for all UK citizens. Watch and discuss the news and examine how life in the UK differs to those who live in other countries.
		Liberty	
		Solvent	

RE

Islam			
<p>Prior Learning This topic builds on your knowledge from primary school, where you may already have learnt about religious traditions. You will build on key terms you have already learnt, such as atheist and theist, and you will be able to compare and contrast Islam with other religious traditions, such as Christianity, which you learnt about in Topic One. Throughout this topic, you will also continue to develop your skills of explanation by selecting specific evidence from religious texts and sources of authority to support your ideas. In addition, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to moral issues and beliefs.</p>	<p>Current Learning This topic will initially focus on learning about the life of the Prophet Muhammad (PBUH) and how his life experiences led to the birth of the religion of Islam. In this topic, you will also learn about a variety of Islamic practices, for example different forms of worship and festivals that are celebrated. You will be introduced to a number of key Islamic teachings, such as the Five Pillars of Islam, and how these teachings may influence Muslims in the world today. You will also develop your skills of evaluation and debate by discussing whether these Islamic practices and beliefs are still relevant in the 21st century. This will subsequently help you to apply these beliefs and teachings to exam questions in Religious Education.</p>	<p>Subsequent Learning This topic will introduce you to key Islamic teachings and practices, which can then be applied to many other moral issues throughout RE in Key Stage 3, such as Medical Ethics and War and Crime, as a contrast to other religions such as Christianity. It will also continue to develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood.</p>	<p>Ways in which parents/carers can support Explore the facts about Islam with your child and discuss how these are similar/different to other religions that you may know of: <u>Facts about Islam – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u></p>
<p>Lesson Sequencing 1. The Life of Muhammad 2. The Mosque 3. The Five Pillars 4. Religious Dress in Islam 5. Festivals 6. The Hajj 7. Beliefs about Afterlife</p>	<p>Tier 3 Vocabulary Prophet Qur'an Shahadah Salah Zakat Sawm Hajj Ramadan Eid ul-Fitr Hijab</p>	<p>Extended Learning You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Islam: <u>Islam – KS3 Religious Studies – BBC Bitesize</u> <u>Introduction to Islam (article) Islam Khan Academy</u></p>	<p>Ways in which parents/carers can support Explore the facts about Islam with your child and discuss how these are similar/different to other religions that you may know of: <u>Facts about Islam – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u></p>

Year 7 Learning Map

Topic Number: C2

		C2-Metals and non-metals		
Prior Learning		Current Learning	Subsequent Learning	
<p>This topic builds on Properties and Changes of Materials from the Year 5 curriculum, which looks at the properties and uses of materials such as metals and wood. It also links to the previous Chemistry topic, C1, which explores the particle model of matter.</p>		<p>In this topic, you will learn about the physical and chemical properties of metals compared with non-metals. You will also study the reactions of acids and alkalis and be able to identify these chemicals from their names and formulae.</p>	<p>This topic will prepare you for learning about the periodic table of elements and balancing equations in Year 8. You will also develop skills such as writing a practical method, which will prepare you for GCSE extended-writing questions.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Acids and Alkalis	Periodic table Metals	<p>All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.</p> <p>The royal society of chemistry has many useful resources including experiments, careers and further reading.</p>	<p>Support students in accessing Educake and completing their homework, as well as additional quizzes on areas they are finding challenging.</p> <p>KS3 revision guides and workbooks are available on ParentPay.</p> <p>Ensure students are accessing Microsoft Teams to complete work directed by their teachers if they are absent from lessons.</p>
Lesson 2	Neutralisation + Salts	Non-metals		
Lesson 3	Plan an investigation into Indigestion Remedies	Displacement Oxidation		
Lesson 4	Practical - Indigestion Remedies	Reactivity pH		
Lesson 5	Metals and non-metals	Indicators Base		
Lesson 6	Metal Reactions	Acid		
Lesson 7	Displacement	Concentration Malleable		
Lesson 8	Metal Reactivity Series	Ductile Sonorous		

Year 7 Learning Map

Topic Number: C3

		C3- Earth structure and universe		
		Current Learning	Extended learning	Ways in which parents/carers can support
Prior Learning This topic builds on the KS2 Science curriculum by comparing and grouping together different kinds of rocks based on their appearance and simple physical properties. It also develops understanding of how fossils are formed when living things become trapped within rock.		In this topic, you will learn about the structure of the Earth and the universe. You will learn about different types of rocks and how they move through the rock cycle.	This topic will link to C3 in Year 8, where you will study global warming and climate change. You will also look at how metals are extracted from the Earth. It will prepare students for GCSE Physics, where, in C4, you will study the Earth's early atmosphere and conditions on Earth.	
Lesson Sequencing		Tier 3 Vocabulary		
Lesson 1	Structure of the earth	Weathering Minerals Sedimentary rocks Igneous rocks Metamorphic rocks Strata Light year Galaxy Erosion Exoplanet	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: 'KS3 CPG Physics Revision' contains useful revision materials for the science course. Unlocking the Universe by Stephen Hawking and Lucy Hawking	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.
Lesson 2	Types of rock			
Lesson 3	The rock cycle			
Lesson 4	Day and night			
Lesson 5	Planets in the solar system			
Lesson 6	The universe			
Lesson 7	History of space exploration			
Lesson 8	Big Read			

Year 7 Learning Map

Topic Number: 6 – Spotlight on Colombia

		Spotlight on Colombia	
Prior Learning This topic builds on previously learnt information from this year. It will include previously learnt vocabulary such as family members, opinion phrases, descriptions of personality and appearance, and weather.	Current Learning In this topic, you will learn about Colombia and Colombian culture. You will watch a film set in Colombia and, through this, will recall previously learnt vocabulary on topics such as family, descriptions and weather. You will also learn to describe your house, bedroom and town.	Subsequent Learning In this topic, you will learn lots of vocabulary that you will be able to reuse and apply to different topics. You will also revisit topics such as family, house descriptions and weather throughout KS3 and KS4 so in this unit you will lay a good foundation for this. We will also continue to look at the culture of different Spanish-speaking countries to increase cultural awareness.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1 Introduction to Colombia	La comida = food	Students will be provided with a Knowledge Organiser to revise key vocabulary. They will also be given lists of key vocabulary to learn throughout the half term. Additional learning could focus on vocabulary learning for the topic. See the link https://quizlet.com/gb/1172906192/mi-region-mi-casa-y-mi-dormitorio-flash-cards/?i=ybbrx&x=1igt	To build listening and speaking skills, parents can encourage pupils to listen to Spanish resources. Suggested resources are as follows: <ul style="list-style-type: none"> • Memrise or Quizlet to practise vocabulary • Grammar practice - www.bbc.co.uk/bitesize • You Tube Blog Coffee Break Spanish or Easy Spanish. Where students can listen to native speakers of Spanish answering questions on several topics
Week 2 The Madrigal family	La casa = house		
Week 3 Descriptions (appearance & personality)	Mi dormitorio = my bedroom Está = it is		
Week 4 My house	Grande = big		
Week 5 My bedroom (introducing prepositions)	Moderno = modern La familia = family		
Week 6 My region	La película = film Mágico = magical Delicioso = delicious Tradicional = traditional		
Week 7 Encanto			

Year 7 Learning Map

Topic 6: Evaluating Food Products

		Food														
<p>Prior Learning Students have developed their knowledge of nutrition and healthy recipe adaptations to account for special dietary needs through theory lessons and practical cookery. They have cooked a range of dishes to master basic cooking and hygiene skills, while also developing new ones. Students have also learnt how to substitute different ingredients to improve the nutritional profile of a given dish.</p>		<p>Current Learning This topic will equip students with the knowledge and skills to make a range of healthy dishes containing both high- and low-risk foods. They will learn to evaluate the success of different recipes in order to make suitable adaptations in the future. While cooking, students will demonstrate high standards of food hygiene. They will build upon these skills while adding new ones to their repertoire in the next topic, where the practical lessons and theoretical concepts will progressively increase in complexity. Skills learned in this topic: Simmering, boiling, frying, sautéing, hob and oven control, using all parts of the oven, and weighing and measuring solids and liquids, dicing, slicing.</p>	<p>Subsequent Learning This topic will introduce students to the concept of evaluating both the organoleptic properties of the dishes they have produced and their performance as food handlers. This ability to reflect critically will be built upon in Year 9 to support students with their practical work and enable them to become adaptive thinkers in the wider world. Moreover, this experience will support them should they choose the Level 2 Hospitality and Catering course as an option, as evaluative skills make up a large proportion of the Unit 2 controlled assessment.</p>													
<p>Lesson Sequencing</p> <table border="1"> <tr><td>Lesson 1</td><td>Sensory analysis</td></tr> <tr><td>Lesson 2</td><td>Cheese straws</td></tr> <tr><td>Lesson 3</td><td>Product evaluation</td></tr> <tr><td>Lesson 4</td><td>Sticky blobs</td></tr> <tr><td>Lesson 5</td><td>Performance evaluation</td></tr> <tr><td>Lesson 6</td><td>Performance evaluation</td></tr> </table>		Lesson 1	Sensory analysis	Lesson 2	Cheese straws	Lesson 3	Product evaluation	Lesson 4	Sticky blobs	Lesson 5	Performance evaluation	Lesson 6	Performance evaluation	<p>Tier 3 Vocabulary</p> <p>Organoleptic Sensory Evaluation Strengths Development Coagulation Reduction Dicing Rubbing in Brunoise</p>	<p>Extended Learning</p> <p>https://www.bbc.co.uk/bitesize/guides/zjyx6sg/revision/2</p> <p>https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/</p> <p>https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3</p>	<p>Ways in which parents/carers can support</p> <p>Shopping: ask your child what sorts of items should be purchased as part of a balanced diet. Challenge them to explain the food labels, how to read/interpret them and what they mean. Look at what information is on a packaging label and discuss why this is important. Dinner time: support your child in planning and preparing dinner for the family. Ask your child to demonstrate good hygiene by completing the washing up and putting the equipment away in the correct places. Can you discuss the meals you eat in terms of their sensory qualities and how the food could be developed?</p>
Lesson 1	Sensory analysis															
Lesson 2	Cheese straws															
Lesson 3	Product evaluation															
Lesson 4	Sticky blobs															
Lesson 5	Performance evaluation															
Lesson 6	Performance evaluation															
Lesson 7	Design challenge															