



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 5



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 5

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

Associate Headteacher



Year 9 Learning Map: HT5

HT5

Self Portraits					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on the theme of identity within students' own work. Students will develop drawing language, skills within core drawing, painting methods including colour mixing. Using the work of others to inspire and influence personal responses.		In this topic you will learn how to draw faces, facial features using tone and texture to create a realistic likeness to yourself. You will also, through looking at the work of Charlotte Caron, use symbolism to demonstrate characteristics of yourself.		This topic will prepare you for using symbols to identify narratives. Be able to identify how artists use methods to convey a message. How artists use a combination of materials and techniques in an individual way.	
Sequencing		Tier 3 Vocabulary		Extended Learning	
				Ways in which parents/carers can support	
1	Experimentation with the work of Charlotte Caron.	Construction	Endeavour to follow the home learning requirements set by your teacher throughout the lessons.	Discuss the work of Charlotte Caron; what animal would each family member be? https://www.artandsciencejournal.com/post/27908016596/charlotte-caron-in-this-series-of-portraits	
2	Application of artist techniques creating drawings of animals.	Experiment	These activities may vary dependent on the pace of lessons.	Work alongside your child following the video: https://classroom.thenational.academy/lessons/people-the-face-68upac	
3	Application of artist techniques creating drawings of animals.	Feature			
4	Application of skills applied to final piece.	Identity	https://www.artpedagogy.com/self-portraits-pt1-about-face.html		
5	Application of skills applied to final piece.	Media			
6	Application of skills applied to final piece.	Portrait	https://www.artpedagogy.com/self-portraits-pt2-more-than-just-a-pretty-face.html		
		Symbolism			
		Texture			
		Tone			

Drama

Year 9 Learning Map: HT5

Topic Number: HT5

Physical Theatre				
Prior Learning This topic builds on earlier knowledge of performance styles in Y8 (Pantomime/surrealism – key features of the performance style, how they developed and how the key features are used within performance) and Y9 (John Godber – key features of the performance style, how the style developed, and the key features used within performance) and introduces you to the key features of a new performance style. You will build on your knowledge of non- naturalistic performance styles and apply key features of Physical Theatre and key practitioners to practical work.	Current Learning In this topic you will learn about the key features of Physical Theatre as a performance style. You will explore some non- naturalistic performance techniques associated with this style of performance and apply these to practical stimuli. You will develop key terminology linked to this performance style and independently explore a range of historical/social/cultural contexts of key practitioners of Physical Theatre. This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience.	Subsequent Learning This topic will prepare you for further performance style exploration throughout key stage 3 and key stage 4. It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts. You will be required to demonstrate the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts and Component 2: Developing Skills and Techniques in the Performing Arts for application of characterisation skills.	Ways in which parents/carers can support Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. We suggest viewing the work of Frantic Assembly and Brecht through this resource. Interviews: An Introduction to Physical Theatre with Scott Graham 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 Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities		
Lesson 1: What is Physical Theatre?	Berkoff Body Props Brecht Dynamics Essence Machine Exaggeration Mirroring Motif Physical Theatre Physicality Storytelling	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques: - National Theatre – All About Theatre - The Frantic Assembly Book of Devising Theatre – Scott Graham - The Complete Brecht Toolkit – Stephen Unwin		
Lesson 2: Physical Theatre: The Essence Machine				
Lesson 3: Storytelling through music and movement				
Lesson 4: Frantic Assembly – The Building Blocks				
Lesson 5: Frantic Assembly: Storytelling and physicality				
Lesson 6: Brecht: Gestus and Physical Theatre				

ENGLISH

Year 9 Learning Maps: HT5

An Inspector Calls			
Prior Learning	Current Learning	Extended Learning and Wider Reading Opportunities	Subsequent Learning
This topic begins preparation for your GCSE English Literature studies and is one of your set texts for Literature. The skills you developed in half term one of year 9: analysing extracts of 19th century novels will be built upon in this unit. Also, your understanding of the importance of social and historical contextual factors will help you to understand similar factors which are relevant to the play.	This term, you will study J.B. Priestley's play 'An Inspector Calls' which was written in 1945 but set in 1912. The play centres on the Birling family and critiques the class system at the beginning of the twentieth century, in addition to highlighting the importance of social responsibility. You will be assessed on the following skills: - AO1: Your understanding of the novel. You will need to make points about the novel and use evidence from the novel to support your interpretations. - AO2: Your ability to analyse language, form and structure used by the writer to create meanings. - AO3: Your ability to make links between the novel and the time it was written. - AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation.	- You can use independent study opportunities to research the life and work of J.B. Priestley. The British Library website is a good place to start. - Other texts that explore social class in the Twentieth Century: - Blood Brothers by Willy Russell - A Kestrel for a Knave by Barry Hines The following study guides are useful sources of revision material and are specifically focused on linking content to exam skills: - An Inspector Calls: York Notes for GCSE - CPG GCSE English Text Guide - An Inspector Calls	An Inspector Calls is one of the set texts for the GCSE English Literature exam. In the exam, you will have 45 minutes to answer one essay question on the play. This is a 'closed book' exam, which means that you will not have access to a copy of the play in the exam. Following your study of An Inspector Calls, you will further enhance your interpretative and analytical skills by studying a collection of poetry from the AQA Power and Conflict poetry anthology.
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support:	
Week 1: Introduction to context, start of Act 1/first impressions, analysis of Mr Birling and Inspector Goole Week 2: Essay question and extended writing Week 3: Analysis of Sheila and overview of Act 1 Week 4: Analysis of Gerald and Mrs Birling Week 5: Analysis of Eric and Inspector Goole Week 6: Tracking key themes and extended writing Week 7: The end of the play Week 8: Assessment	Act Capitalism Character Cliff hanger Dialogue Dramatic irony Entrances and exits Foreshadowing Interruptions Monologue Setting Socialism Stage directions Symbolism Tension Theme Timings	Access the extended learning maps via the link: KS3 Extended Learning (ridgewoodschool.co.uk)	

Topic Number: 5

How can we change what we think about Africa?

Prior Learning:		Current Learning:	Subsequent Learning:
This topic builds on Key Stage 2 knowledge from primary school. Students are expected to understand key aspects of human and physical geography. Throughout Y7 and Y8 students will have explored development in Hazards such as the Nyiragongo volcano in the DRC and desertification in Y7. These themes are addressed in this new scheme of work. Water issues and scarcity is covered in the Resources topic of HT5 in Y8 and this topic dives deeper in the ways water is managed in Africa.		In this topic we will address common misconceptions about the African continent which include access to water, poverty and health. Students also explore the impact of colonialism and neo-colonialism in Africa and how these past events have resulted in some of the struggles that Africa faces today. This topic introduces students to large scale water projects and small bottom-up community projects that tackle lack of water infrastructure in the south of Africa. Themes of development, such as economic water scarcity are embedded in this topic.	This topic is focussed on interaction between the human and physical world, which is very relevant in other topics at all Key Stages. The final Y9 topic on Blueprints for the future address solutions to other global issues addressed in Y9 such as tackling climate change, sustainable city transport in Curitiba and geothermal power. These interesting topics show your child what possible futures we have to modern solutions and develop curiosity and ambition.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning
Lesson 1	Continent or Country – Profiling Africa	- Colonialism - Development - Distribution - Employment Sectors - Management - Meander - Neo Colonialism - Sustainability - Urbanisation - Water Scheme	BBC Bitesize <u>The geography of Africa - BBC Bitesize</u> Neo-colonialism - <u>China in Africa: should the West be worried?</u> - YouTube <u>Lesotho Large-Scale Water Transfer Scheme Case Study - Internet Geography</u> <u>Lesotho Water Transfer scheme</u>
Lesson 2	Where do diseases occur?		
Lesson 3	Is Africa in poverty?		
Lesson 4	Is there water in Africa?		
Lesson 5	How can water be managed?		
Lesson 6	Small scale projects – resources.		
Lesson 7	How does the Nile affect human life?		
Lesson 8	Who controls Africa?		
Lesson 9	What does the future of Africa look like?		
Lesson 10	Cumulative Assessment		
		Ways in which parents/carers can support	
		Help your child change their perception of Africa by introducing them to African culture e.g., food and music.	Challenge misconceptions of Africa your child might have.

HT5

Conflict in (Northern) Ireland				
Prior Learning	Current Learning	Subsequent Learning		
This topic allows you to build upon your chronological understanding of the history of Britain, which you have gained throughout Years 7, 8 and 9. This topic will extend your knowledge of the role of the British Parliament. It will also allow you to draw links to the religious turmoil in England during the Tudor period. Finally, it builds upon the narrative writing and source analysis skills you have learned throughout Key Stage 3.	In this topic you will learn about the violent and divisive conflict which has occurred in Northern Ireland between Protestants and Catholics, nationalists and unionists. You will learn how peace was reached and assess whether this is temporary or permanent. This topic is important for you to develop your historical skills and knowledge because you will engage with a wide range of contemporary and historical sources and scholarship. You will continue to focus on writing academic responses, using a wide range of precise evidence.	This topic will support your future studies as it will equip you with the skills to be successful in your exams in Key Stage 4 and Key Stage 5; both the GCSE and the A-Level exams contains a source/scholarship question. Finally, you will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 4 and 5.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
What is the history of the island of Ireland?	Catholics Home Rule Internment Nationalists Paramilitary Republican Protestant Unionists Westminster	These are challenging, but fascinating reads: Milkman by Anna Burns Making Sense of the Troubles by David McKitterick The Troubles: Ireland's Ordeal by Tim Pat Coogan Bandit Country by Toby Harnden	You could watch the documentaries below with your son/daughter: YouTube Spotlight on the Troubles Divided and Damaged: Northern Ireland's Peace Walls Panorama Shoot to Kill (1991)	
Why are the British government accused of causing problems in Ireland?				
What were the actions of the IRA?				
How important was Bobby Sands' death?				
What were the causes, events and consequences, of Bloody Sunday, 1972?				
How has peace been reached in Northern Ireland?				
What is the current political situation like in Northern Ireland?				
Narrative Focus				

ICT

Year 9 Learning Map: HT5

Topic Number: 5

Programming - Finance					
Prior Learning		Current Learning		Subsequent Learning	
Pupils have completed most of the prior programming unit. The subsequent finance unit will build upon the business enterprise unit from Year 8.		In this half term pupils will complete the programming topic and begin the finance unit. In this topic, you will learn about money matters including debts, income and deductions and source of finances. You will consider how money can be borrowed and calculate the impact of interest rates on both savings and borrowing. You will also look at the housing market and explain how mortgages are used.		Real world applications of finance both for personal learning and for applications in GCSE Business. Other KS4 options such as iMedia and Computer Science require mathematical calculations and deductions to be made from case studies.	
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning	
Lesson 7	Python Programming	Benefits	Debt	<u>Your Money Matters - England Edition - Young Enterprise & Young Money (young-enterprise.org.uk)</u> Barclays Life Skills has a number of activities for pupils: https://barclayslifeskills.com/help-others/lessons/planning-your-finances-for-the-future/	Pupils are encouraged to use https://idea.org.uk/ to work through different projects relating to ICT. This website will record pupil progress.
Lesson 8	Programming Assessment	Credit card	Crowd funding		
Lesson 1	Debt and Credit	Debt card	Debt		
Lesson 2	Income and Deductions	Interest	Loan		
Lesson 3	Sources of Finance	Mortgage	Overdraft		
Lesson 4	Mortgages	Savings	Tax		
		Trade credit			

Geometry 4 - Angles				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior learning from Year 7 (Unit 4 on angles) and aims to deepen and extend this into higher level problems.	In this topic you will learn how to find missing angles for all types of polygons and within angles in parallel lines.	This topic will prepare you for higher order angle problems later in Years 10 and 11 so that you can access problems across multiple topics.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: • Properties of angles and lines in quadrilaterals • Angles on a line and around a point • Angles in triangles and quadrilaterals • Interior and exterior angles in polygons • Angles in parallel lines	Alternate Corresponding Exterior Interior Opposite Parallel Polygon Supplementary	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield • Mathematics: The New Golden Age by Keith Devlin • Read about <u>Pythagoras' theorem</u> • Read about the <u>Sine and Cosine Rule</u> Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Higher Unit 8 Geometry 5 (Right Angled Triangles: Pythagoras and SOHCAHTOA)				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior learning from Year 7 (Unit 4 on angles) and aims to deepen and extend this into higher level problems.	You will also learn to use Pythagoras' theorem and SOHCAHTOA for right angled triangles.	Students will build on this learning in Years 10 and 11 with sine and cosine rules in Unit 13 (Further trigonometry).		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: - Finding missing sides using Pythagoras' theorem - Finding missing sides and angles using SOHCAHTOA	Adjacent Hypotenuse	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. - Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield - Mathematics: The New Golden Age by Keith Devlin - Read about <u>Pythagoras' theorem</u> - Read about the <u>Sine and Cosine Rule</u> Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <u>MathsWatch</u> - to complete homework and access further revision. <u>Corbett Maths</u> - for extra support videos and work on the topics stated. <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Algebra 5 Equations and Inequalities				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your prior knowledge from Years 7 and 8, continuing your work on the very important skill of solving equations. You will have seen and used sequences in Key Stage 2 and 3. Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the students' needs: • Solving equations • Solving equations with brackets • Solving equations with fractions • Solving inequalities • Plotting inequalities on a number line	In this topic you will learn how to solve all types of equations. You will also learn to solve inequalities. Tier 3 Vocabulary Expand Inequality Inverse Solve Substitute	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Why do buses come in threes? By Rob Eastaway and Jeremy Wyndham • 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	This topic will prepare you for all forms of future mathematics - the more confident you are in solving equations the more problems you are able to solve using these.	Support your child's progress through: • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated

MATHS

HT5

Algebra 6 - Sequences				
Prior Learning This topic builds on your prior knowledge from Years 7 and 8, continuing your work on sequences. You will have seen and used sequences in Key Stage 2 and 3.	Current Learning In this topic you will learn how sequences relate to algebra.	Subsequent Learning This topic will prepare you for future mathematics – sequences are built upon in future units of algebra.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: - Continuing sequences - Generating sequences - Finding the nth term of a sequence	Nth term Substitute Term	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. - Why do buses come in threes? By Rob Eastaway and Jeremy Wyndham - Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <u>MathsWatch</u> - to complete homework and access further revision. <u>Corbett Maths</u> - for extra support videos and work on the topics stated. <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Spanish



Year 9 Learning Map: HT5

Topic Number: 5

El bienestar: Well being					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on previously learnt information from last half term. It will include previously learnt vocabulary including sports, healthy foods, key verbs and opinion phrases. It will also build on knowledge of the present, preterite and imperfect tenses.		In this topic you will learn to write and talk about what you do to be healthy. You will learn how to say what is wrong and ask for help at a pharmacy. You will also be able to build on your knowledge of the present, preterite and imperfect tenses to describe what you do, you did and used to do to stay healthy.	This topic will prepare you for becoming a more confident speaker of Spanish as the tasks that we will be doing will allow you to use Spanish in a situation that visitors often need to use it. The vocabulary and grammar that we learn feed directly into GCSE topics so will help you to prepare. After this unit of work we move on to talking about films so knowledge of different tenses and giving opinions will be crucial to later learning.		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Illnesses and injuries	el cuerpo – the body en forma – in shape la cabeza – head la farmacia – the chemist la garganta – throat la rodilla – knee los deportes – sports malo/sano/a – unhealthy me duele – it hurts mi dieta – my diet sano/a – healthy	Students will be provided with revision resources and home learning to support them in revising for their assessment in week 6.	To build listening and speaking skills and to encourage more cultural awareness, parents can encourage pupils to visit the You Tube Blog Coffee Break Spanish. Where students can listen to native speakers of Spanish answering questions on a number of topics.	
Week 2	Sports				
Week 3	Sporting injuries				
Week 4	Revision of Term 1 – free time and films				
Week 5	Revision of Term 2 – future plans and well being				
Week 6	Assessment				

Year 9 Learning Map: HT5

Production based sampling					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on your Music Technology understanding using the features of Logic Pro X software. You will also develop your understanding of sampling which you covered in the HipHop unit.		In this topic, you will learn to create your own composition using samples from existing music. You will use digital based samplers in Logic Pro X and develop your production skills.	This topic will develop your skills in composition and skill using a DAW. This topic will enhance your understanding of the area of study 'Popular Music' which includes styles such as HipHop and Rap. This will support your wider listening at later key stages and your compositional skills for Level 2 and 3.		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
1	Exploring the Kick, Snare and Hi Hat sound	Audio Automation Balance Mapping Panning Sample Sound Pack Velocity Switching Zone	You have access to our subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account. Alternative reading opportunities: Sampling Guide Music Production with Mark Ronson	Listen to different pieces of sampled music on YouTube or Spotify. Try to identify where the existing music is from. Encourage your child to use online free DAWs such as Sound trap to create new music using existing free Royalty based samples. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.	
2	Editing and recording the beat				
3	Exploring new sounds from the apple library				
4	Editing and applying these to our track				
5	Recording sounds using live audio				
6	Recording sounds using live audio				

Physical Education

Year 9 Learning Map: HT5

Topic: Striking and Fielding

Prior Learning: This topic builds on the different skills you have learnt in year 7 and 8 which are linked to striking and fielding games, such as catching, batting and fielding techniques. You may have played rounders, cricket or you may have developed hand eye coordination through sports such as badminton, netball and basketball.	Current Learning: In this topic you will advance your knowledge of the rules of striking and fielding games and how to play the game successfully. You will develop tactical skills to improve your performance and ability to support others. In addition, you will learn things such as how to organise the field and try and find gaps in the field when batting.			Subsequent Learning: All skills learnt in striking and fielding are transferable across the different activities. You will also revisit striking and fielding again in year 10 where you will have more opportunities to develop the skills learnt. You will also have an opportunity to use the skills in different sports settings.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Pre-assessment and ball familiarisation. Understanding the rules, techniques and tactics of bowling	Foul ball Full Half Leg side Overarm Run out Stump Underarm Wicketkeeper Wide	Rounders skills: https://www.sportplan.net/s/Rounders/skills.jsp Rounders fielding skills: https://www.youtube.com/watch?v=WC3kFvO8GRQ Batting techniques: https://www.youtube.com/watch?v=KD_1sQbnS4 Fielding in cricket: https://www.youtube.com/watch?v=2pz7dOn6CMU Different activities (download the PDF): https://www.playsport.net/skill/strkingfielding	• Practise throwing and catching games at home using a tennis ball (or any similar sized ball). • Go to watch friends/family or local clubs play. • Encourage your child to join the school team or see if you can play some mini games in the garden or at the park. • Watch a professional game • Watch a game on television • Travel to India and watch the IPL • Can you set up any of the activities in the garden?
Week 2	Understanding the rules, techniques and tactics of batting			
Week 3	Fielding rules and techniques			
Week 4	Fielding tactics and formations Tactics when batting			
Week 5	Development of techniques and tactics through game play			

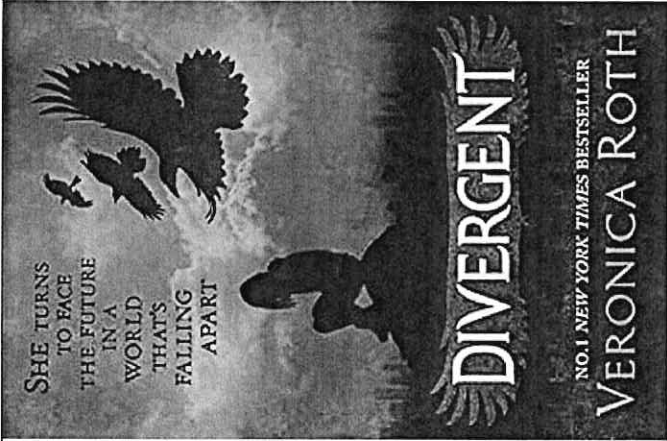
HT5

Sexual Health				
Prior Learning		Current Learning		Subsequent Learning
This topic builds on: Work that you have looked at in year 8 and topic 4 in year 9 on healthy relationships. It builds on the knowledge and understanding you have gained on understanding emotions and the benefits of being in happy, safe and healthy relationships.		In this topic you will learn: Key important information on understanding the different emotions that come with being in a relationship and how to deal with these emotions. You will know and understand the different methods of contraception available and be able to evaluate the different methods. You will develop a knowledge and understanding of what is meant by gender and gender identity and how this may impact people in a variety of ways. This topic is vital in ensuring you are able to make fully informed decisions to keep all relationships healthy and safe. It also allows you to gain an understanding of different people's views and how to form your own opinion whilst respecting other people's way of life.		This topic will prepare you for: The further learning in PSHCE including a topic in Y10 and 11 on sexual health and relationships. You will develop the skills to enable you to make informed decisions in adult life and have the basis to build your knowledge and understanding on different types of relationships and the responsibilities that come with being in a relationship.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	What is love?	Consent	You can use independent study opportunities to engage with the following websites: https://www.nhs.uk/conditions/contraception/ https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexuality-sexual-orientation/	To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate this.
Lesson 2	Benefits of emotions and relationships	Contraception		
Lesson 3	Contraception	Discrimination		
Lesson 4	STIs	Gender		
Lesson 5	Meet Emma- Pregnancy	Gender fluid		
Lesson 6	Gender identity	Pregnancy		
Lesson 7	Assessment – Full Assessment Sheet	Prejudice		
		Sexual Health		
		Sexually transmitted infections		
		Transgender		

Year 9 Learning Map: HT5

War and Peace				
Prior Learning: This topic builds on your knowledge base from topic 1, Medical Ethics and topic 2 Crime and Punishment, where you looked at how people make their moral decisions. You will now apply your knowledge and understanding to issues of War and Peace. You will use your knowledge gained of religious concepts (such as the Sanctity of Life and forgiveness) in previous topics and apply them to issues of warfare and Pacifism. Throughout this topic you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them as you evaluate moral issues linked to war and peace.	Current Learning: In this topic you will learn about both historical and recent wars, considering their causes. You will apply religious beliefs about care and compassion for victims of war. You will explore reasons why some religious people are against war and why others may accept war in very specific circumstances (Jihad and the theory of Just War). You will also work on your skills of evaluation and debate discussing issues such as whether weapons of mass destruction should be used or victims of war torture should forgive their enemies. This topic is important for you to develop your knowledge of religious beliefs and teachings about war and to understand the consequences of war in the modern world.	Subsequent Learning: This topic will initially introduce you to the key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE in topics such as KS3 Extremism, where you will develop your understanding of war and apply it to issues of Extremism and also the GCSE topic of Religion, Peace and Justice. You will develop and hone your evaluative skills further as you learn to reach justified judgments about moral issues within RE. You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.		
Lesson Sequencing 1. Justice and War- what are the causes of war? 2. Consequences of war 3. Just War theory and Jihad 4. Pacifism and Conscientious Objectors 5. Weapons of Mass Destruction 6. Should religious people go to war?	Tier 3 Vocabulary Civil war Conscientious Objectors Forgiveness Holy War Jihad Justice Just War Theory Pacifism Peace Prisoner of war War War Criminals Weapons of Mass Destruction	Extended Learning You can use independent study opportunities to engage with the following websites about religious views relating to War and Peace: <u>What is war?</u> <u>Forgiveness</u> You could also use the following websites to research the lives of Desmond Doss and Eric Lomax who had different experiences of war and who both led inspirational lives in spite of their experiences. <u>Desmond Doss: The Real Story</u> <u>Eric Lomax - The Forgiveness Project</u>	Ways in which parents/carers can support Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society and conflicts around the world. You could also spend some time researching charities such as War Child who work in war torn areas. They support children through education, healthcare and providing safety for them in times of warfare.	

Summer Term 1 – Book 3

Divergent		
	What is the Reading Curriculum? The reading curriculum is currently delivered to Y7 four days a week in PDP time. Lessons include the following skills - predict, clarify, question, and summarise. This structure has been shown to improve reading by teaching children strategies that they can use to help them to understand what they are reading and how to break down the content for understanding. It is a strategy that was developed as a technique to help teachers bridge the gap for students who have discrepancies between their levels of decoding and comprehension skills. The structure encourages children to think about their thought process, it helps children to be actively involved and boost confidence for readers of all levels. This can foster a real interest for reading and enable them to become lifelong readers.	What is the book about? In Beatrice Prior's dystopian Chicago world, society is divided into five factions, each dedicated to the cultivation of a particular virtue—Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful), and Erudite (the intelligent). On an appointed day of every year, all sixteen-year-olds must select the faction to which they will devote the rest of their lives. For Beatrice, the decision is between staying with her family and being who she really is—she can't have both. So, she makes a choice that surprises everyone, including herself. 2011 Goodreads Choice Award for Favourite Book Publisher's Weekly Best Book of 2011 Winner of YALSA 2012 Teens' Top Ten Winner for Favourite Book of 2011 Winner for Best Young Adult Fantasy & Science Fiction (2011) Nominee for Best Goodreads Author (2011)
	Genre Young adult science fiction and dystopia adventure	Why this book? Wide range of narrators – different perspectives of storytelling adding challenge to the read. The form tutor will question the read to support comprehension of the text.
Themes raised in the book Choice Identity Divergence Competition Power Rivalries Strength Selfishness and selflessness		Ways in which parents/carers can support Encourage students to loan books from our library and support reading at home. We have a 'PDP linked books' section in the library which is stocked with books that are similar in thematic content and genre to the 'Reading Curriculum' book that students can loan. Actively discuss what they are reading with them.



Year 9 Learning Map: HT5

Topic Number: P1

Energy		Energy	
Prior Learning		Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of energy types and transfer from year 7 & 8.		In this topic you will learn how to calculate Elastic Potential Energy, Gravitational Potential Energy, Specific Heat Capacity and Power. Students will also use their prior understanding of energy types and transfers to draw Sankey diagrams.	This topic will underpin the Physics course when students begin their GCSE studies and our students will use this topic to build on their maths skills of rearranging equations for later topics.
Lesson number	Lesson title	Tier 3 Vocabulary	Ways in which parents/carers can support
1	Energy Stores and systems	Chemical energy Electrical energy Energy Energy transfer Gravitational potential energy Specific heat capacity Thermal energy Work done	Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
2	Energy Transfers		
3	Efficiency		
4	Exam Question Practice		
5	Kinetic Energy		
6	Kinetic energy and practice calculations		
7	Elastic Energy		
8	Elastic energy and practice calculations		
9	GPE		
10	GPE and practice calculations		
11	Exam Question Practice		
12	Power		
13	Power equation and practice calculations		
14	SHC Equation		
15	RP 1 Animated		
16	RP 1 Practical		
17	Exam Question Practice		
18	Energy dissipation		All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Where Stuff Comes From, H. Molotch, Routledge (2005) - A Brief History of Time - Stephen Hawking
19	RP 2 Animated		
20	RP 2 Practical		
21	Non-Renewable Energy Sources		
22	Renewable Energy Sources		
23	Moja Island		
24	Moja Island 2		
25	Revision: EPE, GPE, & KE		
26	Revision: SHC & RP 1		

Year 9 Learning Map: HT5

Topic: 5 Food and the Environment

Food Technology					
Prior Learning		Current Learning	Subsequent Learning		
Pupils will have some knowledge of the environment from other subjects such as Geography where veganism in relation to the reduction of methane gasses are discussed.		Students are learning about the environmental impact of food choices through topics such as food miles, locally sourced produce, and organic farming. They explore how food production affects sustainability, considering factors like deforestation, carbon footprints, and water usage. Lessons focus on reducing food waste, minimising packaging, and promoting recycling. By evaluating the benefits of local and organic foods, students develop an understanding of responsible consumption. Through these discussions, they are encouraged to think critically about their food choices and adopt sustainable habits that reduce environmental harm.	This topic will enable students to understand how to consider environmental factors to the planning of a menu. Students will gain a foundation knowledge of how to save energy and reduce cost in relation to specific hospitality establishments to prepare them for the key stage 4 qualification.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities		
Lesson 1	Environmental factors	Carbon footprint Environment Food miles Herbicides Locally sourced Organic Pesticides	https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes Food safety - your responsibilities: Food hygiene - GOV.UK (www.gov.uk)		
Lesson 2	Curry				
Lesson 3	Food miles				
Lesson 4	Chow mein				
Lesson 5	Reduce, re-use and recycle				
Lesson 6	Macaroni cheese				
			Leisure time: food programmes such as 'The Food Inspectors.' Shopping: look at the origin of your favourite fruits and vegetables. Challenge your child to work out how far it has travelled. Dinner time: Support your child in planning and preparing dinner for the family.		