



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 2



**RIDGEWOOD
SCHOOL**

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KS3 Learning Maps – Half Term 2

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 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,

Andy Bridge

Deputy Headteacher



Year 9 Learning Map

HT2

Text in Art				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on using typography to create striking and dynamic work. It will further enhance your understanding and application of composition and will deepen your working knowledge of Dadaism.		In this topic you will demonstrate how to use previous work and adapt it applying concepts taken from the work of others. You will learn about the importance of the idea over the aesthetic.	This topic will prepare you for demonstrating how to use written word and images together. You will have a greater understanding of concepts and know how to apply them to new work and project themes.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	DADA final piece improvements and review.	Celebratory Composition Conceptual Fill	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. https://www.wikiart.org/en/artists-by-art-movement/conceptual-art#!#resultType:masonry https://www.wikiart.org/en/on-kawara	Discuss together: Why are ideas important? In art is an idea more important than the art work?
Week 2	Investigation into the work of 'ON KAWARA'	Font Layout Positive		
Week 3	Investigation into the work of 'ON KAWARA' including 'Date Painting' response.	Resilience Respect Responsibility Typography Weight		
Week 4	Abstraction of DADA work (post card)			
Week 5	Post card			
Week 6	Post card			
Week 7	DADA collage plan			
Week 8	DADA collage			

Drama

Year 9 Learning Map: HT2

Topic Number: 1

Topic: John Godber			
Prior Learning	Current Learning	Extended Learning	Subsequent 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 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 Godber's work to a text, like your earlier exploration of 'The Terrible Fate of Humpty Dumpty' in Y7 (application of characterisation skills to a given extract of text).	In this topic you will learn about the key features of John Godber's performance style. You will explore some non-naturalistic performance techniques associated with his style of performance and apply these to extracts from Godber's plays. You will develop key terminology linked to this performance style and independently explore a range of historical/social/cultural contexts of Godber's work. 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.	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 Drama Games for Classrooms and Workshops – Jessica Swale The John Godber website: https://www.thejohngodbercompany.co.uk/ Has a wealth of knowledge on Godber's	This topic will prepare you for further performance style exploration throughout key stage 3, particularly in Y9 where we explore practitioners and other performance styles. 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.
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support	
Lesson 1: Introduction to Godber - Stereotypes	Characterisation Direct Address Exaggeration Gender Movement Multirole Non-Naturalism Stereotypes	Explore our Digital Theatre+ package. www.digitaltheatreplus.com	
Lesson 2: Application to Bouncers script (Stereotypes)		All students will be provided with the log in details to access this amazing resource.	
Lesson 3: Multi Role		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	
Lesson 4: Movement – Unison and Canon.		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 5: Application of Movement to Shakers script (opening choral section)			
Lesson 6: Direct Address.			
Lesson 7: Exaggeration			

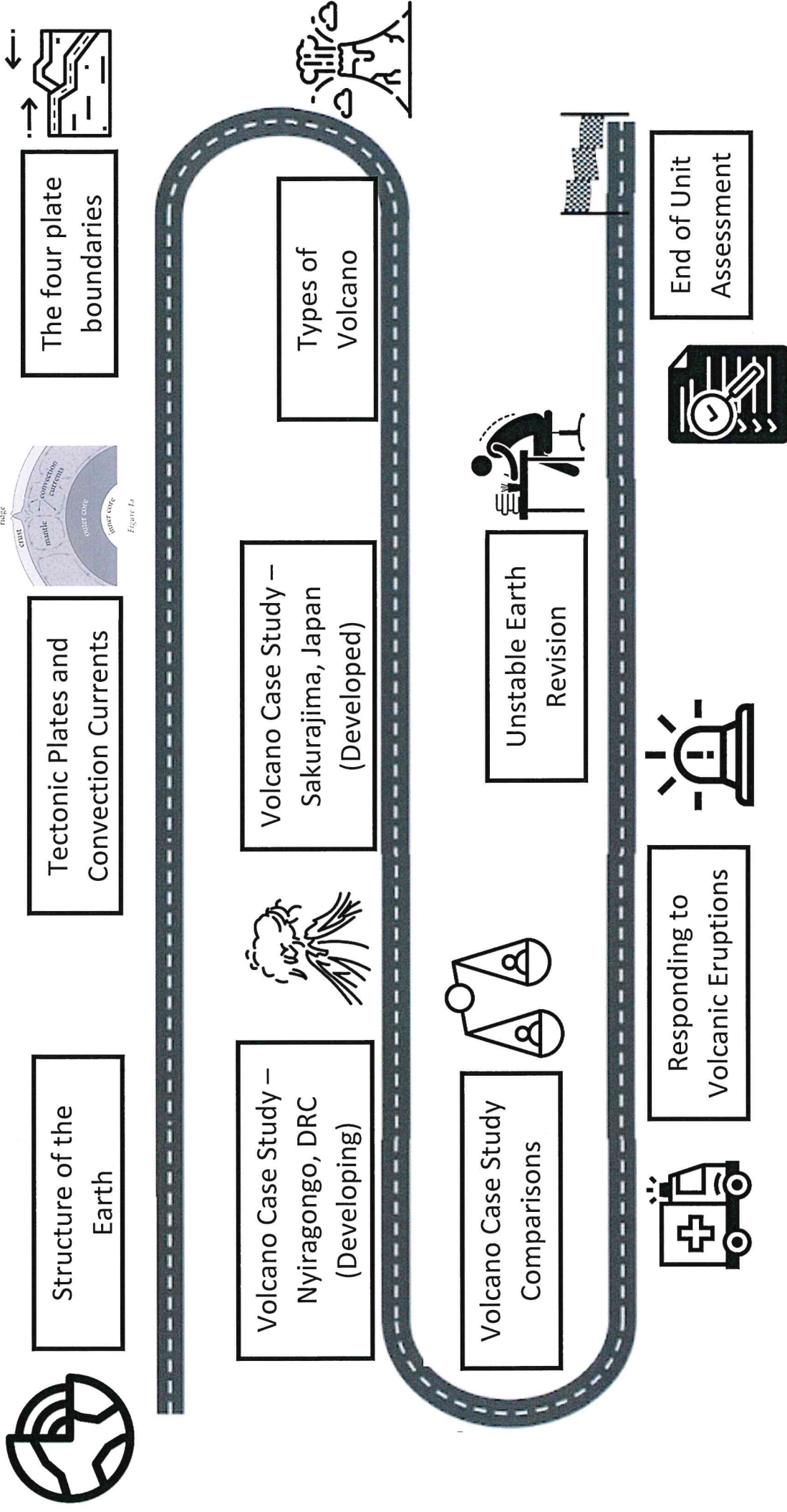
Lesson 8: Understanding the Assessment Script (unseen)	performance style, touring productions and past productions.	
Lesson 9: Rehearsal – focus on Stereotypes and Exaggeration		
Lesson 10: Rehearsal – focus on Multirole and Movement		
Lesson 11: Peer Assessment		
Lesson 12: Rehearsal – focus on direct address		
Lesson 13&14 – Assessment Performances		
Lesson 15 – Review of assessment.		

Half Term 2: Dystopian Narrative Writing					
Prior Learning:		Current Learning:	Subsequent Learning:		
This topic builds upon the Gothic Writing and Fantasy Writing units of Y7 and Y8 where students were taught how to create an effective narrative. They will also be able to draw on their experience of the novels they have read in English over the previous two years as they can use knowledge of character development and flashbacks from Ghost Boys, as well as understanding how to create a tragic, emotional story from their study of Sawbones in Y8.		The focus of this topic is to build strong skills writing skills and structuring a narrative effectively. Students will experience a range of dystopian worlds via extracts and use these as a stimulus for their own creative writing. Students will focus on using punctuation, using sentence types, selecting sophisticated and varied vocabulary and using a range of figurative language to have an impact on their readers.	When students progress to KS4, their English lessons will hold more of an exam-focus. This topic prepares them for this as they are taught to perfect key skills which make effective narratives. For one of their GCSE English Language exams, they will be asked to choose from a range of 5 titles to then write a short narrative relating to. They will need to be able to display a range of vocabulary, punctuation, figurative language, sentence types and sentence lengths for effect within this section of the exam in order to be successful.		
Lesson Sequencing		Tier 2/3 Vocabulary	Extended Learning	Parental/carer support:	
Week 1	Introduction to Dystopian Literature	• Archetypes • Characterisation • Dystopia • External Conflict • Foreshadow • Internal Conflict • Morality • Oppression • Tension • Utopia	You can engage with the homework set on GCSE Pod which is an engaging and supportive platform in which pupils develop the skills necessary for their GCSEs. Log in using 'Microsoft 365'. This homework will be set weekly. • Access GCSEPod Support for teachers, students and parents	-Access BBC Bitesize Website- Creative Writing skills for more activities. -Create another dystopian short story at home based on your wider reader. - Visit the school library to access more dystopian fiction.	
Week 2	Developing an effective setting: Construct a Dystopian World				
Week 3	Character Development: Craft a Dystopian Protagonist				
Week 4	Structuring a narrative: Organise plot and develop tension				
Week 5	Drafting and Editing a Dystopian Narrative				
Week 6	Assessment Week				

Topic Number: 2

Hazards			
Prior Learning This topic builds on your KS2 lessons at primary school where you learned how to describe and understand key aspects of physical geography, including: volcanoes and earthquakes. It also builds on your lessons about human geography, including types of settlement and land use, economic activity (relates to methods of preparing for tectonic hazards).	Current Learning In this topic you will learn about the formation of volcanoes by learning about the earth's structure, convection and plate boundary patterns. You will then look at how countries are vulnerable and respond to impacts caused by active volcanoes investigating eruptions from Sakurajima and Nyiragongo as examples. We also look at how preparation and predictions differ in countries which are in different levels of development and compare and contrast this. At the end of this topic students will develop an understand of atmospheric hazards such as tropical storms.	Subsequent Learning This topic is focussed on interaction between the human and physical world, which is very relevant in others topics studied in KS3, KS4 and KS5. The next topic – Nigeria - involves the development of the country socially and economically linked to climate, trade and transnational corporations (TNCs) and the different roles these bring to social, economic and environmental development. This also links to studying tectonics in the Global Issues Paper 1, if you choose to study GCSE Geography.	
Lesson Sequencing	Tier 3 Vocabulary • Composite • Continental • Convection • Core • Crust • Development • Global atmospheric circulation • Mantle • Oceanic • Preparation • Response	Extended Learning 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. Can use: BBC Bitesize – Plate movement: The Earth's structure and plate movement - Plate tectonics - KS3 Geography Revision - BBC Bitesize Volcanoes: Volcanoes - Volcanoes - KS3 Geography Revision - BBC Bitesize National Geographics Volcanic resources: Volcanoes National Geographic Society	Ways in which parents/carers can support Watch/share any news reports or documentaries on any past or current tectonic/volcanic occurring. Ask them questions about tectonic patterns. Check spelling, punctuation and grammar during homework tasks.

Unstable Earth



British Empire and Slavery				
Prior Learning	Current Learning	Subsequent Learning		
In Year 7, you looked at the history of the people within the British Isles. In this unit, you will see how British people affected other people and countries around the world. In Years 8 and 9, you have begun to see how certain social and religious groups faced discrimination. You will draw on that knowledge in this unit. Furthermore, this unit will extend your chronological knowledge of global history. Finally, this topic builds upon the writing and source skills you have been developing throughout your time at Ridgewood.	In this topic you will discover Britain's role in the creation of the Slave Trade, and in its abolition. You will learn about the experiences of slaves and see how the end of slavery affected Britain and Africa. 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 the provenance of sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.	In future units in Year 9, you will continue to see how different groups of people have been discriminated against throughout history and draw parallels back to the slavery unit. Also, you will continue to develop your chronological knowledge of global history by looking at events in countries such as Cambodia, Russia and others. Finally, you will continue to develop your analysis of source provenance, and your use of the TR-ADE-C structure and literacy devices throughout Key Stage 3, 4 and 5.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Why did Britain become involved in the Slave Trade? What were conditions like on board a slave ship? What were the experiences of slaves on a plantation? Why was it difficult for slaves to escape? Why was the Slave Trade abolished? How did the abolition of slavery affect Britain? Source Skills Provenance analysis	Abolition Bow Colony Dysentery Empire Independence Middle Passage Overseer Plantation Shackles Slave Stern Triangular Trade	Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content. The following books are very engaging and interesting: The Deep Blue Between by Ayesha Hurrena Cane Warriors by Alex Wheatle This is a challenging, but fascinating read: Passing for White by Tanya Landman	You could watch the documentaries below with your son/daughter: YouTube: God, Silver and Slaves Slavery and Salvation Netflix: 12 Years a Slave	

MATHS

Half Term 2

Higher – Algebra 4				
Prior Learning	Current Learning	Subsequent Learning		
This will develop and deepen your understanding of algebra that you covered in Key Stage 3. You studied the foundation knowledge of this unit in Years 7 and 8.	In this topic, you will learn how to manipulate algebraic expressions and formulae. You will be able to solve various equations.	This topic will prepare you for higher order algebraic questions later in Years 10 and 11 so that you can access problems with 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: - Collecting like terms - Expanding brackets - Factorising (inc quadratics) - Substitute into formulae - Solve equations - Re-arranging formulae - Index laws	Equation Expand Expression Factorise Formula Identity Indices Solve Variable	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: MathsWatch- to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Maths Genie - for exam questions, videos and solution on the topics stated	

MATHS

Half Term 2

Foundation - Algebra: The Basics				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior learning on algebra, and algebra from Year 7 (Unit 5). This will have also been interleaved in your learning throughout Year 8.	In this topic you will deepen your understanding of algebraic notation and skills including simplifying, expanding and factorising.	Algebra is interleaved into all subsequent learning in Maths. If you can actively use algebra to manipulate problems you will be more successful mathematicians.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class's needs: • Simplifying expressions by collecting like terms • Simplifying expressions by multiplying and dividing • Expanding brackets • Factorising expressions • Evaluating expressions using substitution	'Like term' Evaluate Expand Factorise Simplify Substitute	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/secon-dary-books/ks3/maths	Support your child's progress through: • MathsWatch- to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Maths Genie - for exam questions, videos and solution on the topics stated	

Year 9 Learning Map: HT2

Sound Creation in Film Music				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your knowledge of working on a Digital Audio Workstation. The topic also builds on your knowledge and understanding of how sound can be used within media.		In this topic, you will learn about the purpose of music within a film. You will develop your knowledge of the forms and types of sound creation including music as ambience, an underscore, through Foley, special or spot effects and considering dialogue and voiceovers. You will develop your ability to work on a Digital Audio Workstation using MIDI and Audio tracks, and using editing tools and plugins to enhance your film music composition.	This topic will support your skills working within a Digital Audio Workstation. You will develop your knowledge and understanding of sound creation which is a very similar content area delivered in the Level 2 NCFE Music Technology course in KS4. You will enhance your knowledge of popular musical styles and sound creation to support your knowledge and understanding at GCSE level.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Introduction to film music	Ambience Audio Automation Dialogue Diegetic Equalisation Foley Leitmotif MIDI Plug – in Underscore	You have access to our subscription to Focus on Sound . Click on and then log in using your Microsoft Teams account. Alternative reading opportunities: Sound on sound What is a Foley artist?	- There is free software available to compose music on Apple devices e.g., 'Garage Band' - There is free software available online. Search downloads called 'Audacity' or 'CakeWalk' by BandLab - Visit a visual sound engineer e.g., a local radio or recording studio in Doncaster.
Lesson 2	Ambience in film music			
Lesson 3	Introduction to Foley			
Lesson 4	Recording Foley using physical props			
Lesson 5	Foley continued			
Lesson 6	Reflection and whole class feedback			
Lesson 7	Introduction to underscore			
Lesson 8	Development of underscore			
Lesson 9	Dialogue in film music and continuation of underscore			
Lesson 10	Dialogue in film music and continuation of underscore			
Lesson 11	Automation and plugins			
Lesson 12	Special and spot effects in film and next steps.			
Lesson 13	Action next steps			
Lesson 14	Showcase of work			

Year 9 Learning Map: HT2

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
In Y8, you continued to practise shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. You started to focus on outwitting your opponent, looking at shot placement/positioning to give you an advantage within competitive games. You ended the scheme of work looking at the specific rules for singles and doubles gameplay and some may have had experience umpiring matches.		In this unit, you will look at developing the backhand short serve to begin a rally. After two years of learning about badminton, you will learn to anticipate the serve and capitalise on poor serves. You will continue to practise shots on both the forehand and backhand side with an emphasis on moving your opponent around their court. You will also look at how to evaluate both your own and others' performance, analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high quality techniques. By the end of the scheme you should know the basic rules needed for doubles and singles play and therefore be able to umpire competitive games.	You will continue to develop your knowledge of badminton in Y10/11 core PE. This time will be used to continue to practise badminton skills/techniques. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support:
Lesson 1	Backhand serve	1. Analyse	If possible, give students as many opportunities to play net/wall games: • Badminton • Tennis • Table tennis • Squash This will help develop a skill set which should be transferable between these types of sports.
Lesson 2	Push shot	2. Anticipate	
Lesson 3	Backhand drive	3. Drive	
Lesson 4	Net play	4. Evaluate	
Lesson 5	Net play 2	5. Forehand/Backhand	
Lesson 6	Backhand clear	6. Outwit opponent	
Lesson 7	Singles gameplay	7. Push	
Lesson 8	Doubles gameplay	8. Singles/Doubles 9. Strategy 10. Umpire	
		Extended learning	
		• https://www.masterbadminton.com/badminton-basics.html • https://www.badmintonskills.net/badminton-techniques-for-the-beginner/ • http://www.badminton-information.com/badminton-techniques.html • https://www.bbc.co.uk/bitesize/guides/z37i2p3/revision/3	

Year 9 Learning Map: HT2

Topic: Year 9 Dance

Dance				
Prior Learning This topic builds on previous learning of techniques and skills the students have used to choreograph a phrase into their gymnastics lessons. Including key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.		Current Learning: In this topic students will develop and understanding and appreciation of different styles of dance from around the world. Students will be perform a variety of dance style and choreograph a routine to demonstrate a medley of the dances from different countries. They will develop their choreography skills to perform as a group in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine your ability to observe performances and give constructive feedback using praise and next steps.	Subsequent Learning: This topic will develop our students' ability to work in a group and lead or follow others to produce a dance routine that incorporates learning throughout the whole unit of dance. It will give them the opportunity to express their personality through dance and allow them to enjoy and learn about movement around the world. It may enhance their knowledge and understanding of nationality, culture and dress in other countries which may support their learning in subjects such as Geography, History and English.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Bollywood	Actions Choreography Dynamics Formations Medley Musicality Relationships (canon/unison) Sequence Space	Bollywood: https://www.youtube.com/watch?v=-FrbCVyXud8 African: Start from 4 minutes 40 seconds until 5 minutes 10 seconds https://www.youtube.com/watch?v=eFgBhMVgltg Irish: https://www.youtube.com/watch?v=HgGazBDE454 Rock and Roll: https://www.youtube.com/watch?v=azLFvQsVwqc	Allow them the opportunity to practise their dance at home and perform. Encourage your child to watch You tube videos focused on choreographic devices. Encourage your child to join the afterschool club, or a dance school.
Week 2	African			
Week 3	Irish			
Week 4	Rock and roll			
Week 5	Rehearsal and performance			

Year 9 Learning Map: HT2

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
In Y8, you continued to practise the basic skills needed to play a competitive game of handball. You started to focus on outwitting your opponent, looking at formations and tactics that can be used to try to gain the advantage over the competition. Some students may have experience officiating matches.		In this topic you will develop the skills learned in Y7 and 8, to allow you to become a better/more effective handball player. After two years of learning about handball, you will study being able to take on more of a leadership role. If leadership does not come naturally to you, you will be challenged towards being a more independent learner. You will also look at how to evaluate both your own and others' performance, analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high quality techniques. By the end of the scheme you should know the rules of handball and therefore be able to officiate competitive games.	You will continue to develop your knowledge of handball in Y10/11 core PE. This time will be used to continue to practise handball skills/techniques. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Recap of rules Passing recap	Centre Line Dribble Fault Free Throw Goal Area Goalkeeper Throw Offensive Foul Officiating Steps Throw In Time-Out	IHF What is handball? (thesubath.com) team handball Game, Rules, & Facts Britannica Home - England Handball Association Handball - News, Athletes, Highlights & More (olympics.com)	If possible, give students as many opportunities to play invasion games: - Rugby - Football - Basketball - Hockey This will help develop a skill set which should be transferable between these types of sports. If Interested in rugby, join a local handball club.
Week 2	Dribbling & shooting recap			
Week 3	Defensive formations			
Week 4	Attacking formations			
Week 5	Gameplay			

Physical Education

Year 9 Learning Map: HT2

Topic: Football

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learned in year 8, such as passing, dribbling and shooting. You may play football during school or outside of school.		In this topic you will learn more advanced techniques and tactics of football and how to implement them in the game successfully. You will develop your skills of pressing, counter attacking, shooting and attacking the box to improve your performance and ability to support others. You will learn how spacing is important when attacking and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in football are transferable across the different team activities. You will learn and advance these skills if you join a football team. In KS4 you will revisit football where you will learn more about game play and have more opportunities to develop the skills learnt.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Attacking/ Defending 2 v 1	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Pressing in football https://www.youtube.com/watch?v=40crCs6TcbM Counter attacking https://www.youtube.com/watch?v=6a6DOJcdQeg You know the drill (soccer am) https://www.youtube.com/watch?v=VbuWvHnkSOA	• Get them to practise doing “keepy uppies.” • Go to watch friends/family or local clubs play. • Encourage your child to join the school team, or a local football club. • Watch “Take me home” on Amazon. • Watch a live game and talk about tactics. • Ask them to evaluate a single player’s performance.
Week 2	Passing out from the back/ possession		
Week 3	Press/Counter		
Week 4	Shooting/ attacking the box		
Week 5	Game play and assessment		

Physical Education

Year 9 Learning Map: HT2

Topic: Rugby League

Prior Learning		Current Learning	Subsequent Learning
In Y8, you continued to practise techniques/skills such as tackling, passing, creating space and kicking. You started to focus on outwitting your opponent, look at how to gain an advantage within games – creating space, dummies, passing/running at speed. You ended the scheme of work looking at the specific rules and tactics of gameplay.		In this topic you will learn more advanced techniques and tactics of rugby and how to implement them in the game successfully. You will develop your skills of attacking, defending, kicking and general game play to improve your performance and ability to support others. You will learn how spacing is important when attacking and defending and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills. Y9 students should be confident when carrying the ball and tackling. There will be a bigger emphasis on how to improve performance as a team.	You will continue to develop your knowledge of rugby in Y10/11 core PE. The time will be used to continue to practise rugby skills/techniques and put these into matches. More confident/able players or those that would like to take on a further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Deep line Defensive line Drive tackle Drop kick Flat pass Flat pass Knock on Off-side Passive tackle Place kick	10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube Creating a rugby league player The Perfect Rugby League Player - YouTube Tackle Technique in Rugby League TACKLE TECHNIQUE in rugby league with Barry Eaton and Chev Walker (Leeds Rhinos) - YouTube - Rugby World Magazine - Eddie Jones – My Life and Rugby - The Lions – When the Going Gets Rough	If possible, give students as many opportunities to play invasion games: Rugby Football Basketball Hockey Watch a live game and talk about tactics - ask them to evaluate a single player's performance. If interested in rugby, join a local rugby club.
Week 2	Passing and creating Space		
Week 3	Kicking		
Week 4	Play of the ball and game play		
Week 5	Play of the ball and game play		

Physical Education

Year 9 Learning Map: HT2

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
Students should have an understanding of and be able to play and make up small-sided games and simplified versions of competitive/ invasion team games. They should also be capable of sending, receiving and travelling with a ball in these games. Students should also know how to plan, use and adapt strategies and tactics in all types of game situations, keeping them going and organised.		Students will be taught to perform, develop and incorporate the basic fundamental skills of Netball e.g. <i>passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting</i> . Students will also develop their knowledge and understanding of these skills and the major rules and laws within the game relating to these skills. There will be a focus on how to outwit opponents, evaluate performances, analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.	All skills learnt in netball are transferable across the different activities. Students may also revisit netball again in year 10 where they will continue to learn more about tactical game play.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Analyse	Netball rules – Simple netball https://www.rulesofsport.com/sports/netball.html BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sport/netball/4187548.stm Netball presentation https://www.youtube.com/watch?v=WGaYDvaZ4N0 The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnl-Dis
Week 2	Running footwork, breaking, turning in the air and pathway of pass	Disguise	
Week 3	Shooting – with steps and higher net	Dummies	
Week 4	Tactics at centre pass	Evaluate	
Week 5	Tactics at side-line & back-line pass	Footwork	
		Outwit Opponent	Ways in which parents/carers can support • Practise throwing and catching. • games at home using a size 5 netball (or any similar sized ball). • Go to watch friends/family or local clubs play. • Encourage your child to join the school team, or a local netball club. • Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html
		Overlaps	
		Pivot	
		Possession	
		Umpire	

Year 9 Learning Map: HT2

Topic Number: 1

Money				
Prior Learning This topic builds on: Work that you have studied in years 7 and 8 about being able to understand the world around you. You will develop your knowledge and understanding about adult life and life beyond Ridgewood to ensure you can live a happy, healthy, balanced lifestyle.	Current Learning In this topic you will learn: Key information about what is meant by monthly monetary obligations and begin to learn about how to manage your money effectively. You will also gain knowledge and understanding of specific terms which relate to money management to help you make informed decisions regarding mortgages, bank accounts and personal finance. You will acquire knowledge and understanding of what could put money management at risk e.g. gambling, and how to seek help for this to ensure you live a happy and healthy lifestyle.	Subsequent Learning This topic will prepare you for: The further learning in PSHCE right through to the end of year 11. It will allow you to gain a foundation level of knowledge and understanding on key terms which link to financial obligations and how to manage these. The understanding you gain in this topic will be built upon in your careers modules, studying different career paths available and how this can impact further adult life. You will develop the skills to use knowledge and understanding to select the best financial options available to you and allow you to make informed choices. You will develop an understanding on how to live a balanced life and where you can seek further information from experts to ensure you can remain happy, safe and healthy from now into adulthood.	Ways in which parents/carers can support Discuss and have conversations with young people at home about money, money management and the different terms that are associated with this. Use the Barclays Life Skills website to engage with the different activities and clips they have to help learn about money, money management and account safety.	
Lesson Sequencing		Extended Learning		
Lesson 1	Spending your salary	You can use independent study opportunities to engage with the following websites: School Money Skills Barclays LifeSkills Help for problem gambling - NHS (www.nhs.uk)		
Lesson 2	Opening a bank account			
Lesson 3	Paying taxes			
Lesson 4	Personal finance			
Lesson 5	Gambling			
Lesson 6	Gambling addiction			
Lesson 7	Assessment – Group drama presentation			
Tier 3 Vocabulary		Addiction Debt Direct debit Finance Gambling National Insurance Overdraft Salary Tax		

Year 9 Learning Map: HT2

Medical Ethics: Abortion and Euthanasia continued				
Prior Learning This topic builds on your knowledge base of key religious beliefs and teachings from Year 7 and 8 and allows you to apply this knowledge to moral issues surrounding medical ethics and the issues of life and death. You will also use key teachings and ideas such as the sanctity of life, which you studied in the Year 7 topic on animal rights, and apply this to issues such as abortion and euthanasia. 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 to the explanation of moral issues and beliefs. You will continue to practise your skill of evaluation.	Current Learning In this topic you will learn about a variety of religious and non-religious beliefs about issues such as when life begins, how this effects decisions about abortion and also issues surrounding the end of life and who has the authority to take life. You will learn about the different social and moral implications of these issues. You will debate controversial issues such as whether humans should have the choice what to do with their own bodies e.g., through allowing abortions or permitting euthanasia for those who feel they need it. You will also discuss the moral and ethical issues associated with humans taking control of the natural course of life. These debates will support the development of your evaluative skills.	Subsequent Learning This topic will develop your understanding of key religious beliefs and teachings such as the sanctity of life that you will use in both further Key Stage 3, and Key Stage 4 RE topics. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood. Throughout the topic you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers - this is a skill that will continue to be developed throughout your RE studies.		
Lesson Sequencing 1. Value of Life: Sanctity of life 2. Value of Life: Quality of Life 3. What is Abortion, Abortion and the Law 4. Pro Life vs Pro Choice 5. Religious Views on abortion – part 1 6. Religious Views on abortion – part 2 7. Euthanasia 8. Arguments for and against Euthanasia 9. Euthanasia case studies 10. Euthanasia religious views	Tier 3 Vocabulary Abortion Conception Dignity Euthanasia Hospice Pro Choice Pro Life Quality of life Sanctity of life Viability	Extended Learning You can use independent study opportunities to engage with the following websites about religious views relating to: Abortion: What is an abortion? - Abortion - GCSE Religious Studies Revision - BBC Bitesize Religious Studies Revision - BBC Bitesize Arguments for and against abortion - Abortion - GCSE Religious Studies Revision - BBC Bitesize Religious Studies Revision - BBC Bitesize Euthanasia: What is euthanasia? - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize Religious Studies Revision - BBC Bitesize Types of euthanasia - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize Religious Studies Revision - BBC Bitesize	Ways in which parents/carers can support Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society, to issues within medical ethics.	

Year 9 Learning Map

Topic Number: C1

Fundamental chemistry																																		
Prior Learning This topic builds on students’ prior knowledge from Key Stage 3, deepening their understanding of the model of the atom and the groups and properties of elements in the periodic table.	Current Learning In this topic you will learn about: the structure of the atom; the development of the periodic table and model of the atom; the properties of key groups on the periodic table; how to experimentally determine the rate of reaction and the factors which can affect the rate of reaction.	Subsequent Learning This topic will prepare you for Chemistry element of GCSE science, giving you a fundamental understanding of the atoms you will come across and the basics of what a reaction is.																																
Lesson Sequencing- Lessons in green are topics which will only be examined if the student goes on to complete individual science GCSEs.	Tier 3 Vocabulary	Ways in which parents/carers can support																																
<table><tr><th>Lesson number</th><th>lesson title</th></tr><tr><td>1</td><td>Atoms, elements and compounds</td></tr><tr><td>2</td><td>Development of atomic model</td></tr><tr><td>3</td><td>Electronic structure</td></tr><tr><td>4</td><td>Ions and Isotopes</td></tr><tr><td>5</td><td>Compounds and Equations</td></tr><tr><td>6</td><td>Separating mixtures</td></tr><tr><td>7</td><td>Electronic Structure and the Periodic Table</td></tr><tr><td>8</td><td>Development of periodic table</td></tr><tr><td>9</td><td>Metals and non-metals</td></tr><tr><td>10</td><td>Noble Gases</td></tr><tr><td>11</td><td>Group 1 metals (including demo)</td></tr><tr><td>12</td><td>Group 1 metals</td></tr><tr><td>13</td><td>Halogens</td></tr><tr><td>14</td><td>Transition metals + Typical properties</td></tr></table>	Lesson number	lesson title	1	Atoms, elements and compounds	2	Development of atomic model	3	Electronic structure	4	Ions and Isotopes	5	Compounds and Equations	6	Separating mixtures	7	Electronic Structure and the Periodic Table	8	Development of periodic table	9	Metals and non-metals	10	Noble Gases	11	Group 1 metals (including demo)	12	Group 1 metals	13	Halogens	14	Transition metals + Typical properties	<table><tr><td>Atom Catalyst Collision theory Concentration Electron Halogen Metal Neutron Non-metal Nucleus Proton Rate of reaction</td><td> All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: CGP revision guides SuperSimple Chemistry: The Ultimate Bitesize Study Guide "The Elements: A Visual Exploration" by Theodore Gray "Basher Science: The Periodic Table" by Adrian Dingle </td><td> 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. </td></tr></table>	Atom Catalyst Collision theory Concentration Electron Halogen Metal Neutron Non-metal Nucleus Proton Rate of reaction	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: CGP revision guides SuperSimple Chemistry: The Ultimate Bitesize Study Guide "The Elements: A Visual Exploration" by Theodore Gray "Basher Science: The Periodic Table" by Adrian Dingle	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.
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Year 9 Learning Map: HT2

Topic Number: 2

La película: Film module				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on previously learnt information from last year. It will include previously learnt vocabulary types of film, key verbs and opinion phrases. It will also build on knowledge of the preterite, present and conditional tenses.		In this topic you will learn to write and talk about films in Spanish. You will discuss opinions on types of films, describe the characters and themes of a film. You will then build up to reviewing a Spanish film that you watch.	This topic will prepare you for becoming a more confident writer of Spanish as the tasks that we will be doing will allow you build confidence in writing skills and structuring your answers. The vocabulary and grammar that we learn feed directly into GCSE topics so will help you to prepare.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Opinions on types of films	Cuenta la historia de – it tells the story of	Students will be provided with a revision clock and knowledge organiser to support with home learning revision ahead of the assessment. Additional learning could focus on vocabulary learning for the topic. The following list has vocabulary linked to the topic. https://quizlet.com/gb/986958578/year-9-las-peliculas-flash-cards/?funnelUUID=5875e1d5-3443-4f39-aaed-223292d90d8d	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 such as free time, family, work and study.
Week 2	Describing characters	Diría que – I would say that		
Week 3	Describing themes	Está dirigida por – it is directed by		
Week 4	The film	La película – the film		
Week 5	Story boards – recap of key events	La recomendaría – I would recommend it		
Week 6	How to write a film review	Se trata de – it is about		
Week 7	Writing a film review / revision	El personaje principal – the main character		

Year 9 Learning Map: HT2

Topic: 2 Food Hygiene in Practice

Food Technology			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on the theory and practical knowledge acquired throughout the different food projects delivered in year 7 and 8. Students should have acquired a sound understanding of healthy eating and nutrition during half term 1.		In this topic students, will learn about how to use their existing knowledge of food hygiene and safety to carry out a risk assessment as well as a HACCP flowchart. Students will learn the keys differences between a domestic kitchen and a commercial kitchen, whilst taking part in a range of practical sessions, designed to introduce new skills and develop existing ones.	This topic will prepare students to be able to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes safely and hygienically. Students will gain a foundation knowledge of the food industry to prepare them for the key stage 4 qualification.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson 1	Food hygiene	Brunoise	Leisure time: food programmes such as 'The Food Inspectors'. Shopping: Challenge your child to explain the difference between 'use by' and 'best before dates'. Dinner time: Support your child in planning and preparing dinner for the family.
Lesson 2	Twisted bread practical	Control points	
Lesson 3	HACCP	Creaming	
Lesson 4	Bolognaise bake practical	Dicing	
Lesson 5	HACCP	Glazing	
Lesson 6	Cheese and onion triangles	Julienne	
Lesson 7	Assessment	Rubbing-in	
Lesson 8	DIRT lesson	Sautéing Shaping Uniform	
		https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes Food safety - your responsibilities: Food hygiene - GOV.UK (www.gov.uk)	