



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 6



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS3 Learning Maps – Half Term 6

Dear parent/carers,

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

Included within the Learning Maps are 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 8 Learning Map

HT6

Claus Oldenburg themed				
Prior Learning This topic builds on students existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.		Current Learning In this topic you will learn the themes of Claus Oldenburg's work, how to use the formal elements of scale and material, and how to change move from 2D to 3D work. You will learn subject specific language and terms in class, 1:1 discussion as well as written evaluation to recognise areas of success and improvement.	Subsequent Learning This topic will prepare you for learning how to observe and record, and how to use scale and material knowledge to create a personal final piece.	Ways in which parents/carers can support Visit Leeds/ Doncaster Art Galleries and recognise how popular culture has affected subject matter in the Art works. Create drawings of the work to add to your sketch books.
Week Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1	Paper craft	Abstract Construct Exaggerate Isometric Material Media Observational Scale	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Visit: https://www.nga.gov/collection/artist-info.2215.html https://www.moma.org/magazine/articles/757	
Week 2	Cardboard construction designs			
Week 3	Cardboard construction painting			
Week 4	Cardboard construction painting			
Week 5	Cecil Touchon info			
Week 6	Cecil Touchon experiments linked to Pop Art and Card construction			

Visit Leeds/ Doncaster Art Galleries and recognise how popular culture has affected subject matter in the Art works. Create drawings of the work to add to your sketch books.

Drama

Year 8 Learning Map

Topic Number: 6

Desert Island Survival				
Prior Learning	Current Learning	Subsequent Learning		
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 Missing (where we created the character of Sarah, a teenager who was missing.) It will also build on your knowledge of practitioners by introducing the practitioner Brecht.	In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques for creating and developing characters and independently apply characterisation skills to scripted extracts as well as devised work. You will also develop knowledge and understanding of a key theatre practitioner Bertolt Brecht. You will develop knowledge of key skills and techniques used by Brecht and apply these in performance, gaining an understanding of why Brecht used these techniques and his vision for theatre.	This topic will prepare you for further performance technique development throughout key stage 3. It will equip you with the characterisation and performance skills to produce an effective character that will assist you in Y9 performance topics and future text study. You will be required to demonstrate your knowledge and understanding of practitioners within Component 1: Exploring the Performing Arts.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1: The Airport – Realistic Characters	Freeze Frame Brecht Sustain Gestus Levels Movement Direct Address Gesture Characterisation Proxemics	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 - Brecht: A practical Handbook – David Zoob - Splendid Theatre Company CPD online webinars	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. There are a number of theatre companies who also work in the style of Brecht. Their websites have a wealth of information on Brecht: https://splendidproductions.co.uk/	
Lesson 2: Direct Address: Questions to the pilot				
Lesson 3: Narration and Direct Address				
Lesson 4: Direct Address/Placards/Gestus				
Lesson 5: News Report: Plane Crash - rehearsals				
Lesson 6: News Report: Plane Crash - Performance				
Lesson 7: News Report: Plane Crash – Development opportunities				

Leading Ladies		
Prior Learning	Current Learning	Subsequent Learning
At the beginning of Year 8 the students worked on a scheme of work focusing Sawbones, a novel by Catherine Johnson. This focused on the protagonist Ezra and his life as a surgeon's apprentice. Students have also studied also extracts from Gothic texts and analysed the writer's use of language and devices to create atmosphere. Students have also written the opening of a narrative based on a stimulus of a Gothic image or setting, developing their use of language devices, ambitious punctuation and variety of vocabulary. Directly prior to this the students have completed a war writing scheme of work, within this they have analysed and compared speeches that leaders have delivered during war time. They have also analysed the use of language to describe conditions in World War One trenches. Additionally, students have created their own texts based on a soldier's thoughts and feelings.	In this scheme of work the students will be focusing on reading a range of non-fiction texts from leading ladies- including interviews, reviews, articles and letters. From this, students will discover how each Leading Lady achieved the recognition, success or how they overcame struggles or prejudice. Students will work on their analytical skills through looking at extracts from these leading ladies, considering how a writer has used language devices, vocabulary or structure to create an impression for readers. Students will have the opportunity to plan and create their own non-fiction texts during this scheme of work. Creating non-fiction texts will allow students to consider their use of MADFOREST (an acronym used to remember persuasive devices) use of ambitious punctuation and use of paragraphs for effective structure.	This scheme of work will lead into the beginning of Year 9 when the students will complete work based on developing their reading skills. Students will be given a series of extract from fiction texts and will identify information about a character, analyse the writer's use of language to create an impression and consider how a reader may react to the writer's portrayal of the character. This will link directly to their GCSE learning when students are required to demonstrate skills of analysis of language, selecting a range of relevant quotations and considering ways in which the quotation could be interpreted by a reader.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning:
Week 1: What is a leading lady? Week 2: Jane Fonda – Actress and Activist Week 3: Chimamanda Ngozi Adichie – Writer and Feminist Week 4: Serena Williams – Sportswoman and equal rights spokesperson Week 5: Angela Rayner – UK Member of Parliament Week 6: Keely Hodgkinson – Olympic gold medallist Week 7: Malala – Education for girls' activist	- Analyse - Extract - Effect - Description - Symbolism - Structure - Simile - Metaphor - Alliteration - Personification	Parental/carer support: Watch the '10 Minute Books Shares' available at 10 Minute Story Shares - World Book Day and share your ideas and questions about it. Encourage your child to enter a creative writing competition. A list of which can be found here Best children's writing competitions The School Reading List Anne Frank- The Diary of a Young Girl Little Women- Louisa May Alcott A History of the World in 21 Women- Jenni Smith Noughts and Crosses – Malorie Blackman

Year 8 Learning Map

Topic Number: 6

Blueprints for the Future					
<u>Prior Learning</u>		<u>Current Learning</u>		<u>Subsequent Learning</u>	
Across KS3, most of our schemes of learning at Ridgewood have been linked in some way to climate change – from resource management, to tropical storms, glaciers to deserts – it really is affecting everything on our Earth! This SOW will build on prior knowledge, particularly from climate change topic of causes and impacts of climate change to think about sustainable solutions to these problems.		This topic will journey around the continents to look at different contextual case studies about how countries are tackling issues such as food production and supply, energy and sustainability, water security, resources, population growth, economic crisis, transport, travel, urbanisation, risk management, trade, environmental management, biodiversity and more. We will categorise these into adaption and mitigation strategies, thinking about the opportunities and challenges they can present. These case studies will provide a basis of knowledge for a project based assessment piece of work at the end of the year. The assessment criteria will be heavily linked to the Royal Geographical Society's international competition – Young Geographer of the Year – where 40 Y9 students work will be entered.		This topic will provide students with a well-rounded knowledge of one of the most important geographical issues of our time. For those students going on to study GCSE it will be useful particularly when looking at the climate change topic, tropical storms, sustainable urban living and resource management – topics across all 3 GCSE Geography papers	
<u>Lesson Sequencing</u>		<u>Tier 3 Vocabulary</u>		<u>Extended Learning</u>	
Lesson 1	What is adaption and mitigation and why do we need it?	- Adaptation - Desalination - Desertification - Emissions - Entomophagy - Geothermal - Mitigation - Permaculture - Renewable - Sustainability - Thermal expansion - Transport	You child will be set one homework on a sustainable future project. Further details about the homework will be given in lesson.	- Initiating discussions about climate change and the future - Helping students with their final projects if needed - Watching documentaries linked to the topic	
Lesson 2	How is the High Seas Treaty protecting our waters?				
Lesson 3	How is the Great Green wall putting an end to desertification?				
Lesson 4	Why is transport in Curitiba influencing the rest of the world?				
Lesson 5	What and where on earth is BedZed?				
Lesson 6	How are tectonics heating up homes?				
Lesson 7	Why are farms floating?				
Lesson 8	Can Tuvalu be saved?				
Lesson 9	What will dinner look like in the future?				
Lesson 10	Can we take the salt out of the sea to solve our water issue?				
Lesson 11 – 14	Project/RGS competition				

The Holocaust				
Prior Learning	Current Learning	Subsequent Learning		
You have already learned how Hitler rose to power, and many of his actions as Fuhrer. This topic builds upon your developing chronological knowledge of the history of Europe. Finally, it builds upon the narrative writing and source skills you have been developing throughout your time at Ridgewood.	In this topic you will discover the horrific mistreatment experienced by Jewish people across Europe at the hands of the Nazi Party. This is perhaps the most important and significant topic you will study during your history lessons as it demonstrates the fragility of all societies, and reinforces the importance of acting against all forms of discrimination. This topic is important for you to continue to develop your historical skills and knowledge because it will focus on developing your ability to analyse the provenance of sources, and write effective introductions and conclusions.	In year 9, you will look at other groups who have been discriminated against, and mistreated, in society, including black people in Britain, America and South Africa, gay people, women and miners in Britain, and Catholics in Northern Ireland. You will continue to develop your ability to fully evaluate the value and limitations of the provenance of a range of sources and historical interpretations throughout your history lessons in Key Stage 3, 4 and 5. Finally, Paper 3 at GCSE is a source-based paper, so the skills you will learn in this unit will be vital for your future success.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
- How were the lives of Jewish people changed by Nazi legislation? - How did the Nazis use propaganda against the Jewish people? - How did violence against the Jewish people escalate? - What were concentration camps? - How were concentration camps liberated? - Why didn't more people resist? - How were the Nazis punished? - Why do some people deny the existence of the Holocaust?	Anti-Semitism Boycott Denier Einsatzgruppen Extermination Ghetto Holocaust Kristallnacht Liberate Persecution	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: <i>The Boy in the Striped Pyjamas</i> by John Boyne <i>Hidden</i> by Marcel Prins <i>Anne Frank's Story</i> by Carol Ann Lee <i>Waiting for Anya</i> by Michael Morpurgo	You could watch the documentaries below with your son/daughter: <u>Netflix:</u> Anne Frank – Parallel Stories The Photographer of Mauthausen The Devi Next Door Schindler's List The Last Days <u>YouTube:</u> We Shall Not Die Now	

Year 8 Learning Map

Topic Number: 6

Topic Title: Business Marketing				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds upon the graphics and business units studies this year by using the online software Canva. It also builds on business theory relating to marketing and advertising.		You will be learning about the key features of advertisements including websites, billboard and social media. You will be considering what makes an advertising campaign a success. In preparation for creating their own advert, you will then learn about camera angles and editing techniques. You will then design and create your own advertising campaign using the skills you have developed. To complete the year, you will have time to check in to their UniFrog account considering different career paths and KS4 choices.	Pupils will learn about the media industry in Year 9 in preparation for the iMedia option course at KS4.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Introduction to advertising	Advertising Angles	You will be using the editing software Canva which is available online. You can log in with their school Microsoft account. Canva is available at: www.canva.com	Pupils are encouraged to use https://idea.org.uk/ - this offers free mini courses about various computer-based topics
Lesson 2	Camera Angles	Assets		
Lesson 3	Campaign Features	Business Campaign		
Lesson 4	Editing Techniques	Editing		
Lesson 5	Advert Creation	Endorsement		
Lesson 6	Advert Creation	Purpose		
Lesson 7	UniFrog	Shots		
Lesson 8	UniFrog			

MATHS

Algebra Part 3				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior learnt algebraic skills built in Y7 and Y8 where you learnt to substitute into expressions and formula.	In this unit you will learn about inequalities, expressing these and solving them. In the second part of the unit you will learn about sequences, connecting these to algebra.	This topic will be revisited and developed to higher level inequalities and sequences in KS4.		
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' needs: - Represent inequalities on a number line - Solve inequality equations - Find the next term(s) of a sequence - Generate a sequence from it's nth term - Find the nth term of a sequence	Inequality Substitute Term Nth term	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. - The Code Book by Simon Singh - Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <u>MathsWatch</u> - to complete homework and access further revision. <u>Corbett Maths</u> - for extra support videos and work on the topics stated.	

MATHS

Geometry 3				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on KS2 and Y7 knowledge in Geometry 1 where you named shapes and recognised their properties. You will have also worked with symmetry in KS2 using reflections.	In this unit you will learn about congruent and similar shapes. You will learn about transforming shapes such that they are congruent or similar.	You will revisit these skills in KS4 where you will follow and describe more complex transformations.		
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' needs: • Recognise congruent shapes • Translate a shape using a vector • Draw lines of symmetry on a shape • Identify a shapes order of rotational symmetry • Rotate a shape • Reflect a shape • Understand similar shapes and find missing lengths • Enlarge a shape	Congruent Similar Symmetry Reflect Translate Rotate Enlarge	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. 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.	

Topic Number: 6 – Spotlight on Mexico

Spotlight on Mexico				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on previously learnt information from the last two years. It will include previously learnt vocabulary such as physical descriptions, key verbs, opinion phrases, colours and animals. In relation to key grammar points it will build on prior learning of the preterite (simple past) and present tenses.		In this topic, you will learn to write and talk about Mexico and Mexican traditions with particular focus on the Day of the Dead, music and spirit guides. You will watch and review a film in which we see all aspects of the traditions that we have been studying.	This topic will prepare you for becoming a more confident learner of Spanish as the grammar we will learn can be applied to any topic. It will also enable you to become 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. Throughout Year 9 and beyond writing skills are crucial and therefore this unit will prepare for this.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Assessment	Alegre – happy Es – he/she/it is Fuerte – strong Gracioso/a – funny La música – the music La película – the film Los personajes – the characters Se trata de – is about Son – they are Tiene – he/she/it has Triste – sad Vi – I saw	Students will be provided with revision resources and home learning to support them in revising for their assessment in week 1.	To build listening and speaking skills, parents can encourage pupils to listen to Spanish resources. Suggested resources are as follows: • Memrise or Quizlet to practise vocabulary • Grammar practice - www.bbc.co.uk/bitesize • You Tube Blog Coffee Break Spanish. Where students can listen to native speakers of Spanish answering questions on several topics
Week 2	Introduction to Mexico			
Week 3	El Día de los Muertos			
Week 4	Revision of present tense and descriptions			
Week 5	Description of characters from the film			
Week 6	Mexican traditions – Alibrijes (spirit guides) and La Llorona (music)			
Week 7	Mexican music			

Year 8 Learning Map

Musical Futures (continued)				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your understanding of reading various types of music notation, such as stave, tab, and notation for drum kit. This topic also builds on your understanding and awareness of the development of music from traditional styles to present day.	In this topic, you will learn to play the instruments of a typical pop band (electric guitar, bass guitar, drums, vocals and keyboard), while developing your understanding of common elements of music in the Popular Music genre. By the end of the unit, you will be able to perform a pop song with your band to an audience.	This topic will develop skills both in performance and through composing as you begin to understand the inner workings of a pop song. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. This topic will enhance your understanding of the area of study ‘Popular Music’ which includes styles such as Rock, 90s Pop, and Gaming Music as GCSE terminology are discussed. This will support your wider listening at later key stages.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Recall individual parts and performing as a group	Chords	You have access to our subscription to <u>Focus on Sound</u> . Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account. Alternative reading opportunities: <u>BBC Bitesize - Popular Music Styles</u>	Listen to different pieces of Popular Music on Youtube or Spotify and try to identify the instruments in the piece. E.g. Which part is the verse/chorus? Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.
Lesson 2	Continue to develop ensemble skills and ability to perform the chosen pop song.	Chord Progression		
Lesson 3	To develop an understanding of the assessment criteria for the Musical Futures performance	Melody		
Lesson 4	Continue to develop an understanding of the assessment criteria for the Musical Futures performance.	Harmony		
Lesson 5	CF2 Listening Assessment	Drum Fill		
Lesson 6-7	To perform to a live audience and review the outcomes based on the assessment criteria.	Vocal Timbre Style Intro/Outro Verse Chorus		

Year 8 Learning Map

Topic: Athletics

Prior Learning		Current Learning	Subsequent Learning	
In Y7, you learned the basic skills/techniques needed to compete in each event. You should be able to identify different areas and lines on a 400m track. You will have some experience of running, throwing and jumping events.		In this topic you will continue to develop the skills/techniques needed to compete in each of the track and field disciplines. Throughout the topic you will practise the correct techniques for throwing events (javelin, discus, shot put), jumping events (long jump, triple jump) and track events (sprinting and long distance running).	In Y9, you will continue to develop the skills learned in Y7&8 to allow you to become a better/more effective athlete. You will continue to develop: - Running (Sprinting and Long Distance) - Throwing (Javelin, discus, shot put) - Jumping (Long jump, triple jump). More confident students will start to look at providing feedback to other students to try to help them improve their technique.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Sprinting (Running Style, Sprint Starts, 100m/200m.	- Running Style - Baton - Decathlon - False Start - Heptathlon - Lane - Staggered Start - Drive - Take off - Grip	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	If possible, give students as many opportunities to get involved in running/jumping/throwing activities. Students can develop their running by doing this outside school in their own time. If they would like to practise a specific track and field discipline, students can join a local athletics club. Find An Athletics Or Running Club England Athletics
Week 2	Relay Changeovers Relay			
Week 3	Jumps (L. Jump/T. Jump)			
Week 4	Throwing (Discus/Javelin/Shot Put)			
Week 5	Distance Running			

Year 8 Learning Map

Topic: Striking and Fielding

Striking and Fielding			
Prior Learning The topic builds on the basic rules of striking and fielding games and how to play the games successfully, by developing the skills of throwing and catching and game play, to improve your performance. In addition, you will have developed your teamwork, communication and leadership skills.		Current Learning In this topic you will understand the rules and different techniques of bowling and the rules and different techniques of batting. You will develop batting and bowling techniques with control and the application of rules in a conditioned competitive game whilst developing formations in a conditioned competitive game.	Subsequent Learning All skills learnt in Striking and Fielding unit are transferable across the different games activities. You will also revisit individual games again in year 9 where you will learn more about game play and specific techniques and have more opportunities to develop the skills learnt in year 7 and 8.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Pre-assessment and ball familiarisation	Bases Wickets Rounders Bowling Formations Backstop Fielders	Cricket rules https://www.cricket-rules.com Cricket skills https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/ Rules of rounders https://www.roundersengland.co.uk/p
Week 2	Understand the rules and techniques of bowling		Practice throwing and catching games at home using a tennis ball (or any similar sized ball). Go to watch

Week 3	Understand the rules and techniques of batting	Attacking Defending	lay/rounders-rules/ Rounders skills https://www.sportplan.net/s/Rounders/s/skills.jsp Softball rules https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20Softball&text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible	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.
Week 4	Fielding Roles			
Week 5	Tactics and strategies demonstrated through games play			

Year 8 Learning Map

Topic Number: 4

Drugs and the Law						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on; Work that you have looked at in year 7 on substance abuse and changes in the body. You will build on prior knowledge to deepen your understanding of how addiction affects individuals and others around them. This module also develops learning and understanding of the different aspects of the law and how to ensure you are following these now and into adult life.		In this topic you will learn; Important information about the different risks that are associated with prescription drugs and alcohol consumption, this includes how they impact the body and how a person can receive any support and help they need. You will develop your understanding of the law, government/parliament and the monarchy and how they link together to ensure that we live in a democratic society. This deepened understanding will allow you to contribute to society in a positive way and ensure that you can form and explain justified opinions.	This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. As you study PSHCE through years 9-11 you will look at different substances people use and how this leads to addiction and the impact addiction can have on a person physically, socially and mentally. You will study the role of a police officer and the judicial system within the UK, developing your understanding of how this links to parliamentary process You will develop the skills to reflect and understand other people's opinions and situations which contributes to your ability to make informed opinions and engage in purposeful conversation which relate to real work issues.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Lesson 1	Prescribed drugs – what are they? What are the risks?	Prescription	You can use independent study opportunities to look at the information on the websites below. https://www.bbc.co.uk/bitesize/guides/zwvqtfr/revision/1 https://www.nhs.uk/live-well/alcohol-support/	To have an open forum for discussion with your child- discuss local and national issues that could be seen in the news. Discuss the different opinions about key issues and encourage your child to consider their own opinion on the issues. Look and the information on the link below to look at how democracy was formed and modified over time https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/4		
Lesson 2	Alcohol consumption – impacts on the body	Parliament				
Lesson 3	Smoking, e-cigs and vaping-laws and its impacts	Monarchy				
Lesson 4	Democracy, what is it? Why is it an advantage to us	Justice				
Lesson 5	Understanding parliament and the monarchy	Addiction				
Lesson 6	Prison and the police service	Democracy				
Lesson 7	Assessment – Mock Trial	Imprisonment Electoral process Royal assent Trial				

Year 8 Learning Map

HT5

Social Justice

Prior Learning		Current Learning	Subsequent Learning
This topic builds on your knowledge base from primary school, where you may have already learnt about issues of social justice and fairness: building on key terms such as discrimination and equality. You will be able to build on your own view of these matters, and compare your views to the views of others, both religious and non-religious. Throughout this topic you will continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to moral issues and beliefs.		In this topic you will be introduced to matters of social justice in the UK; such as poverty, charity and racism. We think it is vital that you develop an understanding of the importance of equality, considering cases where equality may not be present and why it should be. We will then link these matters to real-life examples to illustrate this importance. As well as exploring how non-religious and religious people may respond. As a result, you will work on your skills of evaluation and debate by discussing these matters – exploring whether or not all people should work for equality, whether all people should give to charity, and whether all religions uphold ideas of equality or not.	The matters of social justice and equality that we explore in this topic, and the religious attitudes towards them, can be applied to many other moral issues throughout RE in Key Stage 3, such as Crime and Punishment and War and Peace. It will also support you to further develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood. In addition, this topic will help you to prepare for GCSE RE Key Stage 4 as these matters of social justice, equality and fairness are embedded in the philosophical and ethical themes that we study. You will continue to develop your ability to analyse and explain how key religious quotations and texts can link to matters of social justice.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning
1. Social Injustice: Introduction 2. Prejudice and Discrimination 3. Malala 4. Religious responses to racism 5. Martin Luther King 6. Introduction to Poverty 7. Poverty and religion 8. Charities 9. Religious attitudes to wealth		Activism Discrimination Diversity Equality Homophobia Justice Oppression Prejudice Racism Stereotype Zakat	You can use independent study opportunities to engage with the following websites about religious views relating to social justice. The role of government in Human Rights – Social Justice – BBC Bitesize What is equality and social justice? – Social Justice – BBC Bitesize
			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. You could also spend some time researching charities such as Amnesty International (AI), who work to bring about justice and fairness to people all over the world, by trying to uphold human rights for all people at all times.

The Giver			
Themes raised in the book	Genre	Why this book?	What is the book about?
Individuality Freedom of choice Death and release Rites of passage Religion and colour	Dystopian fiction	Cross curricular links – PSHCE – Human Rights Cross curricular links – RE – Rites of passage Religion and colour	It is the future. There is no war, no hunger, no pain. No one in the community wants for anything. Everything needed is provided. And at twelve years old, each member of the community has their profession carefully chosen for them by the Committee of Elders. Twelve-year old Jonas has never thought there was anything wrong with his world. But from the moment he is selected as the Receiver of Memory, Jonas discovers that their community is not as perfect as it seems. It is only with the help of the Giver, that Jonas can find what has been lost. And it is only through his personal courage that Jonas finds the strength to do what is right... Winner of the Newbery Medal in 1994 Winner of the Margaret Edwards Award in 2007
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 8 Learning Map

Topic Number: C2

C2- Chemical energy and types of reaction							
Prior Learning		Current Learning		Subsequent Learning			
This topic builds on C2 from the Year 8 scheme of learning where students learned about metals and non-metals and their properties. You also learned about reactions of metals, alkalis and acids.		In this topic you will learn how chemical reactions happen energy changes take place causing reaction s to heat up or cool down. You will also learn about different types of reactions such as thermal decomposition reactions.		This topic will prepare you for GCSE Chemistry, where in C1 you will learn about factors which effect the rate of chemical reactions. You will also learn about metallic bonding in C3, and reactivity series in C5.			
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning		Ways in which parents/carers can support	
Lesson 1	Chemical vs Physical Reactions	Catalysts	Exothermic reaction	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Biology Study & Question Book - Higher (CGP KS3 Science) by CGP Books Why Chemical Reactions Happen Paperback – Illustrated, 12 Jun. 2003 by James Keeler	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft teams to complete work directed by their teachers.		
Lesson 2	Energy Changes - Endo and Exo	Endothermic reaction	Chemical bond				
Lesson 3	Energy Level Diagrams	pH	Indicators				
Lesson 4	Combustion	Base	Concentration				
Lesson 5	Thermal Decomposition						
Lesson 6	Practical - Investigate changes in mass						
Lesson 7	Investigate if reactions are endothermic or exothermic						

Topic Number: C3

C3- Climate and earth's resources						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on the C3 topic in the Year 7 scheme of learning where students will have learned about the structure of the earth and different types of rocks.		In this topic you will learn how carbon in the atmosphere passes through the carbon cycle and contributes to global warming. You will learn how metals are extracted from their ores, and evaluate evidence for climate change.	This topic will prepare you for GCSE Chemistry where in C4 you will learn about the changes in the earth's atmosphere over time. You will also link global climate change to atmospheric pollutants.			
Lesson Sequencing		Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can support	
Lesson 1	The carbon cycle	Global warming Fossil fuels Carbon sink Greenhouse effect Natural resources Mineral Ore Extraction Recycling Electrolysis	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Physics Study & Question Book - Higher (CGP KS3 Science) by CGP Books		Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft teams to complete work directed by their teachers.	
Lesson 2	Greenhouse gasses					
Lesson 3	Global warming					
Lesson 4	Evidence for climate change					
Lesson 5	Use of Resources					
Lesson 6	Extraction of metals					
Lesson 7	Evidence for climate change					

HT6

Own Branding						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on students understanding of branding, marketing and product development. Students will learn to develop their colour knowledge, drawing and use of materials and techniques.		In this topic you will learn to design and construct a contactless sale point for your street food truck. You will create an overall evaluation of your brand.	This project will allow you to apply a number of transferable skills across your subjects:			
			1. Communication 2. Creative thinking 3. Presentation skills 4. Research skills 5. Teamwork 6. Time management			
Week Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Week 1	Point of sale knowledge and understanding	Branding Cohesive	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products.		Discuss ideas and class work. Collect examples of logo and packaging designs that students might find inspirational to work from. Discuss how this work might influence your own work.	
Week 2	Contactless sale discussion and design ideas	Consumerism Colour				
Week 3	Contactless sale design ideas	Culture Design				
Week 4	Contactless sale design ideas	Icon Loyalty				
Week 5	Contactless sale construction	Marketing Recognition				
Week 6	Contactless sale construction	Typography				
Week 7	Brand evaluation					