



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 3



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 3

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

ART

Year 8 Learning Map

HT3

Wayne Thiebaud themed				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.	In this topic you will learn the themes of Wayne Thiebaud's work, how to limit a colour palette, observed drawing related to the theme and abstraction techniques. You will learn 3D construction methods and apply resilience to an extended piece of work.	This topic will prepare you for learning how to simplify drawings and painting, how to be selective in the use of colour and develop your ability in collating learning to create a personal final piece.		
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
1 Paper craft cake slices	Abstract Collage Construct Clay Exaggerate Observational Palette	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.3185.html#biography https://www.nuartgallery.com/artists/39-cecil-touchon/biography/	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.	
2 Clay design based on the work of Thiebaud				
3 Clay construction, understanding new 3D clay techniques				
4 Clay Painting, applying a colour palette and techniques similar to the artist.				
5 Photo shoot of clay work & book presentation				
6 Design idea development for card construction				
7 Design idea development for card construction continued				

Drama

Year 8 Learning Map

Topic Number: 3

Missing Dan Nolan				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
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.)	In this topic you will learn a range of performance techniques and allow you to apply these techniques. You will study text extracts from the play Missing Dan Nolan by Mark Wheeler and explore the key themes and contexts of this play. You will develop key terminology for creating and developing characters and independently apply characterisation skills to scripted extracts as well as devised work.	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 - Missing Dan Nolan – Mark Wheeler - Telling The Truth: How To Make Verbatim Theatre – Robin Belfield	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 the ability to explore, describe and apply characterisation and performance skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 2: Developing Skills and Techniques within the Performing Arts.	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 few interviews with Verbatim playwright Alecky Blythe that will be of benefit for students to watch. There are several theatre companies who also work in Verbatim, their websites have wealth of information about Verbatim, it's history and recent productions: <u>Verbatim Theatre – Stockroom (outofjoint.co.uk)</u> <u>The Paper Birds Theatre Company : The Paper Birds</u>
Lesson Sequencing	Tier 3 Vocabulary			
Lesson 1: Opening of the play: Who is Dan Nolan?	Freeze Frame Thought Tracking Role Play Space Levels Movement Mime Gesture Characterisation Proxemics			
Lesson 2: Character relationships: Dan and Claire				
Lesson 3: Vocal Skills: How do these create tension and atmosphere?				
Lesson 4: Character reactions: How do we build tension physically as a character?				
Lesson 5: Character relationships at the end: What are the key moments in the scene?				

Year 8 Learning Map

HT3

The Gothic				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
This topic builds on the narrative skills which you developed at the beginning of Year 7 in the 'Fantasy Writing' scheme. It also links with the narrative writing you will have completed in Year 6. Using select examples from gothic fiction, we will analyse writer's styles and methods, adapting these tones and styles for different forms purposes and audiences. We will be continuing to develop your ability to communicate clearly, effectively and imaginatively; you will have further opportunities to practice organising information and ideas, using structural and grammatical features to support clarity of writing.	In this topic you will extend your knowledge of how to effectively create a detailed piece of narrative writing. You will also learn how to structure your ideas in engaging and well organised paragraphs, as will be required throughout your study of English. This topic will also allow you to develop your knowledge of effective creative writing as it will enhance your understanding of how to use a range of descriptive techniques for success in your own writing. You will look at how to include a range of figurative language devices: similes, metaphors, personification, pathetic fallacy, etc. particularly through analysis of gothic writers' methods.		This topic will prepare you for further creative writing in Year 9 as part of the Dystopian writing topic, as you continue to use these skills to create detailed narratives, inspired by a range of stimuli. It will also help equip you with the skills to be successful in Year 10 and Year 11, as you continue to explore and develop creative writing skills. It will also foster reading skills for analysis of writers' methods with texts from a variety of time periods, which will be explored in greater depth with 19th Century Literature in Year 9.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Parental/carer support:	
Week 1: Introduction to Gothic and recapping descriptive skills. Week 2: Descriptive writing and varying punctuation practice: writing a piece of description about an abandoned house. Week 3: Practicing 'zooming-in' skills, focusing on small features of an image to develop detail. Week 4: Analysing a writer's methods and practicing 'zooming-out' in a description. Creating a gothic character Week 5: Practicing 'show, not tell' and identifying how this is used in Gothic stories. Week 6: Assessment week: Plan and write a piece of descriptive writing inspired by a Gothic image.	Gothic Genre Horror The Supernatural Atmosphere Mood Drop Shift Zoom-in Zoom-out Pathetic Fallacy Personification Mnemonic Sentences	You can engage with the homework set on Bedrock Reader which is an engaging and supportive platform in which pupils develop their reading and literacy skills. Log in using 'Microsoft 365'. This homework will be set weekly. Digital Literacy Curriculum L Bedrock Learning	- WATCH: BBC Library - Features of the Gothic - Explore BBC Bitesize: Gothic Literature	

Topic Number: 3

Russia				
Prior Learning In the KS2 curriculum students are taught about cold environments and places and climate zones. Their learning also focusses on areas in Europe too. The Russia SOW is a great addition to this learning. We explore issues like climate change and physical processes that result in cooler climates in Russia. Using map skills is something that pupils will be used to, not just from KS2 but in our early KS3 curriculum too and we expect them to continue practicing these skills in other topics; Russia is not an exception. Students will really engage with, and build on, map work and graphs.	Current Learning Russia is a vast country with an abundance of Geography and at Ridgewood we are excited to explore this in our new Russia SOW. This topic explores how the natural geography of Russia is being impacted through human actions. We begin by introducing the country and its human and physical geography (resources, location and biomes). We then begin to learn about Taiga Forest biomes and their importance for the planet and the threats that this vital ecosystem faces. As Geographers, we want students to know how to reduce the impact on these forests and manage the forest sustainably and this is also taught. We end the Russia topic by looking at a town called Oymyakon, the coldest town on earth and explore its threats and solutions too. We love to build engagement into our schemes of work and the assessments in this scheme play on this excitement and demonstrate their knowledge and skills.	Subsequent Learning The Year 8 schemes of work follow a theme of decision making. In the Russia topic, this is done through decisions made about the forest and the town of Oymyakon. Subsequent lessons on resource management and climate change also encourage students to make decisions which lead to a DME (Decision making exercise) scheme of work at the end of Year 8 where all their skills as inquisitive and decisive geographers are tested. This DME is directly aimed at developing this skill which is also seen in our GCSE Specification. We know that students at Ridgewood are incredible thinkers and can lead debates well, this SOW will enhance these abilities and allow them to develop them in other subjects too.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson 1	● Biome	Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/humanities/geography Wider Reading: https://www.bbc.co.uk/bitesize/topics/ztgw2hv/articles/zh6trd https://earthobservatory.nasa.gov/images/86221/changing-forest-cover-since-the-soviet-era https://www.bbc.co.uk/news/world-11875131	Encourage wider reading opportunities and listening to world news on Russia, climate change and deforestation. Explain and relate local scale activities (such as recycling at home) to learning about deforestation at a global/international level. GCSEPod Homework GCSEPod	
Lesson 2	● Carbon Footprint			
Lesson 3	● Deforestation			
Lesson 4	● Distribution			
Lesson 5	● Ecosystem			
Lesson 6	● Export			
Lesson 7	● Gross Domestic Product			
Lesson 8	● Import			
Lesson 9	● Permafrost			
Lesson 10	● Resources			
	● Sustainability			

Topic Number: 3

Year 8 Learning Map

The Weimar Republic				
Prior Learning	Tier 3 Vocabulary	Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on the content you learned when you studied World War One, 1914-1918. It also builds upon your chronological understanding of European History. Finally, it continues to develop the source skills you have been learning throughout your time in Key Stage 3.	Freikorps Hyperinflation Provenance Putsch Reparations Republic Spartacist Treaty	In this topic, you will learn about the social, political and economic consequences of war upon Germany. You will discover the impact the war had on the country and see how Germany evolved and transformed itself under new leadership in the 1920s. This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master making inferences from sources and critically consider the provenance of sources.	This topic will prepare you for future learning about Hitler's rise to power as you will understand the social, political and economic situation pre-1933. It will also equip you with the skills to be successful in your exams in Key Stage 4 as Paper 3 is a predominantly source-based paper. Finally, one part of the Key Stage 5 course looks at the Weimar Republic, so this topic will prepare you for that.	You could watch the following documentary with your child: Babylon Berlin on Netflix You could read, watch and discuss the BBC Bitesize information on Weimar Republic.
Lesson Sequencing	Extended Learning			
How did the war affect Germany?	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.			
Why did the Treaty of Versailles anger Germans?	This is an engaging, classic piece of fiction: 1984 by George Orwell These are challenging, but fascinating reads: Weimar Germany: Promise and Tragedy by Eric Weitz Little Man, What Now? by Hans Fallada			
How did Hyperinflation impact Germany?				
What challenges did the Weimar government face?				
How did culture change in Weimar Germany?				
Why were young people unhappy in the Weimar Republic?				

Year 8 Learning Map

ICT

Topic Number: 3

Business and Excel						
Prior Learning		Current Learning		Subsequent Learning		
This topic builds upon many of the skills developed in ICT throughout Year 7 and 8 by using different pieces of software. You will be developing transferable skills such as importing images, working online and exporting products.		In this unit you will learn the necessary skills to create an advertising product containing mixed media. You will learn the importance of creating products for a particular purpose and audience and how needs may differ. You will learn how to use photoshop software to edit images and create a mood board of ideas for a client. Your final product will combine these skills to create a media product for a client.		This unit provides some of the theory covered at KS4 in both computer science and iMedia. This includes units on data representation in computer systems and working to a client brief.		
Lesson Sequencing		Tier 3 Vocabulary		Ways in which parents/carers can support		
Lesson 1	Purpose and audience	Assets		BBC Bitesize covers many of the theory elements of this unit at https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zcis3qt#z4qfb7h		
Lesson 2	Vector and Bitmap	Brief		You can practice editing and manipulating graphics using Pixlr.com. There are also many other similar websites such as ‘Photopea’.		
Lesson 3	Photoshop Skills	Colour theory		Photoshopsentials.com has many tutorials if you wish to further your skills		
Lesson 4	Brief and Moodboard	Digital		You will also be provided with links to further learning in lesson and may wish to continue your media product at home		
Lesson 5	Editing Images	Editing				
Lesson 6	Media Creation	Lasso				
Lesson 7	Media Creation	Magic Wand				
Lesson 8	Assessment	Mood board				
		Pixel				
		Resolution				
		Selection				
		Toolbar				
		Vector				

MATHS

Year 8 Learning Map

HT3

Ratio and Proportion 2				
Prior Learning	Current Learning	Subsequent Learning		
This topic revisits and then builds on Y7 where you were introduced to ratio in Ratio and Proportion 1.	In this unit you will use proportional reasoning skills in scale-based calculations in context such as maps, speed and percentages.	Proportional reasoning is a key skill that mathematicians use within all their work therefore you will revisit this topic frequently in KS3 and in higher level work with ratios 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 students' needs: • Write a ratio • Simplify a ratio • Share into a ratio • Use multipliers • Calculate with speed • Calculate with density	Multiplier Density	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Pigs in the Pantry: Fun with Math and Cooking by Amy Axelrod 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.	

Year 8 Learning Map

MATHS

HT3

Geometry 2				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on KS2 skills where you will have learnt to measure accurately.	In this unit you will work with time before focussing on angles and solving problems within angles.	You will revisit these skills in Y8 and KS4, using algebra to reach higher level problems with shape.		
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 students' needs: • Convert between digital and analogue clocks • Convert between 12- and 24-hour clocks • Measure, estimate and name angles • Calculate missing angles around a point and lines • Calculate missing angles in triangles and quadrilaterals	Acute Obtuse Reflex Estimate	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	Ensure your child has their own protractor as part of their equipment. 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.	

MUSIC

Year 8 Learning Map

HT3

The Blues				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your knowledge of notation and rhythm that you learnt in the Rhythm & Notation scheme from Year 7. The topic also builds on your understanding and awareness of traditional styles of music from around the world.		In this topic, you will learn about the social, historical and cultural context of Blues music and artists associated with this style. You will develop your understanding of common musical elements that feature in this style. Whilst also looking at how this style has influenced popular music from 1950 to the current day.	This topic will support your compositional development. You will understand how to write a melody over a chord sequence. This topic will also enhance your understanding of the area of study 'Traditional Music' which includes Reggae, Blues, Latin fusion - this will support your wider listening in later key stages.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Historical, Social and Cultural Context of the Blues	Improvisation	You have access to our subscription to <u>Focus on Sound</u> . Click on and then log in using your Microsoft Teams account. Alternative reading opportunities: <u>BBC Bitesize - Blues</u> <u>The Origins of Blues Music</u>	• Watch a live Jazz or Blues performance. Go to BBC iPlayer or search on BBC Sounds or YouTube. • Visit a live Jazz/Blues performance in your local area. • Encourage your child to improvise on their instrument.
Lesson 2	The lyrics of the Blues	Ensemble		
Lesson 3	The 12 bar Blues	Harmonica		
Lesson 4	The impact of improvisation within the Blues.	Bass		
Lesson 5	The walking bass line	Performance		
Lesson 6	Forming a Blues ensemble	Composition		
Lesson 7	Listening assessment	Texture		
Lesson 8-9	Responding to next steps	Accompaniment Slavery		
Lesson 10-12	Final Blues performance			

Topic: Badminton**Year 8 Learning Map**

Prior Learning		Current Learning	Subsequent Learning
In Y7, you learned the basic skills needed to play a competitive game of badminton. You should be able to identify different areas and lines on the court as well as set up and take down a net safely. You will have some experience of the serve, overhead/underarm clear, drop and smash shot techniques. You should be able to hold a rally and have a competitive game with a partner.		In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective badminton player. You will continue to practice shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at shot placement/positioning to give you an advantage within competitive games. Again, you will end the scheme of work looking at the specific rules for singles and doubles gameplay. More confident students might be able to umpire matches.	In Y9, you will look at the following: - Developing the backhand short serve to begin a rally. - Anticipating the serve. - Capitalising on poor serves. - Continuous development of shots on both the forehand and backhand. - Moving your opponent around their court (outwitting your opponent). - Evaluating both your own and others' performance, analysing strengths and weaknesses. - Developing strategies and tactics to produce high levels of performances and high-quality techniques. - Rules needed for doubles and singles play so that you can umpire competitive games.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Low Forehand Serve	Backhand Court Lines Drop Shot Forehand Net Overhead/Underarm Clear Rally Serve Singles/Doubles Smash	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/z37j2p3/revision/3
Week 2	Overhead Clear Technique		
Week 3	Underarm Clear Technique		
Week 4	Drop Shot Technique		
Week 5	Smash Shot Technique		
Week 6	Shot Positioning		
Week 7	Doubles Gameplay		
			Ways in which parents/carers can support:
			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.

Year 8 Learning Map

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning
In Y7, you learned the basic skills needed to play a competitive game of handball. You will have some experience of the rules of handball, passing, shooting, defensive/offensive formations and tactics. You should be able to play a competitive game within a team.		In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective handball player. You will continue to practice the various passing and shooting techniques as well as the dribbling technique. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at formations and tactics that can be used to try to gain the advantage over the competition. More confident students might be able to take on an officiating role within matches.	In Y9, you will develop the skills learned in Y7&8 to allow you to become a better/more effective handball player. You will continue to practice the skills highlighted below. There is a bigger emphasis on independence and leadership in Y9, and teachers will be looking for students to demonstrate this throughout this scheme. You will continue to look at team tactics including both defensive and offensive positioning to give you an advantage within competitive games. More confident students might be able to take on a coaching/managerial role.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Recap of Rules	Centre Line Dribble Fault Free Throw Goal Area Goalkeeper Throw Offensive Foul Officiating Steps Throw In Time-Out	Ways in which parents/carers can support: 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	Passing		
Week 3	Dribbling		
Week 4	Shooting		
Week 5	Defensive Formations		
Week 6	Attacking Formations		
Week 7	Gameplay		

Physical Education

Year 8 Learning Map

Topic: Basketball

Prior Learning		Current Learning		Subsequent Learning	
This topic builds on the different skills you have learnt previously, such as throwing and catching. Team play and communication will also play a huge part. If you have done any basketball at primary school or in an afterschool club you may have already learnt the basics of dribbling and shooting, this will help within this unit of work.		In this topic you will learn the basic rules of Basketball and how to play the basic version of the game successfully. You will develop your skills of passing, dribbling and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.		Many of the skills learnt in basketball are transferable across the different activities. You will also revisit basketball again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Ball familiarisation Dribbling	Bounce pass Chest pass Foul Lay up Man – to – man defence Overhead pass Possession Set shot Travelling Violation	British Basketball League (BBL). Rules of the game http://www.bbl.org.uk/rules-of-the-game/ BBC Sport – Learn dribbling skills: http://news.bbc.co.uk/sport1/hi/other_sports/basketball/4183616.stm How to play basketball: https://www.breakthroughbasketball.com/basics/basics.html	* Practice throwing and catching games at home using a size 6 – basketball 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 basketball club. Link to some local clubs: Danum Eagles: https://www.facebook.com/DanumEaglesBasketballClub/ Hatfield fliers: https://www.facebook.com/hatfieldfliersbasketball/	
Week 2	Passing and receiving				
Week 3	Shooting: Set shot				
Week 4	Shooting: Lay up				
Week 5	Shooting continued				
Week 6&7	Game play & competition				

Year 8 Learning Map

Physical Education

Topic: Football

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learnt in year 7, such as passing, dribbling and shooting. You may play football during school or outside of school.		In this topic you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. 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 also revisit football again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Ball control and Turns	Attacker Chest Cryuff Defender Inside Hook Midfielder Outside hook Penalty Space	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Fancy skills to learn https://www.wemakefootballers.com/top-10-best-football-skills-2/ The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=oPtXlmHOKew How to improve your heading https://www.youtube.com/watch?v=D i kHxu94k Top skills during a game https://www.youtube.com/watch?v=kiNcnqj8vmg
Week 2	Outwitting a defender		
Week 3	Passing and first touch		
Week 4	Shooting with power		
Week 5	Defending Two vs One		
Week 6&7	Game play and competition		
			Ways in which parents/carers can support * Get them to practice 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 (when they are back up and running). - Link to some local clubs: * Watch "Take me home" on Amazon



Year 8 Learning Map

Physical Education

Topic: Netball

Prior Learning		Current Learning		Subsequent Learning
You will have a developing knowledge and understanding of the game. Having performed and progressed through the basic skills of Netball such as; Passing, Receiving, pivoting, stopping and moving. You will have a basic knowledge of the main rules and laws within the game regarding these skills and in the game; and to understand why they warm up and cool down when performing.		In this unit you will learn to perform, develop and incorporate the skills of passing, footwork, pivoting, outwitting opponents, shooting, re-bounding, dodges, attacking skills, and defending skills in Netball. You will start to develop your knowledge and understanding of the tactics and strategies used in Netball when attacking and defending and learn how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics. You will develop an understanding for the main laws of the game and recognise the importance of responding to changing situations within the game.		In year 9 you will develop your skills to perform, develop and incorporate the basic fundamental skills of Netball including; passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting within a more competitive environment. You will develop your knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and in the game and your ability to 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.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Basic skills recap: passing/receiving/	Closing-down	The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnI-Dis BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm England Netball: https://www.englandnetball.co.uk/	* Practice 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 (when they are back up and running). Link to some local clubs: http://www.southyorkshirennetball.com/27364/27385.html
Week 2	Footwork/pivoting	Goal side		
Week 3	Advanced dodging	Intercepting		
Week 4	Shooting	Keeping space		
Week 5	Rebounding and defending a shot	Obstruction		
Week 6	Games and positional play	Outwit		
Week 7	Games and positional play	Penalty Pivot Possession Rebound		

Year 8 Learning Map

Topic: Gymnastics

Gymnastics				
Prior Learning: Students should already be able to use a variety of techniques and skills in gymnastics. Students are able to perform individual balances. Students have the knowledge of sequence choreography and how to perform a quality sequence. Students are able to perform a variety of linking moves such as basic rolls and other rotations. Students are able to perform in solo and duet performance. Students can observe performance and give constructive feedback using praise and next steps.		Current Learning: By the end of this unit students should be able to accurately replicate different types of balances both individual and partner. They will develop their abilities for rolling and linking movements. Students will develop the skills necessary to develop fluent routines as an individual and in pairs. Body tension, control and aesthetics will be developed through compositional ideas. Students will demonstrate high quality performances, techniques and routines. Students will be able to evaluate their own and other performances. Be able to suggest praise and next steps to improve the performance of self and others.		Subsequent Learning: In Y9 students will go on to accurately replicate basic balance, rotation and flight-based movements. They will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne developing the skills necessary to develop fluent routines. Body tension, control and aesthetics will be developed through compositional ideas whilst they demonstrate high quality performances, techniques and routines. Students will be able to link each of the methods of travel learned during the scheme into individual and partner sequences both on the floor and on low apparatus and be able to evaluate their own and other performances.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Types of balance and levels	Aesthetically pleasing	https://www.british-gymnastics.org/ Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104	Watch videos of gymnastics performances. Encourage your child to join the afterschool club, or a gymnastics club. Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104
Week 2	Balance and rolls (with partner)	Sagittal plane Frontal plane Axis		
Week 3	Sequence development	Mount/dismount Execution Straddle Pike Tuck Extension Tension		
Week 4	Head stand and handstands			
Week 5	Performance and assessment.			

Year 8 Learning Map

Topic: Rugby

Prior Learning		Current Learning	Subsequent Learning
In Y7, you learned the basic skills needed to play a competitive game of rugby. You should be able to recap safety elements when tackling and falling to the floor. You will have some experience of how to create space and the correct passing technique. You should be looking to develop confidence when taking the ball into a tackle and understand the importance of moving forward due to the passing backward rule.		In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective rugby player. You will continue to practice tackling, passing, creating space and kicking. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at how to gain an advantage within games. Again, you will end the scheme of work looking at the specific rules and tactics of gameplay. More confident students might be able to contribute coaching ideas.	In Y9, you will continue to gain confidence in the skills learned in Y8 to allow you to become a better/more effective rugby player. You will continue to practice techniques such as: - Tackling - Passing - Creating Space - Kicking 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.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Tackling Recap	1. Scoot	https://passport.worldrugby.org/?page=beginners https://www.rugbyhow.com/basic-rugby-rules.html https://ruckscience.com/learn/first-rugby-practice/ If possible, give students as many opportunities to play invasion games: - Rugby - Football - Basketball - Hockey If interested in rugby, join a local rugby club.
Week 2	Passing and Creating Space	2. Space	
Week 3	Kicking	3. Communication	
Week 4	Play of the Ball and Game Play	4. Technique	
Week 5	Play of the Ball and Game Play	5. Passive Tackle	
		6. Drive Tackle	
		7. Passing (Lateral, Switch, Pop)	
		8. Offside	
		9. Defensive Line	
		10. Kicking (Grubber, chip, Bomb and Punt)	

Ways in which parents/carers can support:

Topic Number: 2

Mental Health and Wellbeing						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on; Work that you have studied in year 7 looking at having a healthy and balanced lifestyle. This module will help you develop the knowledge you have on what healthy means and how having a balanced lifestyle impacts this. You will develop your skills on how to further manage a balanced lifestyle.		In this topic you will learn; Key information about what is meant by the term mental health and how our mental health and emotions are linked. You will develop an understanding of the different things that may impact our mental health and what some effective ways to deal with this are. This topic is important to further build on the knowledge gained in year 7 of how to ensure you have a happy and healthy lifestyle from now into adulthood.	This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. It will introduce you to key concepts such as health and wellbeing and the various things that can impact this. It will enable you to begin to develop various coping mechanisms to help you manage aspects of your life both in Ridgewood and beyond, to maintain a happy healthy lifestyle. You will develop the skills to reflect and understand how actions have consequences and how to manage these positively and effectively.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	What is mental health?	Balanced diet	You can use independent study opportunities to engage with the following websites. Look at the information provided on how to maintain a healthy lifestyle and coping mechanism a person can use. <u>Looking after yourself - YoungMinds</u> <u>Live Well - NHS (www.nhs.uk)</u>	Explore what different coping and support mechanisms can be used to help in times of stress. Create a toolkit of activities to turn to, to help in difficult times include enjoyable activities e.g. play football, paint your nails. Take part in exercise together as a family – this could be a walk. Record how you feel before and after the exercise.		
Lesson 2	Talking about our emotions	Psychological				
Lesson 3	Physical exercise, diet and mental health	Mental Wellbeing				
Lesson 4	Changing body/body image	Emotional				
Lesson 5	Positive and negative impacts on mental health	Stress				
Lesson 6	Stress, anxiety and self-harm	Anxiety				
Lesson 7	Assessment – letter to the Headteacher	Body image				

Year 8 Learning Map

HT3: Relationships and Families				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your knowledge of key Christian and Buddhist beliefs from Year 7 and allows you to apply this knowledge to moral issues surrounding relationships and families. It will also utilise the knowledge gained in Year 7 from your PSHCE lessons, surrounding different types of relationships and families. 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 learn about a variety of religious and non-religious beliefs about different types of relationships and families. You will learn about different types of families and why society is changing. You will also consider different religious responses to these changes. You will explore how religion has framed society's views on gender roles and sexuality and look at ways in which these traditional ideas are changing in the modern world. Your skills of evaluation and debate will also be enhanced discussing issues such as whether marriage is necessary in the 21st century and whether we should support religious ideas surrounding moral issues such as divorce and remarriage.	You can use independent study opportunities to engage with the following websites and articles about religious and non-religious views relating to marriage and the family: <u>Me and my community</u> <u>Christian weddings</u>	This topic will initially introduce you to key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE, in topics such as Medical Ethics (exploring issues such as IVF and Saviour Siblings) and also the GCSE topic of Relationships and Families. 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. 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.	Parents/carers could support by researching and discussing their own family tree with their children and the different types of families and relationships within it. They could also talk about the different traditions and celebrations that may have happened at weddings within the family.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
- Human Sexuality- different types of relationships - What is marriage? Why do people get married? - Christian marriage service - Cohabitation- Is marriage out of date? - Polygamy vs Monogamy - Divorce - Same sex relationships - Different types of families - Religious views on family life - The roles of men and women	Sexuality Heterosexuality Homosexuality Marriage Divorce Cohabitation Sexism Traditional Monogamy Polygamy Bigamy	You can use independent study opportunities to engage with the following websites and articles about religious and non-religious views relating to marriage and the family: <u>Me and my community</u> <u>Christian weddings</u>	This topic will initially introduce you to key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE, in topics such as Medical Ethics (exploring issues such as IVF and Saviour Siblings) and also the GCSE topic of Relationships and Families. 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. 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.	Parents/carers could support by researching and discussing their own family tree with their children and the different types of families and relationships within it. They could also talk about the different traditions and celebrations that may have happened at weddings within the family.

Topic Number: P1

P1- Contact forces and pressure				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the KS3 Year 7 curriculum topic P1 where students study forces and their effects.	In this topic you will learn how forces are exerted when objects are touching each other. You will also learn how pressure is exerted and learn how to calculate pressure from force and surface area.	This topic will prepare you for P5 in GCSE Physics where you will study forces and motion.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson 1	Friction and Drag	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: "Can You Feel the Force?" by Richard Hammond "The Way Things Work" by David Macaulay "Awesome Physics Experiments for Kids" by Erica L. Colón	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.	
Lesson 2	Investigating Air Resistance			
Lesson 3	Stretching and Squashing			
Lesson 4	Investigating Force Extension			
Lesson 5	Pressure			
Lesson 6	Pressure in Liquids			
Lesson 7	Pressure in gases			
Lesson 8	Sink or Float?			

Topic Number: P2

P2- Electromagnets and magnets				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the Year 7 lessons from P2 where students learn about potential difference and resistance. They should also know circuit symbols and be able to draw circuit diagrams.		In this topic you will learn how magnetic fields exist around magnets and electrical wires. You will learn how to make and test an electromagnet.	This topic will prepare you for GCSE Physics, topic P6 where students will use their knowledge of magnets and electromagnets to the applications of magnets and electromagnets, such as motors.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	P2 - Magnetic Force	Electromagnet Solenoid Core	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.
Lesson 2	P2 - Magnetic Field around a magnet	Magnetic force Permanent magnet Magnetic poles	Wider reading: "Nick and Tesla's High-Voltage Danger Lab" by Bob Pflugfelder and Steve Hockensmith	KS3 Revision Guides and Workbooks are available on parent pay.
Lesson 3	P2 - How electromagnets work		"The Magic School Bus and the Electric Field Trip" by Joanna Cole	Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.
Lesson 4	P2 - Applications of Electromagnets			
Lesson 5	P2 - Planning - electromagnets investigation			
Lesson 6	P2 - Electromagnetics Investigation			
Lesson 7	P2 - Skills Graph Drawing			

Topic Number: P3

P3- Work, heating and cooling			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on P3 from the Year 8 scheme of learning. In this students will have learned about energy transfers in different objects. They will also have learned how electricity is generated.	In this topic you will learn how levers and pulleys are used as force multipliers to make work easier. You will also learn the different methods of energy transfer through heating. You will investigate ways to reduce heat energy transfer.	This topic will prepare you for the GCSE Physics P1 topic. In this you will apply your knowledge of energy transfers to calculations of energy transfers. You will also apply your knowledge to look at how to reduce the loss of heat energy through insulating the home.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Work Done	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: Machines: Gears * Levers * Pulleys * Engines (Exploring Science): With 20 Easy-To-Do Experiments and 300 Exciting Pictures by Chris Oxlade "Energy Island" by Allan Drummond "What's the Matter in Mr. Whiskers' Room?" by Michael Elsohn Ross	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.
Lesson 2	Moments (+Levers and Pulleys)		
Lesson 3	Thermal Energy and Transfer		
Lesson 4	Conduction		
Lesson 5	Convection		
Lesson 6	Radiation		
Lesson 7	Reducing Heat Loss 1		
Lesson 8	Reducing Heat Loss 2		

Year 8 Learning Map

Topic Number: 3

Las Vacaciones: Holidays					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on from what was learnt before half term where you gained confidence giving opinions and creating conversations. It also includes previously learnt vocabulary linked to describing others.		In this topic you will learn to talk about holidays in Spanish. You will be able to talk about different types of transport and compare them, talk about accommodation on holiday, and also describe holiday activities. You will also develop an understanding of how to put together a conversation to make a reservation.	This topic will prepare you for becoming a more confident speaker of Spanish as the reservation work that we do will help you to produce Spanish in a common real life situation. After this unit of work, we move on to talking about past holidays and activities in the past so the vocabulary for this unit will be useful.		
Lesson Sequencing		Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Transport	El avión – plane El coche – car	Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class. Additional learning could focus on vocabulary related to the topic. The following list contains vocabulary linked to the topic. https://quizlet.com/gb/1103067754/de-vacaciones-flash-cards/?i=vbbrx&x=1igt	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Mafalda- la película If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'	
Week 2	Accommodation	El hotel – hotel El mar – the sea			
Week 3	The near future	La piscina – the swimming pool			
Week 4	Hotel facilities	Nadar – to swim Quiero reservar – I want to reserve			
Week 5	Holiday activities	Tomar el sol – to sunbathe Una habitación – a room			
Week 6	Holiday storyboards				

Year 8 Learning Map

Technology

Own Branding 3					
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 create your own branding for your street food company. You will start with exploring logo design, and apply this to merchandise.		This topic will prepare you for developing your brand across a number of outcomes.	
Week Sequencing		Tier 3 Vocabulary		Extended Learning	
Week 1	Exploring successful logo design.	Branding Consumerism Colour Culture Design Icon Loyalty Marketing Recognition Typography		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.	
Week 2	Own logo design				
Week 3	Own logo design				
Week 4	Application of logo to various merchandise				
Week 5	Exploring successful packaging design.				
Week 6	Own packaging design				
Week 7	Own packaging design				
				Ways in which parents/carers can support	
				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.	