



RIDGEWOOD  
SCHOOL

RIDGEWOOD SCHOOL

# Learning Maps

Y7

HALF TERM 5



RIDGEWOOD  
SCHOOL

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### **KS3 Learning Maps – Half Term 5**

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

**Deputy Headteacher**

## Year 7 Learning Map

HT 5

| Mark Making   |  |  |
|---|--|--|
| Prior Learning  | Current Learning   | Subsequent Learning  |
| <p>This topic builds on students' prior procedural knowledge of techniques in art and design when creating personal responses. It further develops these skills by introducing new methods of image-making. Additionally, it enhances students' subject-specific vocabulary for discussing and evaluating their work.</p>   | <p>In this topic, you will continue to explore how the work of Gustav Klimt can inspire the development of your own drawing methods and painting techniques. You will begin to explore the work of Henry Moore and his use of line to create form.</p> <p>You will also develop and practise subject-specific language during class discussions, in one-to-one feedback, and through written evaluations to identify areas of success and improvement.</p> | <p>This topic will prepare you to further develop your use of materials and techniques to describe texture and tone with purposeful intent.</p> <p>You will demonstrate a deeper understanding of how the work of others can influence your own artwork and shape your perception of concepts in art.</p>  |
| Sequencing  | Tier 3 Vocabulary  | Ways in which parents/carers can support   |
| <p>Final piece completion.</p> <p>Investigate the work of Henry Moore.</p> <p>Observed drawing using method similar to the artist.</p> <p>Experiment with techniques and methods to develop observed drawings.</p> <p>Experiment with techniques and methods to develop observed drawings.</p> <p>Experiment with techniques and methods to develop observed drawings, plan and develop for an outcome.</p> | <p><b>Abstract</b></p> <p><b>Mono Print</b></p> <p><b>Observational</b></p> <p><b>Pattern</b></p> <p><b>Press Print</b></p> <p><b>Record</b></p> <p><b>Symbolism</b></p> <p><b>Texture</b></p> <p><b>Tone</b></p>  | <p>Visit Leeds/Doncaster Art Gallery and identify works created using similar methods or themes within the work.</p>   |
|   |  | <p>Endeavour to follow the home learning requirements set by your teacher throughout the lessons.</p> <p>These activities may vary dependent on the pace of lessons.</p> <p>Browse: <a href="https://www.tate.org.uk/search?aid=1873&amp;type=artwork">https://www.tate.org.uk/search?aid=1873&amp;type=artwork</a> together to discuss the learning in lessons.</p> |

# Drama

## Year 7 Learning Map

### Topic Number: 5

| Genres and Styles  |  |   |  |
|--|--|---|--|
| Prior Learning   | Current Learning   | Subsequent Learning   | Ways in which parents/carers can support   |
| <p>This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Matilda (where we performed small sections of script) We will introduce you to new performance styles – Greek Theatre and Melodrama.</p>                                   | <p><b>Current Learning</b><br/>In this topic you will learn about the key features of the performance styles Greek Theatre and Melodrama. You will explore some key features of these two performance styles and apply these to short scripted performances. You will develop key terminology linked to these performance styles and independently apply the key features to some new characters.</p> <p>This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on your ability to communicate a message to the audience.</p> | <p><b>Subsequent Learning</b><br/>This topic will prepare you for further performance style exploration throughout Key Stage 3, particularly in Y8 where we explore Pantomime and Surrealism. It will equip you with the skills to be successful in future exploration and application of performance styles and social and historical contexts.</p> <p>You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.</p> | <p><b>Ways in which parents/carers can support</b><br/>Explore the National Theatre's Greek Theatre Backstage Pass website. Here you will find short introduction videos to Greek Theatre, clips from their productions and information on how Greek Theatre developed.<br/><a href="https://www.nationaltheatre.org.uk/backstage/greek-theatre">https://www.nationaltheatre.org.uk/backstage/greek-theatre</a><br/>Explore the Drama Teacher Melodrama website. This provides lots of information on the history, plots, stock characters and key techniques used to create Melodrama.<br/><a href="https://thedramateacher.com/19th-century-melodrama/">https://thedramateacher.com/19th-century-melodrama/</a><br/>You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year.<br/><a href="https://castindoncaster.com/">https://castindoncaster.com/</a></p> |
| <p><b>Lesson Sequencing</b><br/>Lesson 1: Introduction to Greek Theatre – Hercules!<br/>Lesson 2: Greek Theatre in Performance: The Terrible Fate of Humpty Dumpty<br/>Lesson 3: Introduction to Melodrama<br/>Lesson 4: Melodrama in Performance: Bringing the script to life<br/>Lesson 5: Melodrama and Greek Theatre in Action – Communicate to an audience!</p> | <p><b>Tier 3 Vocabulary</b><br/>Greek Theatre<br/>Chorus<br/>Amphitheatre<br/>Greek Theatre Masks<br/>Stock Characters<br/>Melodrama<br/>Dramatic Pause<br/>Exaggeration<br/>Unison<br/>Narration</p>  | <p><b>Extended Learning</b><br/>You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques:</p> <ul style="list-style-type: none"> <li>All About Theatre – National Theatre</li> <li>A Greek Theatre: Look Inside! – Peter Crisp</li> <li>The Time Traveller's Guide to British Theatre: The First Four Hundred Years - Aleks Sierz and Lia Ghilardi</li> <li>Theatre Histories: An Introduction - Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner and Tobin Nellhaus</li> </ul>  |  |

| Inspiring Individuals: non-fiction reading  |   |
|---|---|
| <p><b>Prior Learning</b><br/>This topic builds on students' knowledge of literature skills.</p> <p>When studying Ghost Boys, students focused on key skills for demonstrating understanding and analysing the use of language within a text. These skills will enable students to confidently understand how to analyse language in non-fiction texts featuring our Inspiring Individuals topic. Particularly how a writer has crafted their work to create a reader response based on their ideas, statements or views. We aim to avoid generic statements and focus on specific effects and responses for a reader response, we encourage the use of FIT (feel, imagine, think.)</p> <p>Students will also be creating their own persuasive texts, focusing on persuasive devices and use of ambitious vocabulary to create effects for their reader.</p> | <p><b>Current Learning</b><br/>During this topic, we will look at lots of different types of non-fiction texts, written by or based on inspiring individuals.</p> <p>In this topic students will develop their knowledge of how to effectively read, understand, annotate and analyse a single text, which they may not have seen before. They will also learn about how to write an effective single text analysis using a What/How/Why paragraph structure. The purpose of this structure is to help students create detailed analysis of a text and its effect on a reader. This step-by-step guide to understanding a single text will be invaluable preparation for students moving through Key Stage Three and into GCSE studies of non-fiction texts for Language exams.</p> <p>Additionally, this topic will also allow students to develop their planning and writing skills, by creating their own non-fiction texts based on inspiring individuals. They will develop their awareness of the purpose of creating a text e.g. to inform, persuade. This will enable them to use language devices effectively to match the purpose of the text and create specific effects for the reader, a key skill throughout Key Stage Three and Four.</p> <p>Students will read a range of texts based on inspiring individuals from a range of backgrounds and themes to establish that inspirational people/acts are not limited to one genre or mind-set. There will be regular opportunities to recall key terminology and language devices to embed knowledge securely, to allow students to create high quality texts and analysis of texts.</p> |
| <p><b>Lesson Sequencing</b><br/>Week 1: Introduction to Inspiring individuals - Tasha Ghouri<br/>Week 2: Inspiring singer - Aitch<br/>Week 3: Inspiring sports personality – Beau Greaves<br/>Week 4: Inspiring streamer- Angry Ginge<br/>Week 5: Inspiring speaker- David Goggins<br/>Week 6: Inspiring to me (student project) and assessment</p>   | <p><b>Subsequent Learning</b><br/>This topic will prepare students for non-fiction study and creation of texts in Year 8 and beyond. Throughout Key Stage Three and Four, students will continue develop their analytical and writing skills, which will assist them with creating successful texts.</p> <p>Students will begin their Year 8 curriculum by reading Sawbones by Catherine Johnson. This protagonist Ezra experiences a range of challenges from his work as a surgeon's apprentice to uncovering the cause of mysterious deaths. Throughout this topic, students will learn how to understand and analyse the writer's choice of language, character analysis and plot development.</p>  |
| <p><b>Tier 3 Vocabulary:</b><br/>Modal verb<br/>Alliteration<br/>Direct address<br/>Fact<br/>Opinion<br/>Rhetorical Question<br/>Hyperbole<br/>Anecdote<br/>Imperative<br/>Repetition<br/>Superlative</p>   | <p><b>Extended Learning:</b><br/>Complete 25 minutes of learning on Bedrock per week: <u>Digital Literacy Curriculum</u>   <u>Bedrock Learning</u></p>  |
| <p><b>Parental/carer support:</b><br/>Support recall of key terminology using 5- 10 key words each week.<br/>Read together/model reading non-fiction texts e.g. Newspaper app, articles<br/>Ask open questions about the text e.g. How might...? What would happen if...? Would you feel the same if...?</p>  |   |

# Geography



## Year 7 Learning Map

Topic Number: 5

|   |                             | Deserts  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
|---|-----------------------------|--|---|----------|-----------------------------|----------|--------------------------|----------|------------|----------|------|----------|-----------------|----------|--------|----------|--------------|----------|----------------------|---|---|--|
| <p><b>Prior Learning</b><br/>Before this scheme of learning students have learned about weather and climate systems such as high and low pressure and rainfall, this helps students understand how deserts are formed and where they exist. In Y7 HT1 during the "Important places" topic, we explore issues with conditions in Las Vegas such as water supply management.</p>  |                             | <p><b>Current Learning</b><br/>The deserts scheme of work this half term explores hot and cold deserts, how they are formed and what human activity occurs there. Students learn about the Bedouin nomadic communities who move around the Arabian desert. We discover the challenges and opportunities of using cold deserts like Antarctica for resources. Lessons on plant and animal adaptations allow students to explore evolution and science. This scheme of work features a mix of human geography and physical processes that shape the economic, social and physical landscape of global deserts.</p> | <p><b>Subsequent Learning</b><br/>In Year 9 students learn about ecosystems and wildlife corridors where they retrieve knowledge of physical geographical processes. Our Middle East topic looks at the climate systems that power the arid desert conditions. We also explore the Grand Ethiopian Renaissance Dam, a method of managing water in arid regions.</p> |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
| <p><b>Lesson Sequencing</b></p> <table border="1"> <tr> <td>Lesson 1</td> <td>Location of India</td> </tr> <tr> <td>Lesson 2</td> <td>Physical Geography of India</td> </tr> <tr> <td>Lesson 3</td> <td>Human Geography of India</td> </tr> <tr> <td>Lesson 4</td> <td>Employment</td> </tr> <tr> <td>Lesson 5</td> <td>TNCs</td> </tr> <tr> <td>Lesson 6</td> <td>Bhopal Disaster</td> </tr> <tr> <td>Lesson 7</td> <td>Mumbai</td> </tr> <tr> <td>Lesson 8</td> <td>Urbanisation</td> </tr> <tr> <td>Lesson 9</td> <td>Sustainable Projects</td> </tr> </table> |                             | Lesson 1   | Location of India   | Lesson 2 | Physical Geography of India | Lesson 3 | Human Geography of India | Lesson 4 | Employment | Lesson 5 | TNCs | Lesson 6 | Bhopal Disaster | Lesson 7 | Mumbai | Lesson 8 | Urbanisation | Lesson 9 | Sustainable Projects | <p><b>Tier 3 Vocabulary</b></p> <p>Continent<br/>Development<br/>Economy<br/>Emerging Industry<br/>Manufacturing<br/>Primary<br/>Secondary<br/>Tertiary<br/>TNC<br/>Trade</p> | <p><b>Extended Learning</b></p> <p>Videos and reading about different aspects of Indian life.<br/><a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks3-exploration-india/zipdcqt">https://www.bbc.co.uk/teach/class-clips-video/geography-ks3-exploration-india/zipdcqt</a><br/>This website from the Royal Geographical society has a host of pdf documents that students can read or complete to supplement their learning before and during the topic.<br/><a href="https://www.rgs.org/schools/teaching-resources/new-india/">https://www.rgs.org/schools/teaching-resources/new-india/</a><br/><a href="http://Nat-geo kids natgeokids.com">Nat-geo kids natgeokids.com</a><br/>Has a discovery page for India where students can develop factual knowledge which will support their understanding of India as an NEE country.</p> | <p><b>Ways in which parents/carers can support</b></p> <p>Encourage students to be aware of international news stories and research the history between India and the UK.</p> <p>You can support your child by promoting extended learning and developing their understanding of the developed and developing world.</p> |
| Lesson 1  | Location of India           |  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
| Lesson 2  | Physical Geography of India |  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
| Lesson 3  | Human Geography of India    |  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
| Lesson 4  | Employment                  |  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
| Lesson 5  | TNCs                        |  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
| Lesson 6  | Bhopal Disaster             |  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
| Lesson 7  | Mumbai                      |  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
| Lesson 8  | Urbanisation                |  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |
| Lesson 9  | Sustainable Projects        |  |   |          |                             |          |                          |          |            |          |      |          |                 |          |        |          |              |          |                      |   |   |  |

# HISTORY

| Medieval Life - continued   |   |   |  |
|---|---|---|--|
| Prior Learning  | Current Learning  | Subsequent Learning   | Ways in which parents/carers can support   |
| <p>This topic builds on the content you learned in primary school about the Vikings, and the Anglo-Saxon struggle for control of the Kingdom of England.</p> <p>It also builds upon your chronological understanding of the history of Britain, which you have been studying throughout Year 7.</p> <p>Finally, it builds upon the writing and source skills you learned in primary school and during the Romans and Hastings topics.</p> | <p>In this topic you will learn about the changing political leadership in England during the Medieval era. You will discover what life was like for the English public in this period, and how their lives were drastically affected by the Black Death and the Crusades.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to analyse sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.</p> | <p>This topic will prepare you for future learning about life in Tudor England as you will have gained knowledge about the pre-existing political and social structures within the country.</p> <p>It will also equip you with the source skills needed to be successful in your exams in Key Stage 4 as Paper 3 is a source-led assessment.</p> <p>You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stages 3, 4 and 5.</p> | <p>You could watch the documentaries below with your son/daughter:</p> <p>YouTube – <a href="#">The Peasants' Revolt with Tony Robinson</a></p> <p>YouTube – <a href="#">The Plague that shaped England's Future</a></p> |
| Lesson Sequencing   | Tier 3 Vocabulary   | Extended Learning   | Ways in which parents/carers can support   |
| <p>1 – What happened during the Peasants Revolt?</p> <p>2 – What was life like in a medieval school?</p> <p>3 – How did Henry VI change England?</p> <p>4 – How did Edward IV change England?</p> <p>5 – How did Richard III change England?</p> <p>6 – Why did Henry Tudor win the Battle of Bosworth?</p> <p>7 – How did Henry Tudor change England?</p> <p>8 – Source analysis.</p>  | <p>Conquest<br/>Crusade<br/>Feudal<br/>Government<br/>Knight<br/>Magna Carta<br/>Merchant<br/>Monarchy<br/>Nobility<br/>Villein</p>   | <p>Students will be given Revision Sheets to complete in advance of assessments.<br/>Students should conduct Brain Dumps, or make quizzes/flash cards on the key content.</p> <p>The following books are very engaging and interesting:<br/>Arthur and the Seeing Stone by Kevin Crossley-Holland<br/>KS3 History: Medieval Britain (410-1509) by Robert Peal</p>   | <p>You could watch the documentaries below with your son/daughter:</p> <p>YouTube – <a href="#">The Peasants' Revolt with Tony Robinson</a></p> <p>YouTube – <a href="#">The Plague that shaped England's Future</a></p> |

## Year 7 Learning Map

## Topic Number: 4

|  |  | Topic Title: Hardware and Software   |   |
|--|--|--|---|
| <b>Prior Learning</b><br>This topic continues the learning from the previous unit on computer hardware and software. | <b>Current Learning</b><br>In this topic, you will explore computer hardware and software and how they work together inside a computer system. You will learn what computer networks are and how they operate. Finally, you will discover how computers store data using binary, including how to convert binary numbers into denary and characters. We will finalise the term with your CF2 assessment covering all four units of work. | <b>Subsequent Learning</b><br>This topic will prepare you for the future of understanding how computers work and the theory side of computer science.<br>This will also support your computational thinking skills when looking into how computers work. | <b>Ways in which parents/carers can support</b><br>Pupils are encouraged to use <a href="https://idea.org.uk/">https://idea.org.uk/</a> - this offers free mini courses about various computer based topics |
| <b>Lesson Sequencing</b>   | <b>Tier 3 Vocabulary</b>   | <b>Extended Learning</b>   |   |
| Lesson 1<br>Computer Systems   | Input  | You are encouraged to use <a href="https://idea.org.uk/">https://idea.org.uk/</a> - this offers free mini courses about various computer-based topics  |   |
| Lesson 2<br>Computer Hardware  | Output<br>Hardware   | You can use<br><a href="https://www.bbc.co.uk/bitesize/topics/zmpsgk7">https://www.bbc.co.uk/bitesize/topics/zmpsgk7</a><br>To research hardware and software-based theory   |   |
| Lesson 3<br>Computer Software  | CPU<br>RAM<br>ROM<br>Software<br>Utility<br>Binary<br>denary   |  |   |
| Lesson 4<br>Networks   |  |  |   |
| Lesson 5<br>Binary   |  |  |   |
| Lesson 6<br>Assessment CF2   |  |  |   |

**MATHS**

| Ratio and Proportion 1   |   |  |  |
|--|---|--|--|
| Prior Learning   | Current Learning  | Extended Learning  | Subsequent Learning  |
| <p>This topic builds on the previous unit, linking fractions to the new concept of ratio.</p>  | <p>In this unit you will learn about ratio- what a ratio is, why we use them and how to work these out effectively.</p> | <p>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.</p>  | <p><b>Ways in which parents/carers can support</b></p> <p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>• <u>MathsWatch</u> - to complete homework and access further revision.</li> <li>• <u>Corbett Maths</u> - for extra support videos and work on the topics stated.</li> </ul> |
| Lesson Sequencing  | Tier 3 Vocabulary   | Extended Learning  | Ways in which parents/carers can support   |
| <p>Lessons will address the following learning objectives in the order most effective for the class's needs:</p> <ul style="list-style-type: none"> <li>• Write a ratio</li> <li>• Link ratios to fractions of a quantity</li> <li>• Share into a ratio</li> <li>• Use unitary methods</li> <li>• Learn to demonstrate a 'best buy'</li> <li>• Use proportion for scaling recipes up and down</li> </ul> | <p>Simplify<br/>Equivalent<br/>Ratio</p>  | <p>All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>• Pigs in the Pantry: Fun with Math and Cooking by Amy Axelrod</li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here:<br/><a href="https://www.cgpbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbooks.co.uk/secondary-books/ks3/maths</a></p> | <p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>• <u>MathsWatch</u> - to complete homework and access further revision.</li> <li>• <u>Corbett Maths</u> - for extra support videos and work on the topics stated.</li> </ul>  |

## Year 7 Learning Map

| Funky Chords  |  |
|---|--|
| <p><b>Prior Learning</b><br/>This topic reinforces your understanding of pitch and rhythm. You already know how to read the individual notes of the treble and bass clef stave and the musical symbols associated with the durations of note lengths and rests. You have also been introduced to a variety of popular music styles. This topic provides you with an understanding of how artists and bands create these chord progressions.</p> | <p><b>Current Learning</b><br/>In this topic you will develop your understanding of harmony (chords) and tonality. You will learn how to construct chords and chord sequences which allow you to create music. You will also have the opportunity to develop your keyboard skills and perform popular chord sequences from songs.</p> <p>You will learn the correct fingering patterns and wrist position for playing chord effectively. You will also develop your listening skills and be able to identify the sounds of different chords.</p> |
| <p><b>Subsequent Learning</b><br/>Harmony is a fundamental musical element. This topic will provide you with a deeper understanding of harmony which will enhance your compositional, performance and listening skills which will support your knowledge and understanding at GCSE level.</p>   | <p><b>Ways in which parents/carers can support</b><br/>Encourage your child to learn to play a musical instrument on which they can play chords.<br/>These instruments include:<br/>✓ Guitar<br/>✓ Keyboard<br/>✓ Piano</p> <p>We offer a full range of instrumental lessons at Ridgewood. Please <a href="#">contact us</a> to discuss further.</p>   |
| Tier 3 Vocabulary   |  |
| Lesson Sequencing   | Extended Learning  |
| <p>Lesson 7: Introduction to a popular piece of music with a chord sequence</p> <p>Lesson 8: Practicing through the chord sequence.</p> <p>Lesson 9: Practicing the chord sequence against our success criteria.</p> <p>Lesson 10: Assessment of chord sequence.</p> <p>Lesson 11: Improvements following feedback.</p>   | <p>You have access to our subscription to <a href="#">Focus on Sound</a>. Click on the link: and then log in using your Microsoft Teams account.</p> <p>Alternative wider reading opportunities:<br/><a href="#">Introduction to Chords</a><br/><a href="#">Popular Chord progressions</a></p>   |
| <p>Chord Sequence<br/>Major<br/>Minor<br/>Harmony<br/>Inversion<br/>Root<br/>Primary<br/>Tonality<br/>Consonance<br/>Dissonance<br/>Triad</p>   |  |

Year 7 Learning Map

Topic: Athletics

| Prior Learning   | Current Learning  | Subsequent Learning   |
|--|---|---|
| This topic builds on any previous learning of athletics. If students have no previous experience of athletics, they will be introduced to the basic skills/techniques needed to compete in each event. | In this topic you will learn the basic techniques needed to compete in each of the track and field disciplines. Throughout the topic you will learn the correct techniques for throwing events (javelin, discus, shot put), jumping events (long jump, triple jump) and track events (sprinting and long distance running). | In Y8, you will continue to develop the skills learned in Y7 to allow you to become a better/more effective athlete. You will continue to develop: <ul style="list-style-type: none"> <li>• Running (Sprinting and Long Distance)</li> <li>• Throwing (Javelin, discus, shot put)</li> <li>• Jumping (Long jump, triple jump).</li> </ul> <p>More confident students might be able to take on officiating role in athletics (timekeeper, starter, recorders etc).</p>                       |
| Lesson Sequencing  | Tier 3 Vocabulary   | Extended Learning   |
| Week 1 & 2   | <ul style="list-style-type: none"> <li>• Baton</li> <li>• Decathlon</li> <li>• Drive</li> <li>• False Start</li> <li>• Grip</li> <li>• Heptathlon</li> <li>• Lane</li> <li>• Running Style</li> <li>• Staggered Start</li> <li>• Take off</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">World Athletics Home Page</a></li> <li>• <a href="#">World Athletics</a></li> <li>• <a href="#">Athletics - BBC Sport</a></li> <li>• <a href="#">British Athletics</a></li> <li>• <a href="#">Athletics - News, Athletes, Highlights &amp; More</a></li> <li>• <a href="#">(olympics.com)</a></li> <li>• <a href="#">The History Of Track And Field - FloTrack</a></li> </ul>  |
| Week 2 & 3   |   |   |
| Week 4 & 5   |   |   |
| Week 4   |   |   |
| Week 5   |   |   |
| Week 6   |   |   |
| Week 7   |   |   |
|  |   | <p><b>Ways in which parents/carers can support:</b></p> <p>If possible, give students as many opportunities to get involved in running/ jumping/throwing activities.</p> <p>Students can develop their running by doing this outside school in their own time.</p> <p>If they would like to practice a specific track and field discipline, students can join a local athletics club.</p> <p><a href="#">Find An Athletics Or Running Club</a></p> <p><a href="#">England Athletics</a></p> |

## Striking and Fielding

| Prior Learning   |   | Current Learning   | Subsequent Learning   |
|--|---|--|---|
| <p>This topic builds on the different skills you have learnt in primary school linked to striking and fielding games, such as catching. You may have played rounders, cricket or you may have done various skills that work on hand eye co-ordination.</p> |   | <p>In this topic you will learn the basic rules of striking and fielding games and how to play the game successfully. You will develop your skills of throwing and catching and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.</p> | <p>All skills learnt in striking and fielding are transferable across the different activities. You will also revisit striking and fielding again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 7. You will also have an opportunity to use the skills in different sports settings.</p> |
| Lesson Sequencing  |   | Tier 3 Vocabulary  | Extended learning   |
| Week 1   | Pre-assessment and Ball familiarisation                         | Base   | Cricket rules: <a href="https://www.cricknet-rules.com">https://www.cricknet-rules.com</a>  |
| Week 2   | Understanding the rules and techniques of bowling               | Bat  | Cricket skills:<br><a href="https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/">https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/</a>  |
| Week 3   | Understanding the rules and techniques of batting               | Bowl   | Rules of rounders:<br><a href="https://www.roundersengland.co.uk/play/rounders-rules/">https://www.roundersengland.co.uk/play/rounders-rules/</a>   |
| Week 4   | Fielding rules and techniques                                   | Communication  | Rounders skills:<br><a href="https://www.sportplan.net/s/Rounders/skills.jsp">https://www.sportplan.net/s/Rounders/skills.jsp</a>   |
| Week 4   | Fielding tactics and formations                                 | Overarm  | Softball rules:<br><a href="https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20Softball&amp;text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible.">https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20Softball&amp;text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible.</a>          |
| Week 5   | Developing techniques of batting                                | Position   |   |
| Week 5   | Developing techniques of batting                                | Stance   |   |
| Week 5   | Developing techniques of batting                                | Stump  |   |
| Week 6   | Development of batting and bowling techniques through game play | Underarm   |   |
| Week 7   | Game play   |  | Ways in which parents/carers can support  |
|  |   |  | <ul style="list-style-type: none"> <li>* Practice throwing and catching games at home using a tennis ball (or any similar sized ball).</li> <li>* Go to watch friends/family or local clubs play.</li> <li>* Encourage your child to join the school team, or see if you can play some mini games in the garden or at the park.</li> </ul>                      |



## Year 7 Learning Map

### Topic: Pickleball

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

## Year 7 Learning Map

### Topic Number: 4

|  |   | The Law and Drugs   |  |          |  |          |                                |          |                                    |          |               |          |                           |          |                                       |   |   |  |
|--|---|---|--|----------|--|----------|--------------------------------|----------|------------------------------------|----------|---------------|----------|---------------------------|----------|---------------------------------------|---|---|--|
| <p><b>Prior Learning</b><br/>This topic builds on:<br/>Work that you have looked at during PDP time and primary school on the British Values and how they impact you individually but also how they impact all British citizens.<br/>You will also build on knowledge and understanding from science looking at the harmful effects of solvents, solvent abuse and smoking.</p>  |   | <p><b>Current Learning</b><br/>In this topic you will learn:<br/>Key information about what is meant by the term law and what the law says about drugs, alcohol and solvent abuse. You will develop an understanding on the different physical, social and emotional impact drugs and alcohol can have and where to gain support and help.<br/>You will understand what legalities are related to hate crimes and extremism, who is at risk, how to spot a person at risk and how to ensure a person gets any support they may need.<br/>This topic is important to develop a foundation of how to minimise any risks you face and to know what responsibilities you have as a citizen.</p> | <p><b>Subsequent Learning</b><br/>This topic will prepare you for;<br/>The further learning in PSHCE right through to the end of year 11. This module will allow you to develop an understanding of what is meant by the terms citizen and liberties in preparation for a module on the Law in year 8 where you will study and learn about democracy, the monarchy and the parliamentary processes in the UK.<br/>You will develop skills to form opinions based on various information and be able to use your own knowledge to understand how to be a model citizen.</p> |          |  |          |                                |          |                                    |          |               |          |                           |          |                                       |   |   |  |
| <p><b>Lesson Sequencing</b></p> <table border="1"> <tr> <td>Lesson 1</td> <td>What is the law and why is the law important?</td> </tr> <tr> <td>Lesson 2</td> <td>Liberties of being a citizen in the UK</td> </tr> <tr> <td>Lesson 3</td> <td>Smoking – links to lung cancer</td> </tr> <tr> <td>Lesson 4</td> <td>Legal drugs and the impact of them</td> </tr> <tr> <td>Lesson 5</td> <td>Solvent abuse</td> </tr> <tr> <td>Lesson 6</td> <td>Hate crimes and extremism</td> </tr> <tr> <td>Lesson 7</td> <td><b>Assessment – Drama, law courts</b></td> </tr> </table> |   | Lesson 1  | What is the law and why is the law important?  | Lesson 2 | Liberties of being a citizen in the UK | Lesson 3 | Smoking – links to lung cancer | Lesson 4 | Legal drugs and the impact of them | Lesson 5 | Solvent abuse | Lesson 6 | Hate crimes and extremism | Lesson 7 | <b>Assessment – Drama, law courts</b> | <p><b>Tier 3 Vocabulary</b></p> <p>Citizen<br/>Court<br/>Crime<br/>Drugs<br/>Extremism<br/>Hate Crime<br/>Judicial system<br/>Law<br/>Liberty<br/>Solvent</p> | <p><b>Extended Learning</b></p> <p>You can use independent study opportunities to engage with the following websites.<br/><a href="https://www.youtube.com/watch?v=1RHsnm3VSg">https://www.youtube.com/watch?v=1RHsnm3VSg</a><br/><a href="https://www.citizensadvice.org.uk/law-and-courts/discrimination/hate-crime/what-are-hate-incidents-and-hate-crime/">https://www.citizensadvice.org.uk/law-and-courts/discrimination/hate-crime/what-are-hate-incidents-and-hate-crime/</a></p> | <p><b>Ways in which parents/carers can support</b></p> <p>You can support your children in learning about this by talking to them about the importance of the law and the importance of the individual liberties for all UK citizens.<br/><br/>Watch and discuss the news and examine how life in the UK differs to those who live in other countries.</p> |
| Lesson 1   | What is the law and why is the law important? |   |  |          |  |          |                                |          |                                    |          |               |          |                           |          |                                       |   |   |  |
| Lesson 2   | Liberties of being a citizen in the UK        |   |  |          |  |          |                                |          |                                    |          |               |          |                           |          |                                       |   |   |  |
| Lesson 3   | Smoking – links to lung cancer                |   |  |          |  |          |                                |          |                                    |          |               |          |                           |          |                                       |   |   |  |
| Lesson 4   | Legal drugs and the impact of them            |   |  |          |  |          |                                |          |                                    |          |               |          |                           |          |                                       |   |   |  |
| Lesson 5   | Solvent abuse                                 |   |  |          |  |          |                                |          |                                    |          |               |          |                           |          |                                       |   |   |  |
| Lesson 6   | Hate crimes and extremism                     |   |  |          |  |          |                                |          |                                    |          |               |          |                           |          |                                       |   |   |  |
| Lesson 7   | <b>Assessment – Drama, law courts</b>         |   |  |          |  |          |                                |          |                                    |          |               |          |                           |          |                                       |   |   |  |



## Year 7 Learning Map

| Environmental and Animal Issues   |  |  |   |
|---|--|--|---|
| <p><b>Prior Learning</b></p> <p>This topic builds on your knowledge base from topic 1 based on Christianity using knowledge gained about creation and develops this knowledge into application of how this belief influences Christian beliefs about caring for the environment and the uses of animals.</p> <p>Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. Also, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to moral issues and beliefs.</p> | <p><b>Current Learning</b></p> <p>In this topic you will learn about a variety of religious beliefs about how to care for the environment and animals. You will be introduced to a number of key Christian beliefs such as dominion and stewardship that will help to develop your understanding of creation and its application to the environment and animals. You will also work on your skills of evaluation and debate discussing issues such as whether we have a duty to look after the environment and whether animals are there for the benefit of humans or not.</p> <p>This topic is important for you to develop your knowledge of religious beliefs and teachings about how we use animals and the environment and the moral and practical issues that can arise from these uses. You will also consider alternatives and ways in which we can protect and sustain the earth and animal life.</p> | <p><b>Subsequent Learning</b></p> <p>This topic will initially introduce you to the key concepts of dominion and stewardship which underpin many other religious responses to moral issues that you will be able to use in both Key Stage 3 and 4 RE such as Medical Ethics, War and Crime. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers.</p> | <p><b>Ways in which parents/carers can support</b></p> <p>Explore the websites of religious charities that focus on supporting the environment and animal rights such as A Rocha or Operation Noah which is a Christian charity focusing on reversing the effects of climate change.</p> <p><a href="http://Who we are (arocha.org.uk)"><u>Who we are (arocha.org.uk)</u></a><br/> <a href="#"><u>Operation Noah   A Christian response to climate change</u></a></p> <p>Watching documentaries such as 'An Inconvenient Truth' or 'the David Attenborough series, 'Our Planet', together could help to raise students' awareness of the environmental issues facing the world today.</p> |
| <p><b>Lesson Sequencing</b></p> <ol style="list-style-type: none"> <li>1. Stewardship, Dominion and the Sanctity of Life</li> <li>2. Animal Rights</li> <li>3. Religious Attitudes towards the use of animals</li> <li>4. The use of animals for food</li> <li>5. Animal Experimentation</li> <li>6. Value of the world</li> <li>7. Environmental Issues</li> <li>8. Religious Responses</li> </ol>   | <p><b>Tier 3 Vocabulary</b></p> <p>Climate Change<br/>Conservation<br/>Creation<br/>Deforestation<br/>Dominion<br/>Global Warming<br/>Liberalists<br/>Literalists<br/>Natural Resources<br/>Stewardship<br/>The Sanctity of Life<br/>Vegan<br/>Vegetarian<br/>Vivisection</p>  | <p><b>Extended Learning</b></p> <p>You can use independent study opportunities to engage with the following websites and articles about religious views relating to the environmental and animal issues:</p> <p><a href="#"><u>Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</u></a><br/> <a href="#"><u>Does it matter how we treat animals? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</u></a></p>   | <p><b>Ways in which parents/carers can support</b></p> <p>Explore the websites of religious charities that focus on supporting the environment and animal rights such as A Rocha or Operation Noah which is a Christian charity focusing on reversing the effects of climate change.</p> <p><a href="http://Who we are (arocha.org.uk)"><u>Who we are (arocha.org.uk)</u></a><br/> <a href="#"><u>Operation Noah   A Christian response to climate change</u></a></p> <p>Watching documentaries such as 'An Inconvenient Truth' or 'the David Attenborough series, 'Our Planet', together could help to raise students' awareness of the environmental issues facing the world today.</p> |

## Year 7 Learning Map

### Topic Number: C1

| C1-Particle model and separation techniques  |  |
|--|--|
| Prior Learning   | Current Learning   |
| <p>This topic builds on the KS2 science curriculum knowing that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Also using knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>                         | <p>In this topic you will learn about the particle model of matter and use diagrams to represent solids liquids and gases. You will also learn the difference between mixtures and elements and compounds and methods to separate these from each other.</p>   |
| Lesson Sequencing  | Subsequent Learning  |
| <p>This topic will link to C1 in Year 8 where you will study the periodic table and use the particle model to see how compounds are structured. It will prepare students for GCSE Chemistry, where in C1 you will study the periodic table and chemical reactions. It will also prepare you for C2, which will look at separation methods used on crude oil.</p> |  |
| Lesson 1   | Tier 3 Vocabulary  |
| Particle model   | Particle   |
| Changes of state   | Diffusion  |
| Diffusion  | Evaporate  |
| Pure substances and mixtures   | Condense   |
| Theory of separation   | Sublime  |
| chromatography and filtration  | Soluble  |
| Theory of separation   | Insoluble  |
| evaporation and distillation   | Dissolve   |
| Planning a separation method   | Mixture  |
| Carrying out a separation method   | Pure substance   |
| Evaluating a separation method   | Filtration   |
|  | Distillation   |
|  | Chromatography   |
| Lesson 2   | Extended learning  |
|  | All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.  |
| Lesson 3   | Wider reading:   |
|  | <ul style="list-style-type: none"> <li>CGP revision guides</li> <li>Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky</li> </ul>  |
| Lesson 4   | Ways in which parents/carers can support   |
|  | <p>Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.</p> <p>KS3 Revision Guides and Workbooks are available on parent pay.</p> <p>Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.</p> |

## Year 7 Learning Map

### Topic Number: C2

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

# Spanish



## Year 7 Learning Map

### Topic Number: 4

|   |                                     | Mi tiempo libre: My free time   |  |  |
|---|-------------------------------------|---|--|--|
| Prior Learning  |                                     | Current Learning  | Subsequent Learning  |  |
| <p>This topic uses previously learnt vocabulary linked to opinions and telling the time but in the context of describing a range of free time activities. In terms of grammar, this unit of work will also develop your understanding of how to form the present tense; moving from regular to stem-changing verbs.</p> |                                     | <p>In this topic you will learn to write and talk about your routine and what you like to do in your free time in Spanish. You will be able to express opinions regarding free-time activities and say what sports you like or dislike and why. You will also develop a deeper understanding of grammar and the difference between regular and irregular verbs.</p> | <p>This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. After this unit of work we build on our knowledge of this topic area by describing after school activities as well.</p>  |  |
| Lesson Sequencing   |                                     | Tier 3 Vocabulary   | Extended learning  | Ways in which parents/carers can support   |
| Week 1  | Assessment week                     | <p>Por la mañana- In the morning<br/>Ir- to go<br/>Jugar- to play<br/>Juego al baloncesto – I play (at) basketball<br/>Prefiero- I prefer<br/>Prefiero jugar al baloncesto – I prefer playing (at) basketball<br/>Los deportes- sports</p>  | <p>Students will be provided with a Knowledge Organiser to revise key vocabulary. They will also be given lists of key vocabulary to learn throughout the half term.<br/><br/>Additional learning could focus on vocabulary learning for the topic. See the link<br/><a href="https://quizlet.com/gb/1050867931/en-el-instituto-flash-cards/?i=ybbrx&amp;x=1jqt">https://quizlet.com/gb/1050867931/en-el-instituto-flash-cards/?i=ybbrx&amp;x=1jqt</a></p> | <p>To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is:</p> <ul style="list-style-type: none"> <li>• Zipi y Zape</li> </ul> <p>If you have Netflix, there is also a Disney-style Peruvian film called ‘Pachamama’</p> |
| Week 2  | The weather                         |   |  |  |
| Week 3  | Sports and expressing opinions      |   |  |  |
| Week 4  | Sports we ‘play’ and sports we ‘do’ |   |  |  |
| Week 5  | Other hobbies                       |   |  |  |
| Week 6  | Big write – my hobbies              |   |  |  |

**Year 7 Learning Map**

**Topic 5: Evaluating Food Products**

| Food  |   |
|---|---|
| <p><b>Prior Learning</b><br/>Students have developed their knowledge of nutrition and healthy recipe adaptations to account for special dietary needs through theory lessons and practical cookery. They have cooked a range of dishes to master basic cooking and hygiene skills and developed new ones. Students have also learnt how to substitute different ingredients to improve the nutritional profile of a given dish.</p>   | <p><b>Current Learning</b><br/>This topic will equip students with the knowledge and skills to make a range of healthy dishes containing both high- and low-risk foods. They will learn to evaluate the success of different recipes in order to make suitable adaptations in the future. While cooking, students will demonstrate high standards of food hygiene. They will build upon these skills while adding new ones to their repertoire in the next topic, where the practical lessons and theoretical concepts will progressively increase in complexity.<br/><b>Skills learned in this topic:</b><br/>Simmering, boiling, frying, sautéing, hob and oven control, using all parts of the oven, and weighing and measuring solids and liquids, dicing, slicing.</p> |
| <p><b>Subsequent Learning</b><br/>This topic will introduce students to the concept of evaluating both the organoleptic properties of the dishes they have produced and their performance as a food handler. This ability to critically reflect will be built upon in year 9 to support students with their practical work and enable them to be adaptive thinkers in the wider world. Moreover, this experience will support them with the Level 2 Hospitality and Catering course should they do this as an option as evaluative skills make up a large proportion of the unit 2 controlled assessment.</p> | <p><b>Ways in which parents/carers can support</b><br/><b>Shopping:</b> ask your child what sorts of items should be purchased as part of a balanced diet. Challenge them to explain the food labels, how to read/interpret them and what they mean. Look at what information is on a packaging label and discuss why this is important.<br/><b>Dinner time:</b> support your child in planning and preparing dinner for the family. Ask your child to demonstrate good hygiene by completing the washing up and putting the equipment away in the correct places. Can you discuss the meals you eat in terms of their sensory qualities and how the food could be developed?</p>   |
| <p><b>Lesson Sequencing</b></p> <p>Lesson 1 Sensory analysis</p> <p>Lesson 2 Small cakes</p> <p>Lesson 3 Product evaluation</p> <p>Lesson 4 Fruit crumble</p> <p>Lesson 5 Performance evaluation</p> <p>Lesson 6 Cheese straws</p> <p>Lesson 7 Design challenge</p>   | <p><b>Tier 3 Vocabulary</b></p> <p>Organoleptic</p> <p>Sensory</p> <p>Evaluation</p> <p>Strengths</p> <p>Development</p> <p>Coagulation</p> <p>Reduction</p> <p>Dicing</p> <p>Rubbing in</p> <p>Brunoise</p>  |
|   | <p><b>Extended Learning</b></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zyix6sg/revision/2">https://www.bbc.co.uk/bitesize/guides/zyix6sg/revision/2</a></p> <p><a href="https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/">https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3">https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3</a></p>  |