

RIDGEWOOD SCHOOL

# Learning Maps



**HALF TERM 1** 



Barnsley Road, Doncaster DN5 7UB 01302 783939

### KS3 Learning Maps - Half Term 1

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 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** 





# HT1

		Text in	Art		
Prior Learning This topic builds on students' understanding of using composition, pattern and a limited colour palette to create visually striking art work. Ideas and concepts are explored further as they become more of the foci of work.  Week Sequencing		Current Learning In this topic you will learn how to use yourself as a theme for creating work. You will learn about using typography to create striking and dynamic work using adjectives based on you and your character.  Tier 3 Vocabulary  Extended Learning		Subsequent Learning This topic will prepare you for demonstrating how to use written word and images together. You will have a greater understanding of concepts and know how to apply them to new work and project themes.  Ways in which parents/carers can support	
Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8	Word shower- Describing Myself Word shower Inventive Font use DADAism Artist Page DADA response using subject specific vocab DADA response using subject specific vocab DADA inspired final piece DADA inspired final piece	Adjective Avant-Garde Composition Conceptual Fill Font Layout Resilience Respect Responsibility Typography Weight	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.  Browse for wider understanding: <a href="https://www.wikiart.org/en/artists-by-art-movement/dada#!#resultType:masonry">https://www.wikiart.org/en/kurt-movement/dada#!#resultType:masonry</a>		Discuss positive adjectives to describe: physically, emotionally and personal characteristics.  Explore the work of the DADA art movement: what is antiart?
			https://www.wikiart art-movement/avant garde#!#resultType:r	<u>t-</u>	





# Topic: Language Skills (Reading Analysis)

		Language Skills (Read	ling Analysis)		
Prior Learning This unit builds on the language analysis units covered in Year 8 (Gothic Fiction) and will build towards the study of 19 <sup>th</sup> century fiction for GCSE. This unit also builds on generic Language and Literature reading skills, such as the analysis of language and structure and explorations of a writer's effects and intentions.		Current Learning In this topic you will learn how to read, explore, understand and analyse a fiction text written from the Victorian up to the present day. Part of your time will be spent looking at contextual knowledge, and part of your time will be spent learning language analysis skills.	Subsequent Learning This topic will prepare you for GCSEs which start in Y10. As part or		
Lesson Se	equencing	Extended Learning:		Tier 3 Vocabulary	
Week 1	Introduction to Language Skills	Y9 will be expected to completely weekly https://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps://members.gcsepod.com/shared/pohttps:/	dcasts/title/10339/63513	Advances Brandishing Fury Hardships	
Week 2	Oliver Twist	Ways in which parents/carers can suppor	t:	Human	
Week 3	North and South			Impatience	
Week 4	Jekyll and Hyde	Listening to your child or reading to your c	Mangled		
Week 5	Mock Assessment	imagination.	Moral dilemma Pauper		
Week 6	Animal Farm		Additionally, when watching films or a series together, see if your child can spot		
Week 7	Private Peaceful Final Assessment	English techniques such as pathetic fallacy they also explain why it has been used and	Upreared		





**Topic Number: 1** 

	Global Issues						
Prior Learning In the past students have learnt about specific global issues such as climate change and resources. Learning about these issues prepares your child to learn about further and more current issues like Fracking. Previous learning on globalisation and development will supplement learning on new topics in this SOL.		Current Learning Teaching students about global issues is more important than ever. This new Scheme of learning (SoL) will include topics that are relevant in the 21 <sup>st</sup> century and will involve isolated topics on specific matters such as Fast fashion, Sport, and Fracking. The learning will involve critical thinking of global scenarios and events and this will question students' existing understanding and opinion. The SoL will also address contemporary human issues looking at its influence on our world economically and socially.		Subsequent Learning If your child decides GCSE Geography is something that they wish to study, then "Global Geographical Issues" is a topic that follows this theme. In this topic we explore Hazards, Development Dynamics, and Challenges of an Urbanising World. These topics explore some of themes in this Y9 SoL too, such as Colonialism and Global Industry.			
Lesson Sequ	encing	Tier 3 Vocabulary Extended Learning		Ways in which parents/carers can support			
Lesson 1	Fast fashion-problems	Colonialisation	There will be two pieces of Geography	As always, reputable news sources such as the BBC			
Lesson 2	Fast fashion-solutions	Exploitation	research homework a half term. This	and Guardian are great at understanding many			
Lesson 3	Uncovering the truth of Chagos	<ul><li>Fossil Fuels</li><li>Fracking</li></ul>	will be based on the topic theme, to extend your place and process	global issues; we encourage you to discuss and share news with your child and talk about historical events			
Lesson 4	Chagos future?	Geopolitics	knowledge	that are similar.			
Lesson 5	What is fracking?	Globalisation					
Lesson 6	Fracking in the future?	Governance	Between assessment periods you can	Engage your child in extended reading and wider			
Lesson 7	Sporting impact	Health	also create brain dumps or self-quizzes	reading linked to the topic.			
Lesson 8	Is sport sustainable?	Industry	to retrieve and test your knowledge of your learning in geography.				
Lesson 9	Imbalance of power	<ul><li>Shale Gas</li><li>Sustainability</li></ul>					
Lesson 10	Geopolitical and governing powers	• TNCs					





### Year 9: HT1

### The Miners' Strike

### **Prior Learning**

Throughout year 9, you will learn about different elements of discrimination across the globe. This topic will allow you to discover information about another group of people who suffered at the hands of their government: miners.

This unit also builds upon your chronological understanding of the history of Britain, which you have gained throughout years 7 and 8.

Finally, these lessons build upon the narrative writing, and source analysis, skills you have learned throughout Key Stage 3.

### **Current Learning**

In this topic you will learn about the causes and events of the Miners' Strike, 1984-85. You will discover how, and why, families in Doncaster and Yorkshire were particularly affected. You will consider the legacy of pit closures on the social, political and economic landscape of our region.

This topic is important for you to develop your historical skills and knowledge because you will continue to hone and finesse your ability to retrieve evidence, and use it in your verbal and written answers.

### **Subsequent Learning**

In your next topic, you will look at the actions of the British government towards Catholics in Northern Ireland. You will draw parallels between the treatment of English miners and Irish Catholics.

In the remainder of year 9, and into GCSE and A-Level, you will continue to focus on making inferences and analysing the provenance of sources,

Finally, you will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 3, 4 and 5.

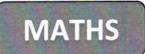
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
What were the causes of the Miners'	Ballot	Students will be given Revision Sheets to	You could watch the documentaries below with your
Strike?	Flying Picket	complete in advance of assessments.	son/daughter:
What was life like for miners and their	National Union of Mineworkers	Students should conduct Brain Dumps, or	
families during the Miners' Strike?	Picket	make quizzes/flash cards on the key	
What really happened at the Battle of	Pit	content.	YouTube:
Orgreave?	Prime Minister		
Was Arthur Scargill a hero or a villain?	Scab	These books are engaging and fascinating	The Coal War
How important was mining for	Strike	reads:	
Doncaster?	Trade Unions	The Miners' Strike Day by Day by Arthur	The Battle of Orgreave, The Miners' Strike
What was the impact of pit closures on	Welfare	Wakefield	
Doncaster?		Strike: Thatcher, Scargill and the Miners by	The Battle of Orgreave (2001)
5 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	Peter Wilsher	
- Source Focus		The Enemy Within: Thatcher's Secret War	
- Narrative Focus		Against the Miners by Seumas Milne	



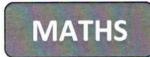


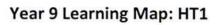
**Topic Number: 1** 

		Topic Title	e: Artificial Intelligence			
<b>Prior Learn</b>	ing	Current Learning		Subseque	Subsequent Learning	
This topic b	ouilds on your knowledge of	In this topic, you	will learn how AI is defined and the history of	This topic	will prepare you for practica	
computation	onal ethics including the use of big data,	Al. You will explo	re one of the AI components; machine leaning	coding act	ivities and the use of AI in	
automation	and bias.	and consider how	v data sets are used to train data models. You	subsequer	nt studies. At GCSE the	
		will have practica	I experience of using supervised and	ethical, leg	gal and societal impacts of Al	
		unsupervised ma	chine learning. Finally, you will explore some	are evalua	ited.	
		of the ethical and	societal impacts of Al. Lessons 7 and 8 will			
		allow pupils to ha	eve a practical experience of AI.			
<b>Lesson Seq</b>	uencing	Tier 3	Extended learning		Ways in which	
		Vocabulary			parents/carers can support	
Lesson 1	Introduction to AI	Accuracy	In preparation for your assessment in ICT, your		Work together to complete	
Lesson 2	History of Al	Automation	will provide you with a knowledge organiser be	efore any	some of the badges in <u>iDEA</u>	
Lesson 3	Machine Learning	Bias	CF assessment to revise prior to your test.		Develop digital, enterprise	
Lesson 4	Supervised vs unsupervised	Classification	In between these periods it is good practice to		and employability skills for	
Lesson 5	Ethics	Clustering	yourself by writing and answering quiz style qu		free. Win career-enhancing	
Lesson 6	AI in Society and the future	Dataset	completing brain dumps on your learning to re	trieve and	badges and gain	
Lesson 7	Practical Uses	Labels	test your knowledge.		internationally recognised	
Lesson 8	Practical Uses (extension large	Model	Additional opportunities		<u>awards.</u>	
	language models)	Training Model	iDEA: Develop digital, enterprise and employal			
		Supervised	for free. Win career-enhancing badges and gain	<u>n</u>		
		Unsupervised	internationally recognised awards.			
			www.codemonkey.com			
			Scratch - Imagine, Program, Share (mit.edu)	7272 <b>•</b>		
			CodeCombat - Coding games to learn Python a	<u>na</u>		
			JavaScript   CodeCombat			
			www.codecademy.com/			
			Learn today, build a brighter tomorrow.   Code	e.org		



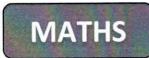
程 在 是一生 化二烷二甲	Higher	- Number (including	g Standard Form and	Surds)	
Prior Learning Current Learning				Subsequent	
This topic builds on students' prior lea		In this topic you will lear			vill prepare you for most subsequent
Key Stage 2 and Years 7 and 8, using skills in the four operations and types of number.		skills including using prime decomposition, standard form and working with surds.		topics in your Maths study. Your number skills will appear in a range of topics, for example, surds will be useful in Unit 5 with Pythagoras.	
Lesson Sequencing Tier 3 Voca		abulary	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 number as a product of its prime factors  • Find two or more numbers' HCF and LCM  • Covert in standard form  • Add, subtract, multiply and divide in standard form  • Simplify surds  • Add, subtract, multiply and divide surds  • Rationalise the denominator			All students have access Mathswatch and are end complete the weekly hor that is automatically set.  Mathematics: The N Age by Keith Devlin  Recommended KS3 revis and workbooks can be for https://www.cgpbooks.cdary-books/ks3/maths	ew Golden sion guides bund here:	Support your child's progress through:  • MathsWatch - to complete homework and access further revision.  • Corbett Maths - for extra support videos and work on the topics stated.  • Maths Genie - for exam questions, videos and solution on the topics stated







Number 4 - Number Skills and Number Properties							
Prior Learning This topic builds on your prior knowledge from Key Stage 2 using four operations, negative numbers and number properties. You will have continuously used number skills throughout Years 7 and 8, especially in Unit 1 of Year 7.		Current Learning In this topic, you will revisit a range of number skills including BIDMAS, rounding and estimating.		Subsequent Learning This topic will prepare you for all subsequent topics in your Maths study. These skills will be used in all your work, for example rounding when finding using Pythagoras in Year 9 Unit when we explore angles.			
Lesson Sequencing	Tier 3 Voc	abulary	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:  • Apply order of operations (BIDMAS)  • Round numbers to decimal places  • Round number to significant figures  • Estimate calculations by rounding  • To compare numbers using inequality signs  • To calculate with negative numbers	Estimate Product Round Significant		All students have access Mathswatch and are end complete the weekly hor that is automatically set.  Murderous Maths- T Arithmetricks by Kjar (available in the schol The Code Book by Sir Mathematics: The No Age by Keith Devlin  Recommended KS3 revis and workbooks can be for https://www.cgpbooks.com	touraged to mework  The Essential rtan Poskitt pol library) mon Singh ew Golden  ion guides pund here:	Support your child's progress through:  • MathsWatch - to complete homework and access further revision.  • Corbett Maths - for extra support videos and work on the topics stated.  • Maths Genie - for exam questions, videos and solution on the topics stated		





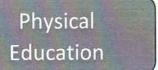
Prior Learning This topic builds on your prior knowledge from Key Stage 2 using four operations, negative numbers and number properties. You will have continuously used number skills throughout Years 7 and 8, especially in Unit 1 of Year 7.		In this topic, you will revisit a range of number skills including properties of number and powers. You will also study prime decomposition.		This topic w topics in you used in all y	Subsequent Learning This topic will prepare you for all subsequent copics in your Maths study. These skills will be used in all your work, including science where you will use standard form.	
Lesson Sequencing	Tier 3 Voc			Ways in which parents/carers can support		
Lessons will address the following learning objectives in the order most effective for the students' needs:  • Apply laws of indices  • Write a number as a product of its prime factors  • Find HCF and LCM of two or more numbers  • To use standard form		est Common Factor est Common Multiple	All students have access Mathswatch and are end complete the weekly hor that is automatically set.  Murderous Maths- T Arithmetricks by Kjar (available in the schol The Code Book by Sir Mathematics: The No Age by Keith Devlin  Recommended KS3 revis and workbooks can be for https://www.cgpbooks.cg dary-books/ks3/maths	the Essential rtan Poskitt pol library) mon Singh ew Golden ion guides pund here:	Support your child's progress through:  • MathsWatch - to complete homework and access further revision.  • Corbett Maths - for extra support videos and work on the topics stated.  • Maths Genie - for exam questions, videos and solution on the topics stated	

Number 5 - Number Skills and Number Properties





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





**Topic: Badminton** 

Prior Learn	ing	Current Learning		Subsequent Learning
In Y8, you co such as the overhead/u smash shot outwitting shot placen you an adve games. You work lookin singles and	continued to practise shots low forehand serve, underarm clear, drop and is. You started to focus on your opponent, looking at ment/positioning to give antage within competitive u ended the scheme of ing at the specific rules for doubles gameplay and have had experience	In this unit, you will look at d rally. After two years of learn anticipate the serve and capi practise shots on both the fo on moving your opponent ar evaluate both your own and weaknesses. You will develop of performance and high quashould know the basic rules at therefore be able to umpire	You will continue to develop your knowledge of badminton in Y10/11 core PE. This time will be used to continue to practise badminton skills/techniques.  More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.	
Lesson Seq	uencing	Tier 3 Vocabulary Extended learning		Ways in which parents/carers can support:
Lesson 1	Backhand serve	1. Analyse	https://www.masterbadminton.com/ba	If possible, give students as many
Lesson 2	Push shot	2. Anticipate	dminton-basics.html	opportunities to play net/wall
Lesson 3	Backhand drive	3. Drive	https://www.badmintonskills.net/badmi     ptop toph pigues for the haringar/	games:
Lesson 4	Net play	4. Evaluate 5. Forehand/Backhand	<ul><li>nton-techniques-for-the-beginner/</li><li>http://www.badminton-</li></ul>	Badminton     Tennis
Lesson 5	Net play 2	6. Outwit opponent	information.com/badminton-	Table tennis
Lesson 6	Backhand clear	7. Push	techniques.html	Squash
	Singles gameplay	8. Singles/Doubles	• https://www.bbc.co.uk/bitesize/guides/	This will help develop a skill set
Lesson 7		9. Strategy	z37j2p3/revision/3	which should be transferable
Lesson 8	Doubles gameplay	10. Umpire		between these types of sports.

# Physical Education



## Year 9 Learning Map: HT1

**Topic: Year 9 Dance** 

### Dance

### **Prior Learning**

This topic builds on previous learning of techniques and skills the students have used to choreograph a phrase into their gymnastics lessons. Including key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.

Current Learning: In this topic students will develop and understanding and appreciation of different styles of dance from around the world. Students will be perform a variety of dance style and choreograph a routine to demonstrate a medley of the dances from different countries. They will develop their choreography skills to perform as a group in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine your ability to observe performances and give constructive feedback using praise and next steps.

Subsequent Learning: This topic will develop our students' ability to work in a group and lead or follow others to produce a dance routine that incorporates learning throughout the whole unit of dance. It will give them the opportunity to express their personality through dance and allow them to enjoy and learn about movement around the world. It may enhance their knowledge and understanding of nationality, culture and dress in other countries which may support their learning in subjects such as Geography, History and English.

Lesson Se	equencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Bollywood	Actions Choreography	<b>Bollywood:</b> https://www.youtube.com/watch?v=-FrbcVyXud8	Allow them the opportunity to practise their dance at home and
Week 2	African	Dynamics Formations	African: Start from 4 minutes 40 seconds until 5 minutes 10 seconds	perform. Encourage your child to watch You
Week 3	Irish	Medley Musicality	https://www.youtube.com/watch?v=eFgBhMVgLtg	tube videos focused on choreographic devices.
Week 4	Rock and roll	Relationships	https://www.youtube.com/watch?v=HgGAzBDE454	Encourage your child to join the
Week 5	Rehearsal and performance	(canon/unison) Sequence Space	Rock and Roll: <a href="https://www.youtube.com/watch?v=azLFvQsVwcQ">https://www.youtube.com/watch?v=azLFvQsVwcQ</a>	afterschool club, or a dance school.

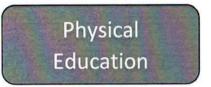


# Physical Education

# Year 9 Learning Map: HT1

**Topic: Football** 

<b>Prior Learn</b>	ing	Current Learning		Subse	quent Learning
This topic builds on the different		In this topic you will	learn more advanced techniques and tactics of	All skil	Is learnt in football are transferable
skills you h	ave learned in year 8,	football and how to	implement them in the game successfully. You will	across	the different team activities. You will
such as pas	sing, dribbling and	develop your skills o	f pressing, counter attacking, shooting and	learn a	and advance these skills if you join a
shooting. Y	ou may play football	attacking the box to	improve your performance and ability to support	footba	ll team. In KS4 you will revisit
during scho	ool or outside of	others. You will lear	n how spacing is important when attacking and	footba	II where you will learn more about
school.		implementing tactic	s. In addition, you will develop your teamwork,	game	play and have more opportunities to
		communication and	leadership skills.	develo	p the skills learnt.
Lesson Seq	uencing	Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can
					support
	Attacking/	Attacker	Football rules – full		<ul> <li>Get them to practise doing</li> </ul>
Week 1	Defending 2 v 1	Counter	https://www.thefa.com/football-rules-		"keepy uppies."
	Deterioring 2 V 1	Defender	governance/lawsandrules		<ul> <li>Go to watch friends/family</li> </ul>
	Passing out from	Drive	Pressing in football		or local clubs play.
Week 2	the back/	Midfielder	https://www.youtube.com/watch?v=40crCs6TcbM		<ul> <li>Encourage your child to join</li> </ul>
	possession	Press	Counter attacking		the school team, or a local
		Sharp movement	https://www.youtube.com/watch?v=6q6DOJcdQeg		football club.
Week 3	Press/Counter	Space	You know the drill (soccer am)		<ul> <li>Watch "Take me home" on</li> </ul>
			https://www.youtube.com/watch?v=VbuWvHNkSO	Α	Amazon.
	Shooting/				<ul> <li>Watch a live game and talk</li> </ul>
Week 4	3.76				about tactics.
	attacking the box				<ul> <li>Ask them to evaluate a</li> </ul>
Week 5	Game play and assessment				single player's performance.





Topic: Handball

Prior Learn	ning	<b>Current Learning</b>			Subsequent Learn	ning
the basic sk competitive You started outwitting looking at f that can be advantage Some stude	continued to practise kills needed to play a regame of handball. d to focus on your opponent, formations and tactics a used to try to gain the over the competition. ents may have a officiating matches.	you to become a be years of learning al more of a leadersh you, you will be cha learner. You will al others' performant develop strategies and high quality te- know the rules of h	Il develop the skills learned in Y7 and the sterned in Y7 and the	yer. After two g able take on ne naturally to dependent rour own and nesses. You will of performance ne you should	You will continue to develop your knowledg of handball in Y10/11 core PE. This time will be used to continue to practise handball skills/techniques. More confident/able players or those that would like to take spor further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning parents		Ways in which parents/carers can support:	
Week 1	Recap of rules Passing recap		Centre Line Dribble Fault Free Throw	<ul> <li>IHF</li> <li>What is handball?         <ul> <li>(thesubath.com)</li> </ul> </li> <li>team handball   Game, Rules, &amp; Facts   Britannica</li> <li>Home - England Handball</li> </ul>		If possible, give students as many opportunities to play invasion games:
Week 2	Dribbling & shooting	recap	Goal Area Goalkeeper Throw Offensive Foul			
Week 3	Defensive formation	s	Officiating Steps Throw In	Association  Handball - Ne	ews, Athletes,	Hockey This will help develop a
Week 4	Attacking formations	S	Time-Out	Highlights & (olympics.com		skill set which should be transferable between these types of sports.
Week 5	Gameplay					If Interested in rugby, join a local handball club.



# **Physical Education**

# Year 9 Learning Map: HT1

### **Topic: Netball**

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FIIOI	Lealin	112
Prior		0

Students should have an understanding of and be able to play and make up small-sided games and simplified versions of competitive/ invasion team games. They should also be capable of sending, receiving and travelling with a ball in these games. Students should also know how to plan, use and adapt strategies and tactics in all types of game situations, keeping them going and organised.

### **Current Learning**

Students will be taught to perform, develop and incorporate the basic fundamental skills of Netball e.g. passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting. Students will also develop their knowledge and understanding of these skills and the major rules and laws within the game relating to these skills. There will be a focus on how to outwit opponents, evaluate performances, analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

### **Subsequent Learning**

All skills learnt in netball are transferable across the different activities. Students may also revisit netball again in year 10 where they will continue to learn more about tactical game play.

Lesson Sequencing		Her 3 Vocabulary		Ways in which parents/carers can support	
Week 1	Basic skills recap: passing/receiving/ footwork/pivoting	Analyse Disguise	Netball rules – Simple netball https://www.rulesofsport.com/sports/net	<ul> <li>Practise throwing and catching. games at home using a size 5</li> </ul>	
Week 2	Running footwork, breaking, turning in the air and pathway of pass	Dummies Evaluate	<u>ball.html</u> BBC Sport – Netball skills	netball (or any similar sized ball).  Go to watch friends/family or local	
Week 3	Shooting – with steps and higher net	Footwork Outwit Opponent	http://news.bbc.co.uk/sport1/hi/other_sp orts/netball/4187548.stm	clubs play.  • Encourage your child to join the	
Week 4	Tactics at centre pass	Overlaps Pivot	Netball presentation https://www.youtube.com/watch?v=WGa	school team, or a local netball club.	
Week 5	Tactics at side-line & back-line pass	Possession Umpire	YDvaZ4No The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1ql Nnl-Dis	Link to some local clubs: <a href="http://www.southyorkshiren.">http://www.southyorkshiren.</a> etball.com/27364/27385.html	





### **Topic: Rugby League**

Prior	Learning
In VQ	you continu

In Y8, you continued to practise techniques/skills such as tackling, passing, creating space and kicking. You started to focus on outwitting your opponent, look at how to gain an advantage within games – creating space, dummies, passing/running at speed. You ended the scheme of work looking at the specific rules and tactics of gameplay.

### **Current Learning**

In this topic you will learn more advanced techniques and tactics of rugby and how to implement them in the game successfully. You will develop your skills of attacking, defending, kicking and general game play to improve your performance and ability to support others. You will learn how spacing is important when attacking and defending and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills. Y9 students should be confident when carrying the ball and tackling. There will be a bigger emphasis on how to improve performance as a team.

### **Subsequent Learning**

You will continue to develop your knowledge of rugby in Y10/11 core PE. The time will be used to continue to practise rugby skills/techniques and put these into matches. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.

Lesson Sequencing		n Sequencing Tier 3 Vocabulary Extended learning		Ways in which parents/carers can support	
Week 1	Tackling recap	Deep line Defensive line Drive tackle	10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history   Rugby League - YouTube	If possible, give students as many opportunities to play invasion games: Rugby	
Week 2	Passing and creating Space	Drop kick Flat pass Flat pass	Creating a rugby league player  The Perfect Rugby League Player - YouTube  Tackle Technique in Rugby League	Football Basketball Hockey	
Week 3	Kicking	Knock on Off-side Passive tackle Place kick	Knock on Off-side Passive tackle	TACKLE TECHNIQUE in rugby league with Barry Eaton and Chev Walker (Leeds Rhinos) -	Watch a live game and talk about
Week 4	Play of the ball and game play			YouTubeI  ■ Rugby World Magazine  ■ Eddie Jones – My Life and Rugby	tactics - ask them to evaluate a single player's performance.
Week 5	Play of the ball and game play		The Lions – When the Going Gets Rough	If Interested in rugby, join a local rugb club.	





# **Topic Number: 1**

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





# HT1: Year 9 Learning Map

### Medical Ethics: Abortion and Euthanasia

### **Prior Learning**

This topic builds on your knowledge base of key religious beliefs and teachings from Year 7 and 8 and allows you to apply this knowledge to moral issues surrounding medical ethics and the issues of life and death. You will also use key teachings and ideas such as the sanctity of life, which you studied in the Year 7 topic on animal rights, and apply this to issues such as abortion and euthanasia.

Throughout this topic, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to the explanation of moral issues and beliefs. You will continue to practise your skill of evaluation.

### **Current Learning**

In this topic you will learn about a variety of religious and non-religious beliefs about issues such as when life begins, how this effects decisions about abortion and also issues surrounding the end of life and who has the authority to take life. You will learn about the different social and moral implications of these issues.

You will debate controversial issues such as whether humans should have the choice what to do with their own bodies e.g. through allowing abortions or permitting euthanasia for those who feel they need it. You will also discuss the moral and ethical issues associated with humans taking control of the natural course of life. These debates will support the development of your evaluative skills.

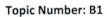
### **Subsequent Learning**

This topic will develop your understanding of key religious beliefs and teachings such as the sanctity of life that you will use in both further Key Stage 3, and Key Stage 4 RE topics. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood.

Throughout the topic you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers - this is a skill that will continue to be developed throughout your RE studies.

Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<ol> <li>Value of Life: Sanctity of life</li> <li>Value of Life: Quality of Life</li> <li>What is Abortion, Abortion and the Law</li> <li>Pro Life vs Pro Choice</li> <li>Religious Views on Abortion – part 1</li> <li>Religious Views on Abortion – part 2</li> <li>Euthanasia</li> <li>Arguments for and against Euthanasia</li> <li>Euthanasia case studies</li> <li>Euthanasia religious views</li> </ol>	Abortion Conception Dignity Euthanasia Hospice Pro Choice Pro Life Quality of life Sanctity of life Viability	In preparation for your assessments in RE your teacher will provide you with revision resources for you to complete and test yourself.  In between these periods it is good practice to test yourself by writing and answering quiz style questions or completing brain dumps on your learning in RE.  Wider Reading: You can use independent study opportunities to engage with the following websites about religious views relating to: Abortion: What is an abortion? - Abortion - GCSE Religious Studies Revision - BBC Bitesize Arguments for and against abortion - Abortion - GCSE Religious Studies Revision - BBC Bitesize	Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society to issues within medical ethics.
		Euthanasia: What is euthanasia? - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize Types of euthanasia - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize	







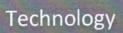
		Cell biology & cell to	ransport	
Key Stage 3 specialised their under	ing puilds on students' prior knowledge during their selections and learning journey, students recap cells and cells and their adaptations. Then students use estanding of cell structures and organelles to smosis, diffusion and active transport.	different organelles for cells. You will learn about transport and their imporganisms. You will als	arn the structure and function of und in eukaryotic and prokaryotic out diffusion, osmosis and active portance in single and multicellular o learn the importance of and how to correctly use one.	Subsequent Learning This topic will continue to prepare you for every subsequent Biology topic and will form the foundations that your Biology knowledge is built upon.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson number	lesson title	Active transport Cell membrane	All students have access to Educake and are encouraged	Support students to access Educake and complete their homework, but
1	Eukaryotic cells	Cell wall	to complete fortnightly the	also to complete additional guizzes
2	Cell specialisation and differentiation in animals	Chloroplasts	homework set by their	on areas the student is struggling.
3	Cell specialisation and differentiation in plants Introduction to microscopes & biological	Cytoplasm	teacher.	
4	drawings	Diffusion		KS3 Revision Guides and Workbooks
5	Microscope calculations & rearranging formula	Mitochondria	Wider reading:	are available on parent pay.
6	Microscopy RP 1	Muscle cell	CGP revision guides	
7	Prokaryotic Cells	Neuron		Ensure students are accessing
8	Microscopy + Cells Exam Practice	Osmosis	Phillip Ball – A biography of	Microsoft teams to complete work
9	Culturing microorganisms and calculating area	Palisade cell	water	directed by their teachers if absent
10	DNA & the genome and chromosomes	Ribosomes		from lesson.
11	Mitosis and the cell cycle	Root hair cell	"Cells and Microbes" (Horrible Science) by Nick Arnold	
12	Stem cells	Specialised cell	Science, by Mick Arnold	
13	Diffusion		"The Usborne Introduction to	
14	Real World examples of diffusion & SA/Volume		Biology"	
15	Osmosis and Osmosis Practical	-	Diology	
16	Active transport			





Topic Number: 1

	El ocio: leisure						
Prior Learning This topic builds on previously learnt information from last year. It will include previously learnt vocabulary including sports, shops, holiday preferences, key verbs and opinion phrases. It will also build on knowledge of the present, preterite and imperfect tenses.		Current Learning In this topic you will learn to you do in your free time. You what leisure activities that yo do. You will also be able to buthe present, preterite and important activities you do, you did away.	to write and talk about what fou will learn how to say syou like and don't like to build on your knowledge of imperfect tenses to describe a did and used to do whilst  Subsequent Learn This topic will preconfident speaker we learn, such as topic. The gramm into GCSE topics so After this unit of wabout films so known to write and talk about what to will preconfident speaker we learn, such as topic. The gramm into GCSE topics so After this unit of wabout films so known to write and talk about what to will preconfident speaker we learn, such as topic.		pare you for becoming a more of Spanish as the vocabulary opinions, can be applied to any ar that we learn feed directly o will help you to prepare. Work we move on to talking owledge of different tenses and ll be crucial to later learning.		
Lesson Se	quencing	Tier 3 Vocabulary	Wider Reading Opportunities		Ways in which parents/carers can support		
Week 1	My free time	Fui = I went	Fui = I went The Fable Cottage have a range of fairy		To build listening and		
Week 2	Se puede – You can	Ir = to go La frutería = the Green	tales in Spanish where yo		speaking skills, parents can		
Week 3	Shops	grocers	read along at the same ti www.thefablecottage/co		encourage pupils to listen to Spanish. Suggested cartoons		
Week 4	European Week of languages	La pescadería = the fishmongers	Additional learning could	focus on	available on YouTube are:		
Week 5	Holidays & past tense	Lo pasé bomba = I had a	vocabulary learning for th		<ul><li>Mafalda- la película</li><li>Zipi y Zape</li></ul>		
Week 6	Comparisons	great time Los pasatiempos – hobbies	following list has vocabul topic.	16.	If you have Netflix, there is also a Disney-style Peruvian		
Week 7	Revision week	Me aburre – It bores me			film called 'Pachamama'		
Week 8	Pop quiz	Me apasiona – I love	https://quizlet.com/gb/1 2-el-ocio-shops-and-prep cards/?funnelUUID=59cf3 82eb-cd4d39fecec3	ositions-flash-			





# HT1: Year 9 Learning Map

Topic: 1 "Snacktember"

			Food Technology	
Prior Learning This topic builds on the theory and practical knowledge acquired throughout the different food projects delivered in year 7 and 8. Students should already have acquired a basic understanding of food hygiene, healthy eating, nutrition and special diets through these projects.		food hygiene and skills. Students w theory lessons an	ents, will learn about how to use their existing knowledge of a safety to carry out a range of practical using existing and new ill learn about healthy eating week and take part in a range of a practical activities to develop their knowledge of the eatswaps and dietary related issues.	Subsequent Learning This topic will prepare students to be able to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes safely and hygienically. Students will be able to apply their new knowledge to lessons relating to specific customer needs and dietary issues.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8	Introduction Knife skills practical Healthy eating week Open spring rolls Healthy eating week Fruit scones Assessment Green mac and cheese	Cholesterol Commercial Deficiency Domestic Macronutrients Micronutrients Non- communicable disease Nutrients Obesity	https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes  GCSE Home Economics: Food and Nutrition (CCEA) - BBC Bitesize	Leisure time: food programmes such as 'Fast Food Britain'. Shopping: Challenge your child to explain the numbers on the food labels and how to compare similar products. Dinner time: Support your child in planning and preparing a healthy snack for the family.