



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 1



RIDGEWOOD
SCHOOL

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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

ART

Year 9 Learning Map

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.		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.		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.
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Word shower- Describing Myself	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: https://www.wikiart.org/en/artists-by-art-movement/dada#!#resultType:masonry https://www.wikiart.org/en/kurt-schwitters https://www.wikiart.org/en/artists-by-art-movement/avant-garde#!#resultType:masonry	Discuss positive adjectives to describe: physically, emotionally and personal characteristics. Explore the work of the DADA art movement: what is anti-art?
Week 2	Word shower			
Week 3	Inventive Font use			
Week 4	DADAism Artist Page			
Week 5	DADA response using subject specific vocab			
Week 6	DADA response using subject specific vocab			
Week 7	DADA inspired final piece			
Week 8	DADA inspired final piece			

Year 9 Learning Map: HT1

Topic: Language Skills (Reading Analysis)

Language Skills (Reading Analysis)			
Prior Learning This unit builds on the language analysis units covered in Year 8 (<i>Gothic Fiction</i>) and will build towards the study of 19 th 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 of the Language Component 1 you will have to answer various questions centred around; information retrieval, language analysis and how a writer creates particular effects. You will also be expected to consider to what extent you agree or disagree with another reader's perspectives on a section of a text. Additionally, the context is relevant to the GCSE text: for example, you will learn about the Victorian period and the Industrial Revolution, as well as class systems and attitudes to war. This all links to our KS4 Literature texts.
Lesson Sequencing		Extended Learning:	Tier 3 Vocabulary
Week 1	Introduction to Language Skills	Y9 will be expected to completely weekly homework using GCSE Pod. https://members.gcsepod.com/shared/podcasts/title/10339/63513 https://members.gcsepod.com/shared/podcasts/title/12114/74921	Advances Brandishing Fury Hardships Human Impatience Mangled Moral dilemma Pauper Upreared
Week 2	Oliver Twist	Ways in which parents/carers can support: Listening to your child or reading to your child would enable them to fire their imagination. Additionally, when watching films or a series together, see if your child can spot English techniques such as pathetic fallacy, juxtaposition or cyclical structure. Can they also explain why it has been used and the effect it has on the audience?	
Week 3	North and South		
Week 4	Jekyll and Hyde		
Week 5	Mock Assessment		
Week 6	Animal Farm		
Week 7	Private Peaceful Final Assessment		

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 st 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 Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Fast fashion-problems	<ul style="list-style-type: none"> Colonialisation Exploitation Fossil Fuels Fracking Geopolitics Globalisation Governance Health Industry Shale Gas Sustainability TNCs 	There will be <u>two</u> pieces of Geography research homework a half term. This will be based on the topic theme, to extend your place and process knowledge Between assessment periods you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography.	As always, reputable news sources such as the BBC and Guardian are great at understanding many global issues; we encourage you to discuss and share news with your child and talk about historical events that are similar. Engage your child in extended reading and wider reading linked to the topic.
Lesson 2	Fast fashion-solutions			
Lesson 3	Uncovering the truth of Chagos			
Lesson 4	Chagos future?			
Lesson 5	What is fracking?			
Lesson 6	Fracking in the future?			
Lesson 7	Sporting impact			
Lesson 8	Is sport sustainable?			
Lesson 9	Imbalance of power			
Lesson 10	Geopolitical and governing powers			

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

Year 9 Learning Map: HT1

Topic Number: 1

Topic Title: Artificial Intelligence				
Prior Learning This topic builds on your knowledge of computational ethics including the use of big data, automation and bias.		Current Learning In this topic, you will learn how AI is defined and the history of AI. You will explore one of the AI components; machine learning and consider how data sets are used to train data models. You will have practical experience of using supervised and unsupervised machine learning. Finally, you will explore some of the ethical and societal impacts of AI. Lessons 7 and 8 will allow pupils to have a practical experience of AI.		Subsequent Learning This topic will prepare you for practical coding activities and the use of AI in subsequent studies. At GCSE the ethical, legal and societal impacts of AI are evaluated.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Introduction to AI	Accuracy	In preparation for your assessment in ICT, your teacher will provide you with a knowledge organiser before any CF assessment to revise prior to your test. 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 to retrieve and test your knowledge. <u>Additional opportunities</u> <u>iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards.</u> www.codemonkey.com Scratch - Imagine, Program, Share (mit.edu) CodeCombat - Coding games to learn Python and JavaScript CodeCombat www.codecademy.com/ Learn today, build a brighter tomorrow. Code.org	Work together to complete some of the badges in <u>iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards.</u>
Lesson 2	History of AI	Automation		
Lesson 3	Machine Learning	Bias		
Lesson 4	Supervised vs unsupervised	Classification		
Lesson 5	Ethics	Clustering		
Lesson 6	AI in Society and the future	Dataset		
Lesson 7	Practical Uses	Labels		
Lesson 8	Practical Uses (extension large language models)	Model Training Model Supervised Unsupervised		

Higher - Number (including Standard Form and Surds)			
Prior Learning This topic builds on students' prior learning from Key Stage 2 and Years 7 and 8, using skills in the four operations and types of number.		Current Learning In this topic you will learn a range of number skills including using prime decomposition, standard form and working with surds.	
		Subsequent Learning This topic will prepare you for most subsequent 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 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the students' needs: <ul style="list-style-type: none"> • 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 	HCF - Highest Common Factor LCM - Lowest Common Multiple Prime Product Rationalise Standard form Surd	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> • Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <ul style="list-style-type: none"> • 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 6 when we explore angles.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the students' needs: <ul style="list-style-type: none">• 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 to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none">• Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library)• The Code Book by Simon Singh• Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <ul style="list-style-type: none">• 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

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 properties of number and powers. You will also study prime decomposition.	Subsequent Learning This topic will prepare you for all subsequent topics 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 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the students' needs: <ul style="list-style-type: none">• 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	Factor HCF - Highest Common Factor LCM - Lowest Common Multiple Multiple	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none">• Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library)• The Code Book by Simon Singh• Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <ul style="list-style-type: none">• MathsWatch - to complete homework and access further revision.• Corbett Maths - for extra support videos and work on the topics stated.• Maths Genie - for exam questions, videos and solution on the topics stated

Year 9 Learning Map: HT1

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 Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Introduction to film music	Ambience Audio Automation Dialogue Diegetic Equalisation Foley Leitmotif MIDI Plug – in Underscore	You have access to our subscription to Focus on Sound . Click on and then log in using your Microsoft Teams account. Alternative reading opportunities: Sound on sound What is a Foley artist?	<ul style="list-style-type: none"> There is free software available to compose music on Apple devices e.g. 'Garage Band' There is free software available online. Search downloads called 'Audacity' or 'CakeWalk' by BandLab Visit a visual sound engineer e.g. a local radio or recording studio in Doncaster.
Lesson 2	Ambience in film music			
Lesson 3	Introduction to Foley			
Lesson 4	Recording Foley using physical props			
Lesson 5	Foley continued			
Lesson 6	Reflection and whole class feedback			
Lesson 7	Introduction to underscore			
Lesson 8	Development of underscore			
Lesson 9	Dialogue in film music and continuation of underscore			
Lesson 10	Dialogue in film music and continuation of underscore			
Lesson 11	Automation and plugins			
Lesson 12	Special and spot effects in film and next steps.			
Lesson 13	Action next steps			
Lesson 14	Showcase of work			

Year 9 Learning Map: HT1

Topic: Badminton

Prior Learning		Current Learning		Subsequent Learning
In Y8, you continued to practise shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. You started to focus on outwitting your opponent, looking at shot placement/positioning to give you an advantage within competitive games. You ended the scheme of work looking at the specific rules for singles and doubles gameplay and some may have had experience umpiring matches.		In this unit, you will look at developing the backhand short serve to begin a rally. After two years of learning about badminton, you will learn to anticipate the serve and capitalise on poor serves. You will continue to practise shots on both the forehand and backhand side with an emphasis on moving your opponent around their court. You will also look at how to evaluate both your own and others' performance, analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high quality techniques. By the end of the scheme you should know the basic rules needed for doubles and singles play and therefore be able to umpire competitive games.		You will continue to develop your knowledge of badminton in Y10/11 core PE. This time will be used to continue to practise badminton skills/techniques. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Lesson 1	Backhand serve	<ol style="list-style-type: none"> 1. Analyse 2. Anticipate 3. Drive 4. Evaluate 5. Forehand/Backhand 6. Outwit opponent 7. Push 8. Singles/Doubles 9. Strategy 10. Umpire 	<ul style="list-style-type: none"> • https://www.masterbadminton.com/badminton-basics.html • https://www.badmintonskills.net/badminton-techniques-for-the-beginner/ • http://www.badminton-information.com/badminton-techniques.html • https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3 	<p>If possible, give students as many opportunities to play net/wall games:</p> <ul style="list-style-type: none"> • Badminton • Tennis • Table tennis • Squash <p>This will help develop a skill set which should be transferable between these types of sports.</p>
Lesson 2	Push shot			
Lesson 3	Backhand drive			
Lesson 4	Net play			
Lesson 5	Net play 2			
Lesson 6	Backhand clear			
Lesson 7	Singles gameplay			
Lesson 8	Doubles gameplay			

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

Physical Education

Year 9 Learning Map: HT1

Topic: Football

Prior Learning This topic builds on the different skills you have learned in year 8, such as passing, dribbling and shooting. You may play football during school or outside of school.		Current Learning In this topic you will learn more advanced techniques and tactics of football and how to implement them in the game successfully. You will develop your skills of pressing, counter attacking, shooting and attacking the box to improve your performance and ability to support others. You will learn how spacing is important when attacking and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills.		Subsequent Learning All skills learnt in football are transferable across the different team activities. You will learn and advance these skills if you join a football team. In KS4 you will revisit football where you will learn more about game play and have more opportunities to develop the skills learnt.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Attacking/ Defending 2 v 1	Attacker Counter Defender Drive Midfielder Press Sharp movement Space	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Pressing in football https://www.youtube.com/watch?v=40crCs6TcbM Counter attacking https://www.youtube.com/watch?v=6q6DOJcdQeg You know the drill (soccer am) https://www.youtube.com/watch?v=VbuWvHNkSOA	<ul style="list-style-type: none"> • Get them to practise doing “keepy uppies.” • Go to watch friends/family or local clubs play. • Encourage your child to join the school team, or a local football club. • Watch “Take me home” on Amazon. • Watch a live game and talk about tactics. • Ask them to evaluate a single player’s performance.
Week 2	Passing out from the back/ possession			
Week 3	Press/Counter			
Week 4	Shooting/ attacking the box			
Week 5	Game play and assessment			

Year 9 Learning Map: HT1

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
In Y8, you continued to practise the basic skills needed to play a competitive game of handball. You started to focus on outwitting your opponent, looking at formations and tactics that can be used to try to gain the advantage over the competition. Some students may have experience officiating matches.		In this topic you will develop the skills learned in Y7 and 8, to allow you to become a better/more effective handball player. After two years of learning about handball, you will study being able to take on more of a leadership role. If leadership does not come naturally to you, you will be challenged towards being a more independent learner. You will also look at how to evaluate both your own and others' performance, analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high quality techniques. By the end of the scheme you should know the rules of handball and therefore be able to officiate competitive games.	You will continue to develop your knowledge of handball in Y10/11 core PE. This time will be used to continue to practise handball skills/techniques. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Recap of rules Passing recap	Centre Line Dribble Fault Free Throw Goal Area Goalkeeper Throw Offensive Foul Officiating Steps Throw In Time-Out	<ul style="list-style-type: none"> • IHF • What is handball? (thesubath.com) • team handball Game, Rules, & Facts Britannica • Home - England Handball Association • Handball - News, Athletes, Highlights & More (olympics.com) 	<p>If possible, give students as many opportunities to play invasion games:</p> <ul style="list-style-type: none"> • Rugby • Football • Basketball • Hockey <p>This will help develop a skill set which should be transferable between these types of sports.</p> <p>If Interested in rugby, join a local handball club.</p>
Week 2	Dribbling & shooting recap			
Week 3	Defensive formations			
Week 4	Attacking formations			
Week 5	Gameplay			

Year 9 Learning Map: HT1

Topic: Netball

Prior Learning Students should have an understanding of and be able to play and make up small-sided games and simplified versions of competitive/ invasion team games. They should also be capable of sending, receiving and travelling with a ball in these games. Students should also know how to plan, use and adapt strategies and tactics in all types of game situations, keeping them going and organised.		Current Learning Students will be taught to perform, develop and incorporate the basic fundamental skills of Netball e.g. <i>passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting</i> . Students will also develop their knowledge and understanding of these skills and the major rules and laws within the game relating to these skills. There will be a focus on how to outwit opponents, evaluate performances, analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.		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		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Analyse	Netball rules – Simple netball https://www.rulesofsport.com/sports/netball.html BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm Netball presentation https://www.youtube.com/watch?v=WGaYDvaZ4No The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnI-Dis	<ul style="list-style-type: none"> • Practise throwing and catching. games at home using a size 5 netball (or any similar sized ball). • Go to watch friends/family or local clubs play. • Encourage your child to join the school team, or a local netball club. • Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html
Week 2	Running footwork, breaking, turning in the air and pathway of pass	Disguise		
Week 3	Shooting – with steps and higher net	Dummies		
Week 4	Tactics at centre pass	Evaluate		
Week 5	Tactics at side-line & back-line pass	Footwork		
		Outwit Opponent		
		Overlaps		
		Pivot		
		Possession		
		Umpire		

Physical Education

Year 9 Learning Map: HT1

Topic: Rugby League

Prior Learning In Y8, you continued to practise techniques/skills such as tackling, passing, creating space and kicking. You started to focus on outwitting your opponent, look at how to gain an advantage within games – creating space, dummies, passing/running at speed. You ended the scheme of work looking at the specific rules and tactics of gameplay.		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		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Tackling recap	Deep line Defensive line Drive tackle Drop kick Flat pass Flat pass Knock on Off-side Passive tackle Place kick	10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube Creating a rugby league player The Perfect Rugby League Player - YouTube Tackle Technique in Rugby League TACKLE TECHNIQUE in rugby league with Barry Eaton and Chev Walker (Leeds Rhinos) - YouTube <ul style="list-style-type: none"> Rugby World Magazine Eddie Jones – My Life and Rugby The Lions – When the Going Gets Rough 	If possible, give students as many opportunities to play invasion games: Rugby Football Basketball Hockey Watch a live game and talk about tactics - ask them to evaluate a single player's performance. If Interested in rugby, join a local rugby club.
Week 2	Passing and creating Space			
Week 3	Kicking			
Week 4	Play of the ball and game play			
Week 5	Play of the ball and game play			

Year 9 Learning Map: HT1

Topic Number: 1

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

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 affects decisions about abortion and also issues surrounding the end of life and who has the authority to take life. You will learn about the different social and moral implications of these issues.

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

Subsequent Learning

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

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

Lesson Sequencing

1. Value of Life: Sanctity of life
2. Value of Life: Quality of Life
3. What is Abortion, Abortion and the Law
4. Pro Life vs Pro Choice
5. Religious Views on Abortion – part 1
6. Religious Views on Abortion – part 2
7. Euthanasia
8. Arguments for and against Euthanasia
9. Euthanasia case studies
10. Euthanasia religious views

Tier 3 Vocabulary

Abortion
Conception
Dignity
Euthanasia
Hospice
Pro Choice
Pro Life
Quality of life
Sanctity of life
Viability

Extended Learning

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](#)

Euthanasia:

[What is euthanasia? - Euthanasia - GCSE Religious Studies](#)

[Revision - BBC Bitesize](#)

[Types of euthanasia - Euthanasia - GCSE Religious Studies](#)

[Revision - BBC Bitesize](#)

Ways in which parents/carers can support

Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society to issues within medical ethics.

Cell biology & cell transport				
Prior Learning This topic builds on students' prior knowledge during their Key Stage 3 learning journey, students recap cells and specialised cells and their adaptations. Then students use their understanding of cell structures and organelles to describe osmosis, diffusion and active transport.		Current Learning In this topic you will learn the structure and function of different organelles found in eukaryotic and prokaryotic cells. You will learn about diffusion, osmosis and active transport and their importance in single and multicellular organisms. You will also learn the importance of microscopes in science 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 Cell wall Chloroplasts Cytoplasm Diffusion Mitochondria Muscle cell Neuron Osmosis Palisade cell Ribosomes Root hair cell Specialised cell	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: CGP revision guides Phillip Ball – A biography of water "Cells and Microbes" (Horrible Science) by Nick Arnold "The Usborne Introduction to Biology"	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.
1	Eukaryotic cells			
2	Cell specialisation and differentiation in animals			
3	Cell specialisation and differentiation in plants			
4	Introduction to microscopes & biological drawings			
5	Microscope calculations & rearranging formula			
6	Microscopy RP 1			
7	Prokaryotic Cells			
8	Microscopy + Cells Exam Practice			
9	Culturing microorganisms and calculating area			
10	DNA & the genome and chromosomes			
11	Mitosis and the cell cycle			
12	Stem cells			
13	Diffusion			
14	Real World examples of diffusion & SA/Volume			
15	Osmosis and Osmosis Practical			
16	Active transport			

Year 9 Learning Map: HT1

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 write and talk about what you do in your free time. You will learn how to say what leisure activities that you like and don't like to do. You will also be able to build on your knowledge of the present, preterite and imperfect tenses to describe what activities you do, you did and used to do whilst away.		Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary we learn, such as opinions, can be applied to any topic. The grammar that we learn feed directly into GCSE topics so will help you to prepare. After this unit of work we move on to talking about films so knowledge of different tenses and giving opinions will be crucial to later learning.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	My free time	Fui = I went Ir = to go La frutería = the Green grocers La pescadería = the fishmongers Lo pasé bomba = I had a great time Los pasatiempos – hobbies Me aburre – It bores me Me apasiona – I love	The Fable Cottage have a range of fairy tales in Spanish where you can listen and read along at the same time. Find them at: www.thefablecottage.com/spanish Additional learning could focus on vocabulary learning for the topic. The following list has vocabulary linked to the topic. https://quizlet.com/gb/1045664382/zoom-2-el-ocio-shops-and-prepositions-flash-cards/?funnelUUID=59cf3f9a-6314-49d4-82eb-cd4d39fec3	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. Suggested cartoons available on YouTube are: <ul style="list-style-type: none"> • Mafalda- la película • Zipi y Zape If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'
Week 2	Se puede ... – You can ...			
Week 3	Shops			
Week 4	European Week of languages			
Week 5	Holidays & past tense			
Week 6	Comparisons			
Week 7	Revision week			
Week 8	Pop quiz			

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.		Current Learning In this topic students, will learn about how to use their existing knowledge of food hygiene and safety to carry out a range of practical using existing and new skills. Students will learn about healthy eating week and take part in a range of theory lessons and practical activities to develop their knowledge of the eat-well guide, food swaps 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	Introduction	Cholesterol	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.
Lesson 2	Knife skills practical	Commercial		
Lesson 3	Healthy eating week	Deficiency		
Lesson 4	Open spring rolls	Domestic		
Lesson 5	Healthy eating week	Macronutrients		
Lesson 6	Fruit scones	Micronutrients		
Lesson 7	Assessment	Non-communicable disease		
Lesson 8	Green mac and cheese	Nutrients Obesity		