



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y11

HALF TERM 3



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS4 Learning Maps – Half Term 3

Dear parent/carers,

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

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

For most subjects in this booklet, there is just one Learning Map as all students study the same content, which is then tailored to their group and individual needs. Maths has different Learning Maps depending if students are working towards Higher or Foundation Papers. For Core 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

Year 11 Learning Map

Topic Number: HT3

Exam Preparation				
Prior Learning	Current Learning	Subsequent Learning		
The exam builds on learning and preparation of art and design investigations you have utilised over the duration of the course.	You will respond to the externally set examination paper. You will have a number of starting points to choose from to investigate in the same way you have explored coursework projects over the GCSE course. Use the week-by-week guide given in lessons to support your weekly schedule and home learning.	The exam preparation will continue up to the exam in April. You will apply prior learning to your own investigations and ensure you show a development of ideas, media experimentation and drawing leading to a planned final piece.		
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Mind mapping.	Composition	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. https://qualifications.pearson.com/en/qualifications/edexcel-gcse/art-and-design-2016/exemplar-library.html www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Press Outstanding High School Sketchbooks. Amiria Gale	Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.	
Initial artist investigations	Final piece			
Artist investigations	Investigate			
Experiments related to artist.	Observe/observation			
Secondary artist	Research			
Artist investigations	Respond			
Experiments related to artist.				
Refine idea development.				

Business



Year 11 Learning Map

Topic Number: 2.3

Topic Title: Making operational decisions				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on prior knowledge of how a business creates products and the location they come from. Also how to provide good customer service and expand market share.	In this topic you will gain an understanding of different types of business operations, how businesses work with suppliers to ensure good quality, speed and trust. Also, we look at how to ensure good quality by 2 methods.	This topic will prepare students for future work in their exams but also links to many other units across the course.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Business operations	Job	The purpose of business operations - Business operations - <u>Edexcel</u> - <u>GCSE Business Revision</u> - <u>Edexcel</u> - <u>BBC Bitesize</u> <u>Managing stock</u> - <u>Working with suppliers</u> - <u>Edexcel</u> - <u>GCSE Business Revision</u> - <u>Edexcel</u> - <u>BBC Bitesize</u> Production of goods and the provision of services - <u>Managing quality</u> - <u>Edexcel</u> - <u>GCSE Business Revision</u> - <u>Edexcel</u> - <u>BBC Bitesize</u> The sales process - The sales process - <u>Edexcel</u> - <u>GCSE Business Revision</u> - <u>Edexcel</u> - <u>BBC Bitesize</u>	<u>Edexcel GCSE Business (2017)</u> <u>Pearson qualifications</u> <u>Business: Edexcel GCSE (senecalearning.com)</u>
Lesson 2	Technology, productivity and production	Batch Flow		
Lesson 3	Managing stock	Productivity		
Lesson 4	Working with suppliers	Bar gate stock graph		
Lesson 5	Managing quality	Just in time		
Lesson 6	The sales process	Quality control		
Lesson 7	Revision	Quality assurance		
Lesson 8	End of topic test	Competitive advantage Efficiency Customer service		

Year 11 Computer Science Learning Map

2.3 – 2.5 Defensive Design, Computational Logic and Translators					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on prior knowledge from KS4 Computer Science. In particular, it builds upon programming techniques developed in the first term.		In this topic you will learn about designing programmes to run correctly and without errors. You will consider how testing should be carried out and what types of test data should be used. The unit finishes looking at why translators are necessary in programme development and the different types.	This topic will prepare you for future work in project management, coding, developing projects and applications, as well as managing projects.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Wk1	Defensive design considerations Validation Exam Technique	Anticipating misuse Authentication Input validation Maintainability Iterative Final/terminal Syntax and logical errors	Pupils are encouraged to use Seneca learning where activities will be set in line with lesson content: https://senecalearning.com/en-GB/ Isaaccomputerscience.org has an excellent overview of the OCR course https://www.bbc.co.uk/bitesize/guides/z433rwx/revision/1 https://www.bbc.co.uk/bitesize/guides/z788ity/revision/1 https://www.gcsepod.com	Pupils will have completed all of the theory for this course. The specification here lists the topics for pupils to revise https://www.ocr.org.uk/qualifications/gcse/computer-science-1277-from-2020/	
Wk2	Maintainability Testing Exam Technique	Normal Boundary Invalid Erroneous AND, OR, NOT Boolean Translator Compiler Interpreter Machine Code			
Wk3	Syntax and Logical Errors Test Data				
Wk4	Assessment				
Wk5	High-level and low-level languages Translators				
Wk6	The IDE Exam Technique				

Drama

Year 11 Learning Map

Topic Number: 3

Component 3: Responding To A Brief				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.	In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.	This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course. You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to level 3 Performing Arts study.		
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Week 1-3: Brief released and initial ideas exploration	Stimulus Characterisation Narrative Practitioner Audience Performance Evaluation Reflection Skills Techniques Ideas	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/	
Week 4-6: Generating ideas and Ideas Log completion				
Week 7-9: Creation weeks				
Week 10-12: Creation weeks and Skills Log completion				
Week 13 and 14: Creation Week and Performances				
Week 15: Reflection and Evaluation Log completion.				

Year 11 Learning Map – Half Term 1

Eduqas English Language Component 1 Section A and B: 20 th Century Language Reading and Writing				
Prior Learning	Current Learning	Subsequent Learning		
Building on your prior knowledge of Component one from Year 10, you will enhance your ability to read a range of engaging fiction texts. This topic will focus on engaging with analysis of extracts from 20th century Language texts. You will build on prior knowledge of textual analysis and the requirements to answer each of the reading questions on the Component one examination. In relation to section B, you will be revisiting the narrative you created during year 10. You will have the opportunity to redraft and perfect your narrative so it meets the requirements of the examination mark scheme.	During your English lessons, you will explore extracts from a range of 20th Century texts to help you prepare you for your GCSE English Language Component 1 exam at the end of Year 11. Once a fortnight, you will also be focusing on Section B – Narrative Writing English Language Component 1 consists of two sections: reading and writing. Section A consists of five questions on the reading of an extract from an unseen fictional text, while Section B is one question testing narrative writing skills. You will be assessed on the following skills: • AO1: Identify and interpret explicit and implicit information and ideas • AO2: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO4: Evaluate texts critically and support this with appropriate textual references	You will continue to prepare for GCSE English Language in Half Term 2 where you will focus on English Language Component Two Reading Skills. The analytical skills required for success in on the Component One paper are also transferable to the reading section of your Component Two exam so it is important to recognise the similarities in skills you need to demonstrate across all aspects of English study.		
Lesson Sequencing	Key Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1 and 2: Exploration and revision of questions 1 – 5 of Section A Reading (Megan Paper). Narrative writing lesson. Week 3 and 4: Exploration and revision of questions 1 – 5 of Section A Reading (The Birds Paper). Narrative writing lesson. Week 5 and 6: Exploration and revision of questions 1 – 5 of Section A Reading (Obed Paper). Narrative writing lesson. Week 7 and 8: Exploration and revision of questions 1 – 5 of Section A Reading (Sadie's Party Paper). Narrative writing lesson.	Tracking Range Comment Evidence Inference Evaluation Impressions Writer's craft	For GCSE English Language Component 1, you can practise the reading section with any fiction text. Pick a page from a book, or find a short story and analyse how the writer has used language and structure to create specific effects and engage the reader. For narrative writing, you can practice writing your narrative in timed conditions. Useful revision websites: • Eduqas • Mr Bruff • BBC Bitesize	• YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. • The BPC English website also provides videos, resources and PowerPoints that you can access and download: www.bpcenglish.wordpress.com • Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas	

Year 11 Learning Map – Half Term 4

English Literature Paper 1 Section A: <i>Macbeth</i>			
Prior Learning This topic builds on the analysis skills you have developed across a range of texts in Year 10 and 11 (A <i>Christmas Carol</i> , <i>An Inspector Calls</i> , and <i>Power and Conflict Poetry Anthology</i>). You will be furthering your ability to: select relevant evidence, understand writer's choices, and analyse language and structural devices used by writers.	Current Learning In this topic you will revise how to effectively analyse dramatic techniques, characters, themes, and language within a Shakespearean play. You will also learn how the context of a text (what is happening at the time) can influence a writer when creating fiction. This topic will enhance your understanding of text analysis and your ability to produce extended pieces of essay-style, fiction, and non-fiction writing. You will also learn how to use one-word analysis to analyse dramatic techniques used by Shakespeare. You will be assessed on the following skills: - AO1: Your understanding of the novel. You will need to make points about the novel and use evidence from the novel to support your interpretations. - AO2: Your ability to analyse language, form and structure used by the writer to create meanings. - AO3: Your ability to make links between the novel and the time it was written. - AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		Subsequent Learning: This unit will be particularly important in supporting your preparation for both of your GCSE English Literature exams, where you will be asked to analyse 3 fictional texts, one of which will be a play by Shakespeare. As well as this, in your English Language Component 1 exam, you are required to analyse one fictional source and pay specific attention to the language and structural features used by a writer to create effect.
	Lesson Sequencing Week 1: Revision of plot and analysis of Act 1. Week 2: Revision and analysis of Act 2. Week 3: Revision and analysis of Act 3. Week 4: Revision and analysis of Act 4. Week 5: Revision and analysis of Act 5.	Tier 3 Vocabulary Tragedy Circular structure Themes Symbolism Tone Foreshadowing Monologue Juxtaposition Pathetic fallacy Foil Paradox Antithesis Dramatic Irony Blank verse Soliloquy Semantic Field	Extended Learning - You can use independent study opportunities to research the context of the play. The British Library website is a good place to start. - All students in Year 11 have access to the following revision websites using their school email to login: - MASSOLIT – Short video lectures from the world's best academics. Watch a series of lectures on the play by Professor John McRae (University of Nottingham): MASSOLIT – Shakespeare: Macbeth Video lecture by Prof. John McRae. - GCSEPod – Short revision Pods (video clips) that cover all aspects of the play (plot, characters, themes and context): GCSEPod - Other Shakespearean tragedies to read and explore: <i>King Lear</i>, <i>Hamlet</i>, <i>Romeo and Juliet</i> and <i>Othello</i>.
		Ways in which parents/carers can support Explore the Royal Shakespeare Company's guide to <i>Macbeth</i> : RSC Guide to Macbeth Read the play together and discuss the plot, themes and characters. Watch the play: Royal Shakespeare Company Macbeth Production Visit the Theatre: The Globe Theatre	

Y10 AQA – 3.2.2 Challenges in the human environment– Section B: The changing economic world and Section C: The challenge of resource management

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your knowledge from KS3, particularly your knowledge of Population, Globalisation and Development from Y7 and Y9. It builds upon prior skills such as cartographic, statistics/maths and graphical skills linked to global urban trends. We will also be using demographic data to profile different countries (linked to economics, availability and consumption of resources), UK and global locations and areas.	In this topic, you will learn about human processes and systems and how they change both spatially and temporally. They are studied in a range of places, at a variety of scales and include places in various stages of economic development. We will be focussing on the UK's changing economy and then the challenge of resource management. This topic is important for you to develop your geographical skills and case study application in extended geographical writing. We will be building on skills of choropleth mapping of population and economic data, development figures and development data calculations	We will go on to explore the dynamic nature challenges in the human environment looking at human processes. We will go on to learn about urban sustainability and the challenges of a resource. The topic will also equip you with the skills you need to be successful in Paper 1, 2 and 3 of your Geography GCSE, and makes up a third of Paper 2.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
<u>The Changing Economic World</u> UK - Changing UK Economy UK – Post-industrial economy UK -Modern Industrial Development UK -Changing UK infrastructure - UK -Changing UK infrastructure - Transport UK -The North-South Divide UK -The UK in the wider world Resource Management - Food Resource Management - Water Resource Management - Energy Resource Management – Energy Demand Resource Management – Energy Security Resource Management – Energy Supply Resource Management – Energy Strategies	Challenge Counter-urbanisation Deindustrialisation Economy Enterprise Zones High income country Inequality Lower income country Newley Emerging- Economy Opportunity Site Situation Trade Transport Urbanisation	Students will be set at least one piece of homework weekly. Recommended KS4 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography Wider Reading: This book is an engaging and fascinating read: Human Geography: The Basics <u>Andrew Jones</u>
Ways in which home can support Ensure your child is completing their weekly GCSE Exam question homework (Usually set every Monday unless otherwise told). <u>GCSEPod</u>		

Health & Social Care

Year 11 Learning Map – Half Term 3

Year 11 BTEC Level 1/2 Health and Social Care: Human life span and development				
Prior Learning Students have completed unit 2, where they applied their knowledge on a range of health conditions to scenario's, outlining the signs and symptoms, the professionals involved in their care, barriers to accessing care and strategies to help them overcome these difficulties. Students have also identified the skills, attributes and values needed when working with patients in a professional manor.	Current Learning Students will be introduced to their final unit, component 3: Health and wellbeing. This is their externally examined component that they will sit in May. Students will start by learning what is meant by health and wellbeing and how it is affected by a range of factors. They will look at Physical factors, including genetic conditions, physical and mental ill health, along with lifestyle factors that can impact health such as diet, smoking and alcohol. Students will develop the skills and attributes needed to complete their component 3 external exam. They will develop the skills to interpret and determine the needs of case studies in the exam. Students will gain the knowledge and exam skills to apply their knowledge in the exam.		Subsequent Learning Students will continue their learning for component 3 where they will then learn to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health. Students will finally learn how to design a health and wellbeing improvement plan, including short- and long-term targets, and how obstacles that individuals may face when implementing the plan might be overcome.	
	Lesson Sequencing Physical factors- inherited conditions and physical ill health Physical factors- Mental ill health and physical abilities and sensory impairments Lifestyle factors: nutrition, physical activities, smoking, alcohol and substance misuse Social factors- relationships, social inclusion and exclusion, bullying and discrimination Cultural factors- religion and community participation, gender roles and expectations, gender identity and sexual orientation Economic factors- employment situations and financial resources	Tier 3 Vocabulary Holistic Maslow's hierarchy of needs Inherited conditions Recessive Cystic fibrosis Haemophilia Predisposition Acute Secrete Adrenaline Impairment Addiction Substance misuse	Extended Learning A great way to prepare for the PSA (Internal Controlled assessment) is by practise typing skills and application of knowledge. Students will receive practice assessment questions to gain an understanding of how to apply knowledge within this setting. YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development. Wider reading opportunities: The fault in are stars by John Green 2012 Homework- Set once a week All homework will tie in with preparation for the PSA, they will be required to research and make notes to support their completion of the PSA. Students will discuss the benefits of knowing and applying a range of skills and attributes used in care setting to support the needs of service users.	Ways in which parents/carers can support YouTube is a wonderful resource for H&SC revision. If you search H&SC Level 1/2 tech award several supportive tutorial videos are available. The following link allows you to explore through a range of videos the structure and expectations of the course, along with a breakdown of each component. BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com) You could also watch a number of documentaries of child development such as: 24 hours in A&E Junior doctors on the front line One born every minute

HISTORY

Elizabeth I (Part 1)				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on the content you learned in Y7 about the key events of Elizabeth's reign, both at home and abroad. It also builds upon your knowledge of the impact of domestic rebellions you saw in the Apartheid, Age of Revolutions and Nazi topics. Finally, it builds upon your ability to explain and evaluate arguments, using the PFE and ADE structures you have been honing throughout your time at Ridgewood.	In this topic you will learn about the problems Elizabeth faced upon ascending to the throne, and how she tried to deal with them. This topic is important for you to develop your historical skills and knowledge because it will help you write extended, nuanced essays. You will learn how to set relevant criteria in your introduction, and provide sophisticated judgements.	Students will be set retrieval or revision homework every week. Please encourage your child to complete this. Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge. These books are engaging and fascinating reads: The Virgin Queen by Christopher Hibbert Elizabeth by David Starkey These are challenging, but captivating reads: Elizabeth by Alison Weir Elizabeth I by Helen Castor	This topic provides the basis/starting point for your future study of the end of Elizabeth's reign. This unit will help you understand why Elizabeth constantly seeks to improve English society and culture. You will continue to develop your abilities to write extended, evaluative essays which follow the TRADEC structure throughout Key Stage Four and Key Stage Five. The topic will also equip you with the skills you need to be successful in Papers 1 and 2 of your History GCSE	You could watch the following documentaries with your son/daughter: Netflix: Elizabeth: The Golden Age Netflix: Mary, Queen of Scots YouTube: England's Greatest Queen
Lesson Sequencing	Tier 3 Vocabulary			
What was the situation like when Elizabeth became Queen?	Abscond			
How effective was her Religious Settlement?	Accession Excommunicate Book of Common Prayer Catholic Legitimacy Papacy Protestant Puritans Shilling			
Why was Mary, Queen of Scots a threat?				
How significant was the Revolt of Northern Earls?				
How significant was Ridolfi Plot?				
How significant was the Throckmorton Plot?				
How significant was the Babington Plot?				

Year 11 Computer Science Learning Map

2.3 – 2.5 Defensive Design, Computational Logic and Translators					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on prior knowledge from KS4 Computer Science. In particular it builds upon programming techniques developed in the first term.		In this topic you will learn about designing programmes to run correctly and without errors. You will consider how testing should be carried out and what types of test data should be used. The unit finishes looking at why translators are necessary in programme development and the different types.	This topic will prepare you for future work in project management, coding, developing projects and applications, as well as managing projects.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Wk1	Defensive design considerations Validation Exam Technique	Anticipating misuse Authentication Input validation Maintainability Iterative Final/terminal Syntax and logical errors	Pupils are encouraged to use Seneca learning where activities will be set in line with lesson content: https://senecalearning.com/en-GB/	Pupils will have completed all of the theory for this course. The specification here lists the topics for pupils to revise https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/	
Wk2	Maintainability Testing Exam Technique	Normal Boundary Invalid Erroneous AND, OR, NOT Boolean Translator Compiler Interpreter Machine Code	Isaaccomputerscience.org has an excellent overview of the OCR course https://www.bbc.co.uk/bitesize/guides/z433rwx/revision/1		
Wk3	Syntax and Logical Errors Test Data				
Wk4	Assessment				
Wk5	High-level and low-level languages Translators				
Wk6	The IDE Exam Technique				

Year 11 Creative iMedia Learning Map

Topic Number: 3

Topic Title: R093: Creative iMedia in the media industry				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on prior knowledge taught in from the exam R093 content. However, this will specifically look at applying the knowledge to answer exam questions.		In this topic you will learn about the structure of the R093 exam looking at specific command terminology used in exam questions so that students understand how to answer the questions to reach the highest mark possible.	This topic will prepare you for future work in the R093 Creative iMedia exam.	
Lesson Sequencing		Tier 2 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Identify/ state questions Recall	Advantages Benefits Characteristics Disadvantages Drawbacks Effective Limitations Purpose Reasons for Requirements	You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Wider Reading Opportunities <u>R093 - Creative iMedia in media industry sample question paper (ocr.org.uk)</u> <u>New R093 Creative iMedia in the Media Industry Course (knowitallninia.com)</u>	<u>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</u>
Week 2	Describe questions			
Week 3	Explain questions			
Week 4	Discuss the suitability questions (Extended writing) [9 marks]			
Week 5	Create an improved version [9 marks]			

Similarity, congruence and vectors				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior learning where they have used vectors to translate shapes and scale factors to enlarge shapes in Unit 10 Transformations.	In this topic you will learn to recognise congruent shapes and use similarity of shapes to find missing lengths. You will also learn how to perform calculations with column vectors.	Similarity can be used within Engineering and Construction in order to design scale models.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: • Recognise and prove congruent triangles • Use similarity to find missing lengths • Prove that a shape is similar • Draw column vectors • Add and subtract column vectors • Use a scalar with a vector	• Similar • Congruent • Scale factor • Vector • Scalar	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	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	

Further algebra				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior learning of algebra skills used in Unit 2 (Algebra: the basics), 5 (Equations) and 6 (Graphs).	In this topic you will develop your skills in algebraic manipulation by rearranging complex formulae. You will also learn to solve simultaneous equations and draw cubic graphs.	This topic will be used within AO3 problem solving questions.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: - Rearrange formulae/change the subject - Solve simultaneous equations - Draw cubic and reciprocal graphs	- Cubic - Rearrange - Subject - Simultaneous	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	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	

Higher – Further algebra (Algebraic fractions, Function and proof)

Higher – Further algebra (Algebraic fractions, Function and proof)			
Prior Learning This topic builds on students' skills from a range of prior learning including fractions, algebra and surds.	Current Learning In this topic you will revisit rationalising the denominator and learn to apply the difference of two squares. The majority of this unit will be spent manipulating algebraic fractions. The other larger topic within this unit will focus on functions, you will learn to use, solve, and find inverse and composite functions. Finally you will learn to prove statements using algebra.	Subsequent Learning Algebraic fractions, functions and proof skills with be further developed if you choose to study A Level Maths.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: • Rationalise the denominator • Rearrange (change the subject of) complex formulae including factorising • Simplify algebraic fractions • Add and subtract algebraic fractions • Multiply and divide algebraic fractions • Solve equations with algebraic fractions • Use function notation • Express an inverse function • Express a composite function • Proof (algebraic)	• Rationalise • Denominator • Rearrange • Subject • Prove • Function • Inverse • Composite	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Revision guides - higher tier</u>	Support your child's progress through: • <u>MathsWatch</u>- to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated

MATHS

Higher – Vectors

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' skills from vectors in the Transformation unit.	In this topic you will learn to use vector notation and apply this to vector geometry problems. You will use these skills for geometric proof.	Vectors are often used in higher educational studies such as Engineering and Quantum Mechanics.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lessons will address the following learning objectives in the order most effective for the class' needs: - Find a resultant vector - Add, subtract and multiply vectors - Solve geometric problems with vectors - Produce geometric proofs	- Prove - Resultant - Scalar	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Revision guides - higher tier</u>
Ways in which parents/carers can support		
Support your child's progress through: <u>MathsWatch</u>- to complete homework and access further revision. <u>Corbett Maths</u> - for extra support videos and work on the topics stated. <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated		

Higher – Graph transformations and proportion				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' skills from Graphs, Further Trigonometry and Transformations by combining these skills.	In this topic you will learn to perform and describe graph transformations on a range of functions. You will also develop your skills in direct and inverse proportion, as well as interpreting graphs to a higher level.	You will learn to interpret the gradient of a curve and area under a curve for any function in A Level Maths. This is a larger topic area called Differentiation and Integration. You will also revisit graph transformations in A Level Maths.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: • Recognise types of functions on a graph • Sketch, understand and describe graph transformations • Direct proportion (algebraic) • Inverse proportion (algebraic) • Find and interpret the area under a curve • Find and interpret the gradient of a curve	• Directly • Function • Gradient • Inversely • Transformation	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides - higher tier	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	

Music Technology Y11 – HT3 Synoptic assessment

Prior Learning	Current Learning	Subsequent Learning
This period starts your synoptic assessment window. You will combine your learning from the 5 units that you have studied across Year 10 and Year 11. 1: Introduction to music technology and the music business 2: The digital audio workstation 3: Music elements, music styles and music technology 4: Sound creation 5: Multitrack recording	You will commence your synoptic project this term. This is a 17 hour non exam assessment. You will work independently and apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable you to demonstrate an integrated connection and coherence between the different elements of the qualification. The NEA will contribute 60% towards the overall qualification grade and therefore it is important that you produce work to the highest standard.	You will then focus on preparation for your written exam in June.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning
Lessons will be sequenced so that you have preparatory planning time in lessons and then a period of formal assessment. We will continue to thread written recall workshops in preparation for your external exam in June.	Development of music technology Music business DAW software functions Musical elements Musical style Sound creation Multitrack recording	Support your child's progress through: Encourage your child to practice using the DAW software by attending an after school session. <u>Focus on Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics

Physical Education

KS4 Learning Map

Topic: Alternative Games

Pathway: Alternative Games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understanding and analysis of performance in some of the more traditional sports		Current Learning: Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practise and perfect techniques and game play whilst fostering a love for sport.	Subsequent Learning: This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: table tennis, dodgeball, badminton, tchoukball, volleyball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction of game and key rules linked to modified games	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Learning of new skills and modified games			
Lesson 3	Introduction of tactical game play			
Lesson 4	Tactical game play			
Lesson 5	Tactical play and analysis of performance to aid improvement			

KS4 Learning Map

Topic: Boys' Games

Pathway: Boys' games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.		Current Learning: Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.	Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: Football, basketball, rugby, flag football, dodgeball, handball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Recap of skills learnt at KS3 through game play	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Recap of skills learnt at KS3 through game play			
Lesson 3	Game play to introduce and revisit tactics			
Lesson 4	Game play to introduce and revisit tactics			
Lesson 5	Student led competition			

KS4 Learning Map

Topic: Dance Fitness

Pathway: Dance fitness					
Prior Learning: Students have completed units of work in KS3 which focused on the learning of techniques and skills the students have used to choreograph a phrase into their routines using key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.		Current Learning: Students will be perform a variety of dance styles through dance and fitness. They will develop their choreography skills to perform as a group/or individual in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine their ability to observe performances and give constructive feedback.		Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind through the medium of dance and dance related practice. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.	
Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,					
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading		Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Cardiovascular	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis		- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects	Muscular Skeletal Respiratory			
Lesson 3	Opportunity to develop and create own routines or personalise training	Heart rate Anaerobic Aerobic Target zones Time under tension			
Lesson 4	Opportunity to develop and create own routines or personalise training				
Lesson 5	Reflect upon training and ideas for further development				

KS4 Learning Map

Topic: Fitness

Pathway: Fitness				
Prior Learning: Students have completed units of work in KS3 which focused on understanding the importance of a healthy body and a healthy mind. They have completed a unit of health and fitness which covers a variety of training methods.		Current Learning: Students will develop their knowledge and understanding of how to improve their fitness through different mediums and how different practices affect our bodies in different ways.	Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.	
Units covered over the year: circuits, aerobics, yoga, zumba, weight training, boot camp				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Aerobic	1. Too Many Reasons to Live: Rob Burrow	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects	Anaerobic	2. Why we kneel how we rise: Michael Holding	
Lesson 3	Opportunity to develop and create own routines or personalise training	Cardiovascular	3. All in: Billie Jean King	
Lesson 4	Opportunity to develop and create own routines or personalise training	Heart rate	4. Stronger: Poorna Bell	
Lesson 5	Reflect upon training and ideas for further development	Muscular	5. My life: Queen of the court: Serena Williams	
		Respiratory	6. Unbelievable: Jessica Ennis	
		Skeletal		
		Target zones		
		Time under tension		

KS4 Learning Map

Topic: Girls' Games

Pathway: Girls' games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.		Current Learning: Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.	Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: basketball, football, netball, dodgeball, handball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Recap of skills learnt at KS3 through game play	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Recap of skills learnt at KS3 through game play			
Lesson 3	Game play to introduce and revisit tactics			
Lesson 4	Game play to introduce and revisit tactics			
Lesson 5	Student led competition			

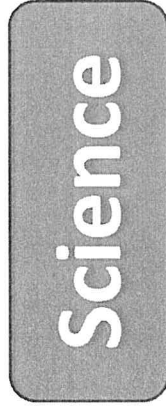
Topic Number: 1/2

Mental Health					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on: Work that you have looked at in year 8 understanding mental health and the importance of knowing symptoms of different ways people's mental health could be impacted. It will strengthen your understanding of where to get help if it is ever needed.		In this topic you will learn: What is meant by mental health and dispel any myths that are associated with mental health. This topic will allow you to depend your understanding on mental health and the signs and symptoms to different mental health conditions. You will discuss the different stresses which may impact an individual's life and the different strategies/support systems a person can use to help through difficult times.	This topic will prepare you for: The stresses of year 11 and life beyond Ridgewood School. This topic will equip you with strategies that you could turn to in a difficult time to help through stressful situations. You will develop the skills to use knowledge and understanding to identify signs and symptoms of different mental health conditions and where support can be sought. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities		Ways in which parents/carers can support
Lesson 1	What is mental health	Stress	You can use independent study opportunities to engage with the following websites about mental health and exam stress. <u>Parents' Guide To Supporting Children At Exam Time YoungMinds</u> <u>Parents Mental Health Support Advice for Your Child YoungMinds</u>		Explore the websites such as Young Minds and Samaritans which explain different support networks and coping mechanisms for dealing with stress and anxiety Discuss the different ways mental health impacts people and where people can seek support if suffering with their mental health
Lesson 2	Exam stress	Anxiety			
Lesson 3	Anxiety	Depression			
Lesson 4 and 5	Eating Disorders	Mental health Coping strategy			
Lesson 6	Assessment	Time management Support network			

Year 11 Learning Map

Theme D: Religion Peace and Conflict				
Prior Learning This topic builds on your knowledge base of key religious beliefs and teachings from KS3 and allows you to apply this knowledge to moral issues surrounding religion Peace and Conflict. You will use and apply key teachings and ideas such as the Just War theory and Pacifism, which you studied in the Year 9 topic on Peace and Conflict. 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 it is right to go to war, who should fight in war, how a country and reconcile after war and whether pacifism is a noble concept. You will learn about the different social and moral implications of these issues. You will debate controversial issues such as whether weapons of mass destruction can ever be justified and whether religious believers should agree or disagree to fighting in war. You will also discuss the moral and ethical issues associated with these issues. 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 ideas surrounding forgiveness and justice and the Christian teaching of agape that you will use in both further Key Stage 4, and Key Stage 5 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 GCSE in RE.		
Lesson Sequencing 1. Forgiveness and reconciliation 2. Peace and justice 3. Reasons for War including Holy War 4. Violent Protests 5. Just War 6. Nuclear War and WMD 7. Terrorism 8. Pacifism 9. Victims of War	Tier 3 Vocabulary Peace Justice Reconciliation Protest Terrorism Weapons of Mass Destruction Just War Holy War Pacifism	Extended Learning Students will be given and directed to revision activities and resources throughout the topic and will be shown effective ways to revise in preparation for end of unit assessments. Students will be set homework once a fortnight to support learning in covered in lesson	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 with war.	

Importance of human life				
Prior Learning This topic builds on work that you have looked at in year 9, understanding why religious people believe human life has value and how different ethical issues may impact the approach religious people take. It will strengthen your understanding to apply religious beliefs to key ethical issues.	Current Learning In this topic you will learn: how religious people value life and the beliefs and teachings behind this. This topic will allow you to deepen your understanding on different ethical issues which surround the start and end of life from a medical and criminal/legal perspective. You will formulate your own opinions on these ethical issues and discuss and understand the beliefs and opinions of your peers and religious believers.	Subsequent Learning This topic will prepare you for: Understanding different ethical issues that may arise for you as individuals or those around you including being able to understand different topical issues that may arise both locally and globally. This topic will equip you with the knowledge and understanding to engage in meaningful conversation and make informed decisions on different moral and ethical issues. You will develop an understanding on different medical and legal issues that impact life and also an understanding of where to seek help and information for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	When does life begin	You can use independent study opportunities to engage with the following websites which look at key topics covered in this module in the news. <u>US abortion debate - BBC News</u> <u>BBC - Ethics: Euthanasia and physician assisted suicide</u> <u>Esther Rantzen begs MPs to attend assisted dying debate - BBC News</u>	Explore the websites such as BBC News, ITV news, Sky News to look at topical issues that relate to medical issues and legal issues taught in this module, this can be both local and global news Discuss the different opinions shared in relation to the topics covered and also your own opinions and where the come from, encourage open conversation to share opinions and beliefs as a family.	
Lesson 2	Fertility Treatment			
Lesson 3	Abortion			
Lesson 4	Euthanasia			
Lesson 5	Crimes against the person			
Lesson 6	Death penalty			
Lesson 7	Religion and mental health			
Lesson 8	Religion and addiction			
Lesson 9	Assessment			



Year 11 Learning Map

Topic Number: B6

Ecology																		
Prior Learning					Current Learning					Subsequent Learning								
This topic builds on students' prior knowledge from Key stage 3. Students will have a basic understanding of food chains and what producers and consumers are. The water cycle (Biology 4.7.2.2) links to Chemistry 4.9.1.2 –The Earth's early atmosphere. Waste management (Biology 4.7.3.2) links to Chemistry 4.9.3.1 – Atmospheric pollutants from fuels. The role of biotechnology (Biology 4.7.5.4) links to Biology 4.6.2.4 Genetic engineering.					In this topic students will learn how organisms are classified based on their evolutionary relationships, are interdependent and show adaptations to their environment. Students will also learn the difference between the abiotic and biotic components of an ecosystem, and how materials are continually cycling through those components. Students will go on to understand how the distribution of organisms can be affected by different conditions as well as how to measure the number of different organisms.					This topic will support you with your understanding of photosynthesis and its importance.								
Lesson Sequencing					Tier 3 Vocabulary					Extended learning					Ways in which parents/carers can support			
Lesson	Spec code	Lesson title			Classification					All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.					Support your child's progress through:			
1	4.6.4.1	classification of living things			Phylogeny										• Educake - to complete homework and access further revision			
2	4.7.1.1	communities			Quadrat										• myGCSE science - for extra support videos and work on the topics stated			
3	4.7.1.2-3	abiotic and biotic factors			Transect										• GCSEpod- for extra support videos and work on the topics stated			
4	4.7.1.4	adaptations			Ecosystem										• Accessing their Microsoft Teams work for directed exercises on current topics			
5	4.7.2.1	levels of organisation			Abiotic													
6	4.7.2.1	distribution and RP 9			Biotic													
7	4.7.2.1	distribution and RP 9			Predator													
8	4.7.2.2	how materials are cycled			Trophic level													
9	4.7.2.4	impact of environmental change			Food chain													
10	4.7.3.1-2	biodiversity & waste management			Food web													
11	4.7.3.3	land use			Biomass													
12	4.7.3.6	maintaining biodiversity																
13	4.7.4.1	trophic levels																
14	4.7.4.2	pyramids of biomass																
15	4.7.4.3	transfer of biomass																
16	4.7.5.1	factors affecting food security																
17	4.7.5.2	farming techniques																
18	4.7.5.3	sustainable fisheries																
19	4.7.5.4	biotechnology & RP decay																

Topic Number: C7

Quantitative chemistry					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on students’ prior knowledge from Key Stage 3, deepening their understanding of the conservation of mass.		In this topic you will learn about: what the conservation of mass is; how to balance symbol equations; what moles are and how to calculate moles; and then apply your new knowledge of moles to a variety of different problems.		This topic will prepare you for physical chemistry should you choose to study A level Chemistry	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
1	Conservation of Mass	Avogadro constant Moles Conversation of mass	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning: - CGP revision guides - https://www.britannica.com/biography/Amedeo-Avogadro	Support your child’s progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics	
2	Balancing symbol equations				
3	Mr				
4	Moles				
5	Amounts of substances in equations				
6	Using moles to balance equations				
7	Limiting reactants				
8	Concentration of solutions				
9	Percentage yield				
10	Atom economy				
11	Using concentrations				
12	Titrations				
13					
14	Use of amount of substance in relation to volumes of gases				

Year 11 Learning Map

Topic Number: P6

Physical interactions			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on students' prior knowledge of forces from KS3 and KS4 alongside improving students' knowledge of space and the interactions that led to the formation of the universe.	In this topic students will learn that Magnetism is due to the magnetic fields around magnets. The fields can be investigated by looking at the effects of the forces they exert on other magnets and magnetic materials. Students will also learn that in the past century, astronomers and astrophysicists have made remarkable progress in understanding the scale and structure of the universe, its evolution and ours, and what is causing the universe to expand ever faster?	This topic will support students' knowledge of the interaction of objects and their environments. Students will also be equipped to answer questions about the origin and development of the universe.	Support your child's progress through: • <u>Educake</u> - to complete homework and access further revision • <u>myGCSE science</u> - for extra support videos and work on the topics stated • <u>GCSEpod</u>- for extra support videos and work on the topics stated • Accessing their Microsoft Teams work for directed exercises on current topics
Lesson Sequencing		Extended learning	
Lesson	Spec	Lesson title	Tier 3 Vocabulary
1	4.5.4.1	Moments levers and gears	Electromagnetism
2	4.5.5.1	Pressure in a liquid 1	Gears
3	4.5.5.2	Pressure in a liquid 2	Generator effect
4	4.5.5.3	Atmospheric pressure	Induced potential
5	4.5.7.1	Momentum	Lever
6	4.5.7.2	Conservation of momentum	Magnetic fields
7	4.5.7.3	Changes in momentum	Moments
8	4.7.1.1	Poles of a magnet & magnetic fields	Momentum
9	4.7.2.1	Electromagnetism	Motor effect
10	4.7.2.2	Fleming's left hand rule & electric motors	Pivot
11	4.7.2.4	Loudspeakers	Pressure
12	4.7.3.1	Induced potential	Satellites
13	4.7.3.2	Uses of the generator effect & microphones	Solar system
14	4.7.3.4	Transformers	Star life cycle
15	4.8.1.1	Our solar system & life cycle of a star	Transformers
16	4.8.1.3	Orbital motion, natural and artificial	
17	4.8.1.4	Red shift	

Year 11 Learning Map

Topic Number: 9

Theme 3, Unit 9: The environment and where people live					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on what students were learning Key stage 3 to talk about their home and local area and environmental issues. It will include previously learnt grammar and high frequency vocabulary and will build on this.		Following the completion of unit 8, in this topic, you will learn about describing where you live in terms of your home and local area. We will look at the environment and what we can do to help with environmental problems.	This is the last unit of work that they will study as part of their GCSE curriculum. Future lessons will focus on revising all the topics, exam skills and grammar practise to consolidate their learning from the previous two years.		
Lesson Sequencing		Key Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	Pros and cons of social media	Mi casa – my house	- Quizlet to practice vocabulary – all the vocabulary for the course is available on there - Use of revision guides and work books - Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers) - Grammar practice - www.bbc.co.uk/bitesize	To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics.	
Week 2	My house and my town	Mi barrio – my neighbourhood		Encouraging students to watch films or TV shows in Spanish on Netflix or other streaming services	
Week 3	The good and bad of my region	La habitación – the room La cocina – the kitchen		Helping students to practise vocabulary each week in preparation for a vocabulary test	
Week 4	The environment	El dormitorio – the bedroom			
Week 5	Protecting the planet	El medio ambiente – the environment			
Week 6	Mocks	Las inundaciones – floods La sequía – drought El efecto invernadero – the greenhouse effect			

SPORT

Topic: R183: Nutrition and sports performance & R180: Reducing the risk of sports injuries and dealing with common medical conditions					
Prior Learning		Current Learning	Subsequent Learning		
R181: Students have now completed 40% of their final grade. The information learnt in this topic can be used to support their exam work and coursework for R183. R183: Topic 1, Topic 2 R180: Students have completed all topic learning for the exam unit.		R183 Coursework - Topic 3: How nutritional behaviours can be managed to improve sports performance R180: Exam preparation – Revision	R183: Coursework improvements EXAM - R180: Revision		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	DSL/SWN - Teaching content for topic 2 assignment. VNN/PMN - Exam preparation – Topic 4	Arrest Asthma Dehydration Diabetes Epilepsy Hyperglycaemia Hypoglycaemia Muscle Mass Nutrients Overeating Sudden Cardiac	All students have access to The PE Classroom and are encouraged to work through the unit quizzes and exam questions weekly. Wider reading: - My Revision Notes: Cambridge National Level 1/2 Sport Science. - Cambridge National in Sport Science Student Book with Digital Access: Level 1/Level 2 (Cambridge Nationals)	Support coursework deadlines and ensuring there are opportunities to complete coursework at intervention where necessary. Encourage students to complete extended learning using the PE Classroom. Make sure any missed work is caught up - All work is online via TEAMS.	
Week 2	DSL/SWN - Teaching content for topic 2 assignment. VNN/PMN - Exam preparation – Topic 4				
Week 3	DSL/SWN - Teaching content for topic 2 assignment. VNN/PMN - Exam preparation – Topic 5				
Week 4	DSL/SWN - Teaching content for topic 2 assignment VNN/PMN - Exam preparation – Topic 5				
Week 5	DSL/SWN - Teaching content for topic 2 assignment VNN/PMN - Exam preparation – Topic 5				

Year 11- Hospitality & Catering	
Unit 1	
Aim and purpose: The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.	
Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.	
Current Learning Learning the content and revising unit one ready for external exam on January 15 th 2024. The topics covered will depend on which class your child is in and how the class preformed in the mock exam. Topics will be selected from mock exam and re-visited.	

Lesson Sequencing		Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support
Lesson number 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	Revision and exam technique for unit 1 exam walk through	Unit 1 Describe- Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail State- Express clearly and briefly Explain/Clarify - Provide details and reasons for how and why something is the way it is. Give reasons, make (an idea or situation) clear by describing it in more detail Record -Obtain and store data and information Compare -Identify and comment on/explain similarities and differences Discuss- Examine an issue in detail in a structured way, taking into account different ideas Justify- Show or prove something to be right	My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books Conditions needed for bacterial growth – Food safety – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize  Food safety advice when purchasing food - Food safety 2 – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize 	Unit 1- support and encourage your child to revise and prepare for taking the unit 1 exam on 15th January 2024. Additionally some sections of BBC bitesize have content in common with our specification so can be used for extra revision. GCSE Hospitality (CCEA) - BBC Bitesize  Introduction – Food allergy and food intolerance – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize  Mandatory and voluntary information - Food labelling – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize 
	Revision and exam technique for unit 1 exam walk through			
	Revision and exam technique for unit 1 exam walk through			
	Revision and exam technique for unit 1 long mark questions			
	EXTERNAL EXAM			
	Revision			
	Practical cookery session- meatballs and spaghetti			
	Revision -1.1			
	Revision – 1.2			
	Practical cookery – cookies			
	Revision- 1.3			
	Revision – 1.4			
	Practical cookery- pizza			
	Revision -2.1			
	Revision -2.2			
	Practical cookery- Cheesecake			
	Revision – 2.3			
	Revision - 2.3			
	Revision - 2.3			