



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 2



**RIDGEWOOD
SCHOOL**

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KS3 Learning Maps – Half Term 2

Dear parent/carer,

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

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

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

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

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

Yours faithfully,

Andy Bridge

Deputy Headteacher



Year 7 Learning Map

HT2

Baseline test and Gustav Klimt				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic develops students' understanding and builds on the technical skills covered in the baseline test.		In this topic, you will learn about the artist Gustav Klimt, his use of patterns and symbols, and how to convey a narrative visually. You will explore the methods Klimt used and learn about the application of pattern. Finally, you will create a personal response inspired by his work, symbolising elements of your own life.	This topic will enable you to consider using pattern in your future artwork. It will also develop your knowledge of how to visualise ideas pictorially and incorporate narrative into your work.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1	Patrick Caulfield final piece	Abstract	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary depending on the pace of the lessons. If you enjoyed learning about the life and art of Klimt, visit these web pages to explore more: https://www.wikiart.org/en/gustav-klimt https://www.wikiart.org/en/gustav-klimt/the-tree-of-life-stoclet-frieze	To help students engage with this topic, you could discuss the 'important things in my life' list that students write. You could also talk about symbols and how they could represent each entry on their list.
Week 2	Klimt artist page	Colour		
Week 3	Pattern and First Nation Artists	Decorative Inspiration Motif		
Week 4	Pattern and First Nation Artists	Ornate Pattern Proportion Repetition Response Symbolism Symmetry		
Week 5	Evaluating 'The tree of Life' and the use of symbols. Symbols and tree design			
Week 6	Planning for final piece			
Week 7	Final piece			
Week 8	Final piece			

Drama

Year 7 Learning Map

Topic Number 1: Physicality

Topic: Physicality in Mime				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic will build on any previous knowledge of performance skills developed at primary level.	In this topic you will learn about and develop your ability to perform in front of others with a focus on the physicality of character. You will explore and apply physicality through mime to short performances, incorporating key features of this style including slapstick comedy. You will develop key terminology linked to this performance style and independently apply the key features to some new characters. This topic is important for you to develop your knowledge of physicality in performance. You will consider the impact of physicality in mime on communicating a message to the audience.	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques: National Theatre – All About Theatre The Improv Handbook (Performance Books): The Ultimate Guide to Improvising in Comedy, Theatre, and Beyond – Tom Salinsky and Deborah Frances-White Drama Games for Classrooms and Workshops – Jessica Swale	This topic will prepare you for further performance style exploration throughout key stage, particularly in Y8 where we explore Pantomime. It will equip you with the skills to be successful at future exploration and application of performance styles such as Pantomime and Comedy. You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts and Component 2: developing Skills and Techniques in the Performing Arts	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. Find out about the history of mime and Slapstick Comedy as a performance style with the National Theatre using this link below; https://www.nationaltheatre.org.uk/ 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/
Lesson Sequencing	Tier 3 Vocabulary			
Lesson 1: Introduction to Drama	Physicality			
Lesson 2: Darkwood Manor	Mime			
Lesson 3: Darkwood Manor Mime – walking to the Manor	Characterisation			
Lesson 4: Walking to Darkwood Manor – Rules of Mime	Tension			
Lesson 5: Walking to Darkwood Manor - Development	Atmosphere			
Lesson 6/7: Walking to Darkwood Manor - Performances	Posture			
	Non-Verbal Communication			
	Gesture			
	Slapstick Comedy			
	Exaggeration			
	Reaction Shot			
	Placards			

Lesson 8: Mime: Physicality and Reactions				
Lesson 9: Mime: What is Slapstick Comedy?				
Lesson 10: Slapstick Comedy and Facial Expressions				
Lesson 11: Introduction to Placards in mime				
Lesson 12: Slapstick Comedy rehearsals				
Lesson 13/14: Slapstick Comedy mime performances ASSESSMENT				
Lesson 15: Introduction to verbal characterisation				

Shakespearean Villains				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the comprehension skills from the previous literature topic, <i>Ghost Boys</i>, when students will have needed to choose evidence from a text and demonstrate understanding of meaning. Depending on their primary school, it may also build upon their previous study of William Shakespeare's plays. Although Shakespearean English will more than likely be something you have not experienced before, students will be able to use their reading and decoding skills that they gained during primary school to approach Shakespearean texts. If students have never read Shakespeare before, please don't panic!		In this topic students will learn about how to effectively analyse plot, characters (specifically villains), themes and language within a play. They will learn how to read and understand Shakespearean English and how to select key evidence to analyse the plot, characters, themes and language. As part of this unit, students will learn how to analyse Shakespearean plays at both a language and structural level, as well as gaining knowledge on life during the time in which Shakespeare was writing and how this has influenced his work.	This topic is important as Shakespeare is studied in Year 9 and at GCSE level, where students will study an entire Shakespeare play (Macbeth). Developing the skills required to successfully read and analyse Shakespearean texts will develop not only their knowledge and ability, but also their confidence, as they move up through the academic years. This scheme of work will specifically enhance and develop their skills in preparation for studying Romeo and Juliet in Y9 and Macbeth in Y10.	
Lesson Sequencing		Vocabulary	Extended Learning	Parental/carer support:
Week 1	Shakespeare's life Character Focus: Goneril and Regan (King Lear)	- Villain - Tragedy - Betrayal - Manipulate - Ambitious - Cunning - Deceitful - Scheming - Machiavellian - Malicious - Treacherous	You can engage with the homework set on Bedrock Reader which is an engaging and supportive platform in which pupils develop their reading and literacy skills. Log in using 'Microsoft 365'. This homework will be set weekly. Digital Literacy Curriculum Bedrock Learning	Explore the following sites with your child: No Fear Shakespeare SparkNotes BBC - Teach - Shakespeare Collection Shakespeare For Kids: Shakespeare's Plays For Children (nosweatshakespeare.com) There are various versions of the plays available on YouTube. Recommended productions/adaptations include: - Any production by the RSC/ Globe Theatre - Shakespeare's Animated Tales
Week 2	Character Focus: Lord Capulet (Romeo and Juliet)			
Week 3	Character Focus: The Witches and Macbeth (Macbeth)			
Week 4	Practice Assessment Character Focus: Lady Macbeth (Macbeth)			
Week 5	Character Focus: Iago (Othello)			
Week 6	Character Focus: Richard III (Richard III)			
Week 7	Character Focus: Celebration of Learning Revision			
Week 8	Assessment			

Year 7 Learning Map

Topic Number: 2

Geomorphology – UK Rocks										
Prior Learning			Current Learning			Subsequent Learning				
Before studying the <i>Rocks and the Physical Landscape</i> unit, students may already have some awareness of physical landscapes from their own experiences. The Key Stage 2 curriculum introduces "geographical regions and their identifying human and physical characteristics," which connects to geology. It particularly focuses on the types of rocks found in the UK and how they shape the landscape, as well as how humans interact with the physical environment, including the creation of settlements.			The <i>Rocks and Physical Landscape</i> scheme of learning is designed to build on the knowledge and skills gained in KS2 and previous Year 7 topics. We begin by exploring the rock cycle and how different types of rocks are formed. Students will then learn how these rock types shape the landscape of the UK, as well as global upland and lowland areas (e.g., the Andes). This topic highlights the significance of rocks in shaping physical landscapes and their impact on human settlements and processes. Students will also have the opportunity to examine rock samples from the department's collection during lessons.			In Years 8 and 9, students will study topics such as coasts, rivers, and glaciers, where they can apply their geological knowledge to understand how rocks are affected by these natural processes. For students continuing Geography at GCSE level, this Year 7 <i>Geomorphology</i> unit provides a solid foundation for the <i>UK's Physical Landscapes</i> unit. The recall of key terms and foundational knowledge from Years 7 to 9 will help scaffold their learning in Years 10 and 11.				
Lesson Sequencing			Tier 3 Vocabulary			Extended Learning			Ways in which parents/carers can support	
Lesson 1	Where do rocks come from?		Erosion			There will be two 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. This website from the BBC, outlines and applies the key terms and vocabulary with the processes learnt throughout this topic to the Yorkshire Dales with clips, to deepen knowledge and understanding. https://www.bbc.co.uk/bitesize/topics/zhrjimp3			Encourage students to be aware of national news stories linked to the UK's geology and also watch documentaries often produced by the BBC about UK's landscape and geology. You can support your child by promoting wider reading and supporting them with homework where possible.	
Lesson 2	How are rocks and fossils made?		Fossils							
Lesson 3	How do rocks get their shape?		Geology							
Lesson 4	What give the UK its shape?		Hydrographs							
Lesson 5	What makes Doncaster's and the Lake District's landscapes?		Igneous							
Lesson 6	Settlements		Lowland							
Lesson 7	Andes		Metamorphic							
Lesson 8	Quechuan		Quechuan							
Lesson 9/10	Hazards in upland/lowland areas		Relief							
Lesson 11	Hydrographs		Sediment							
			Sedimentary							
			Settlement							
			Upland							
			Weathering							

HISTORY

Hastings				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the content you learned in primary school about the Vikings, and the Anglo-Saxon struggle for control of the Kingdom of England. It also builds upon your chronological understanding of the history of Britain, which you have been studying throughout Year 7. Finally, it builds upon the narrative writing skills you learned in primary school, and during the Romans topic.		In this topic you will learn about the turmoil which existed in England in the year 1066, and the different claimants to the throne. You will also discover the methods used by William to secure his grip on power. This topic is important, it will help you hone your ability to write clear narrative accounts, develop arguments in your essays, and select relevant, precise evidence to support your answers.	This topic will prepare you for future learning about life in Medieval England, as you will have gained knowledge on the existing social and political structures in the country. You will be required to demonstrate the ability to develop evidence-based arguments throughout all other topics in Key Stage 3, 4 and 5. This topic will also equip you with the skills you need to be successful in your exams in GCSE History, as Paper 2 contains a narrative account question.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	What was England like before 1066?	Angles	All students will be set revision sheets to complete in advance of assessments, and are encouraged to complete them. The following books are very engaging and interesting: 1066: I was There by Jim Eldridge The Battle of Hastings by Gillian Clements	You could watch the documentaries below with your son/daughter: BBC – The Normans The Normans - Men from the North - Episode 1/3 - BBC Documentary - Bing video Amazon Prime – William the Conqueror Watch William the Conqueror Prime Video (amazon.com)
Lesson 2	Who should be the next King of England?	Cavalry		
Lesson 3	What happened at Stamford Bridge?	Confessor		
Lesson 4	What happened during the Battle of Hastings?	Disembowelled		
Lesson 5	Was the Battle of Hastings won or lost?	Fyrd		
Lesson 6	What problems did William face?	Heir		
Lesson 7	How did William secure control of the country?	Housecarl		
Lessons 8-10	How has Conisbrough Castle changed?	Longboat		
		Monasteries		
		Saxons		

Year 7 Learning Map

Topic Number: 2

Topic Title: Office skills							
Prior Learning		Current Learning			Subsequent Learning		
This topic builds on prior knowledge from KS2 on the use of computers and application software. It also ensures students are able to understand and use subject specific terminology and more efficient ways of using office.		In this topic you will learn a range of skills which underpin the use of software in school. We will learn to use OneNote and email then create an interactive presentation using PowerPoint. Office skills, including PowerPoint and Excel. We will also cover ICT skills including keyboard shortcuts, image editing and transferring between different software. You will be combining images, sound, animations, transitions and interactivity to create this product.			This topic will prepare you for future work and lessons in ICT and other subjects. It ensures you are able to present your work appropriately and effectively.		
Lesson Sequencing		Tier 3 Vocabulary			Extended learning		
Lesson 1	Introduction to ICT and OneNote	Address BCC CC House Style Online Hyperlink Remote Slide master			Pupils will be given a login for idea.org to complete home learning. This covers a variety of digital badges for pupils to work through. iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards. www.codemonkey.com Here are some of the websites Scratch - Imagine, Program, Share (mit.edu) CodeCombat - Coding games to learn Python and JavaScript CodeCombat www.codecademy.com/		
Lesson 2	Email and Office Online						
Lesson 3	Presentation Tools						
Lesson 4	House Style						
Lesson 5	Interactivity						
Lesson 6	Image Editing						
Lesson 7	Completion						
Lesson 8	Completion						
					Ways in which parents/carers can support		
					Pupils are encouraged to use https://idea.org.uk/ - this offers free mini courses about various computer-based topics		

MATHS

Algebra 1a				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior skills using directed numbers in. You will have also learnt some algebra in transition week at Ridgewood.	In this unit you will learn skills surrounding simplifying algebraic expressions.	This topic will enable you to apply these skills when solving equations at the end of Y7 and throughout your studies in KS4 and 5.		
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: - Substitute into expressions and evaluate - Simplify expressions by collecting like terms - Understanding index laws - Simplify expression by multiplying - Expand brackets - Factorise expressions	Expression Substitute Formulae Simplify Expand Factorise	All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set. - 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: MathsWatch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. - Accessing their Microsoft Teams work for directed exercises on current topics	

MATHS

Number Part 1b				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior knowledge from Key Stage 2 and unit 1a using four operations, decimals and negatives.	The aim of this unit is to solidify your understanding of number such that you can use skills to reasoning and problem solve to a higher level. A large focus of this unit will be working negative numbers.	This topic will prepare you for all subsequent topics in your Maths study. These skills will be used in all your work, for example the use of negative numbers in algebra topics.		
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's needs: - Understand place value of decimal parts - Compare and order decimals - Round numbers to the nearest power of 10, decimal place, or significant figure - Use the four operations with decimals - Apply associative laws - Use the order of operations effectively (previously known as BIDMAS) - Understand factors	Tenths Hundredths Round Significant Estimate Product	All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set. - Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library) - The Life-Changing Magic of Number by Bobby Seagull 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: MathsWatch- to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated.	

Year 7 Learning Map

Rhythm and Notation					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on your knowledge of notation and rhythm from primary school.		In this topic, you will learn how to read and write rhythmic and melodic notation. You will explore this through a series of performance, improvisation and compositional workshops. You use your knowledge of rhythm and notation to learn to play a famous melody and apply improvisation techniques to compose ideas.	Developing your musicality in music notation means that when you have a musical idea you are able to write it down yourself. Not only can you write down your ideas, you can quickly play any sheet music set before you, allowing a true collaboration of sound and music which is essential for further music study.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Developing an understanding of rhythm and pulse	Pitch	You have access to our subscription to Focus on Sound. Click on the link: and then log in using your Microsoft Teams account. Alternative wider reading opportunities: How to write a song How to read sheet music	Learning to read and write rhythm and pitch are the building blocks of musical understanding. Encourage your child to practice writing out note durations or note of the treble clef staff to improve their recall. Encourage your child to play or sing their melodic ideas. Can they develop ideas further? Students could do this on an instrument or on the piano app available online or smartphones. Developing their understanding of musical theory will also help. Useful guides include Grade 1-3 Music theory exercises. The AB Guide to Music Theory Vol 1: Amazon.co.uk: Taylor, Eric: 9781854724465: Books	
Lesson 2	Developing an understanding of metre	Treble Clef			
Lesson 3	Developing an understanding of pitch	Rhythm			
Lesson 4	Put into practice and performance assessment /share with class	Notation			
Lesson 5 - 6	Put into practice – improvement from teacher assessment	Stave			
Lesson 7-8	CF listening and applying current knowledge of notation	Pulse			
Lesson 9	Improvised Swan Lake – fill in bar 3	Crotchet			
Lesson 10	Rhythmic composition bar 6-7	Quaver			
Lesson 11	Melodic composition bar 6-7	Minim			
Lesson 12	Development of ideas	Syncopation			
Lesson 13	Class showcase				

Year 7 Learning Map

Topic: Badminton

Prior Learning	Current Learning	Subsequent Learning
This topic builds on any previous learning of badminton. If students have no previous experience of badminton, they will be introduced to the basic skills needed to play the sport as well as the rules of gameplay.	In this topic you will learn the basic skills needed to play a competitive game of badminton. You will first learn how to set up and take down a badminton court safely. You will then be taught how to correctly grip the racket, position yourself after each shot and rally with a partner. Each week you will then learn different skills that will help you outwit your opponent and have the opportunity to apply that in a game situation. You will then end the scheme of work looking at the specific rules for singles and doubles gameplay.	In Year 8, you will develop the skills learned in Year 7 to allow you to become a better/more effective badminton player. You will continue to practise shots such as: • Low forehand serve • Overhead/underarm clear • Drop shot • Smash shot There is a bigger emphasis on outwitting your opponent in Y8 as we focus on tactics and understanding. You will look a shot placement/positioning to give you an advantage within competitive games. Towards the end of the unit you will spend some time looking at the specific rules for singles gameplay and more confident students might be able to umpire matches.
Lesson Sequencing – Each week students will learn a new skill and have time to apply this in a game situation.		Ways in which parents/carers can support:
Week 1	Tier 3 Vocabulary	Extended learning
Court Set Up, Grip, Ready Position & Rallying	1. Grip	• https://www.masterbadminton.com/badminton-basics.html
Serve (Long/Short)	2. Ready Position	• https://www.badmintonskills.net/badminton-techniques-for-the-beginner/
Overhead/Underarm Clear Technique	3. Court	• http://www.badminton-information.com/badminton-techniques.html
Drop/Smash Shot Technique	4. Net	• https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3
Singles Gameplay	5. Rally	
	6. Underarm Serve	
	7. Overhead/Underarm Clear	
	8. Drop Shot	
	9. Smash	
	10. Singles/Doubles	

Topic: Year 7 Dance

Prior Learning This topic builds on previous learning of dance. Students will have knowledge of an effective warm up and will need to apply this to dance. Most students will have completed dance at primary school. Some students will attend dance out of school.	Current Learning In this topic you will develop knowledge and understanding of the key concepts of choreographic devices, body actions, demonstrate different body actions linking them together to form basic motifs and be able to apply their understanding to the style to clearly show the theme they are representing.		Subsequent Learning In Year 8 students will apply the skills learnt through this unit to their next style of dance. They will choreograph a routine to demonstrate the key elements of their dance. They will evaluate their own and others performances and be able to suggest praise and next steps to improve the performance.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Importance of warm up in dance and understanding the theme, dynamics and gestures	1. Cannon 2. Pathways 3. Unison 4. Formations 5. Stillness 6. Gestures 7. Travel 8. Aesthetically pleasing 9. Body Tension/Extension 10. Fluency and Control Elements of dance - https://www.youtube.com/watch?v=WgVKfTkWU1U BBC Bitesize – Choreographing a dance https://www.bbc.co.uk/bitesize/guides/zc6mtyc/revision/5	- Watch different music videos with your child looking at the style of the movements. - Encourage your child to watch YouTube videos focused on choreographic devices - Encourage your child to join the afterschool club, or a dance school
Week 2	Unison and stillness/Cannon and travel		
Week 3	Formations, pathways and jumps		
Week 4	Turns and repetition (Retrograde)		
Week 5	Practice and performance		

Year 7 Learning Map

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on any previous learning of handball. If students have no previous experience of handball, they will be introduced to the basic skills needed to play the sport, as well as the rules of gameplay.		In this topic you will learn the basic skills needed to play a competitive game of handball. You will first learn the rules of handball and how they differ to other invasion games. You will then be taught how to pass effectively in order to move the ball towards goal at speed. Conditioned games will help to build a focus on dribbling and shooting and the rules that surround these skills. You will then learn different skills that will help you outwit your opponent and have the opportunity to apply that in a game situation.	In Year 8, you will develop the skills learned in Year 7 to allow you to become a better/more effective handball player. You will continue to practice the skills highlighted below. There is a bigger emphasis on outwitting your opponent in Year 8 as we focus on tactics and understanding. You will look at team tactics including both defensive and offensive positioning to give you an advantage within competitive games. More confident students might be able to take on an officiating role in matches.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Rules of Handball Passing	- Centre Line - Dribble Fault - Free Throw - Goal Area - Goalkeeper Throw - Offensive Foul - Officiating - Steps - Throw In - Time-Out	IHF What is handball? (thesubath.com) team handball Game, Rules, & Facts Britannica Home - England Handball Association Handball - News, Athletes, Highlights & More (olympics.com)	If possible, give students as many opportunities to play invasion games: - Rugby - Football - Basketball - Hockey This will help develop a skill set which should be transferable between these types of sports. If interested in handball, join a local handball club.
Week 2	Dribbling Shooting			
Week 3	Defensive Formations			
Week 4	Attacking Formations			
Week 5	Gameplay			

Year 7 Learning Map

Physical Education

Topic: Football

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the different skills you have learnt in primary school linked to football, such as passing, dribbling and shooting. You may have played football during school or outside of school.		In this topic you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in football are transferable across the different team activities. You will also revisit football again in Year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in Year 7.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Ball control/ Turns Dribbling	Attacker Chest Cryuff	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Fancy skills to learn https://www.wemakefootballers.com/top-10-best-football-skills-2/ The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=oPtXLmHOKew	* Get them to practise doing “keepie 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
Week 2	Passing	Defender Inside Hook Midfielder		
Week 3	Outwit an opponent	Outside hook Penalty Space		
Week 4	Shooting			
Week 5	Defensive position Game play			

Physical Education

Year 7 Learning Map

Topic: Gymnastics

Gymnastics				
Prior Learning: Students should be able to balance using different points of contact on the floor. Jump and land safely, as well as being able to have some creative ideas of what could be included in gymnastic lessons.		Current Learning: After completing this unit students should be able to use a variety of techniques and skills in gymnastics. Students can perform both individual and partner balances. Students have the knowledge of sequence choreography and how to perform a quality sequence. Students are able to perform a variety of linking moves such as rolls and cartwheels and other rotations. Students are able to perform in solo and duet performance. Students can observe performance and give constructive feedback using praise and next steps.		Subsequent Learning Students will go on to develop their skills to be able to use a variety of techniques and skills in gymnastics. Students will continue to develop balances, create sequence choreography and how to perform a quality sequence. Students will go on to develop skills such as rolls and cartwheels and other rotations into advanced movements and students will use equipment to gain height and perform shapes in the air.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Extension, tension and control linking to different types of balance.	Aesthetically pleasing Sagittal plane Frontal plane Axis Mount/dismount Execution Straddle Pike Tuck Extension Tension	https://www.british-gymnastics.org/ Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104	Watch videos of gymnastics performances. Encourage your child to join the afterschool club, or a gymnastics club. Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104
Week 2	Rolls			
Week 3	Headstands and handstands			
Week 4	Cartwheels and rotations			
Week 5	Sequence practice and performance			

Year 7 Learning Map

Physical Education

Topic: Netball

Prior Learning		Current Learning		Subsequent Learning	
This topic builds on the different skills you have learnt in primary school linked to netball, such as passing. You may have played bench ball, high 5 netball or you may have played 7 a-side netball already.		In this topic you will learn the basic rules of netball and how to play the game successfully. You will develop your skills of passing and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.		All skills learnt in netball are transferable across the different activities. You will also revisit netball again in Year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in Year 7.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Ball familiarisation, passing and receiving	Pivot	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	* 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 (when they are back up and running). Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html	
Week 2	Footwork and pivoting	Outwit			
Week 3	Movement off the ball and signalling	Obstruction			
Week 4	Dodging	Contact			
Week 5	Games and positional play	Possession Penalty Centre pass Side-line pass Back-line pass Space			

Year 7 Learning Map

Topic: Rugby

Prior Learning	Current Learning	Subsequent Learning
This topic builds on any previous learning of rugby. If students have no previous experience of rugby, they will be introduced to the basic skills needed to play the sport as well as the rules of gameplay. You may have played rugby during school in the form of touch/flag or outside of school as full contact.	In this topic you will learn the basic skills needed to play a competitive game of rugby. You will first learn the importance of movement into space and safety whilst falling to the floor. You will then be taught the different types of tackle and how to tackle correctly and safely. Passing technique and different ways to create space will be covered in preparation for game play towards the end of the unit.	In Year 8, you will continue to develop the skills learned in Year 7 to allow you to become a better/more effective rugby player. You will continue to practise techniques such as: • Tackling • Passing • Creating Space • Kicking There is a bigger emphasis on outwitting your opponent in Year 8 and you will look at how to gain an advantage within games. Again, you will end the scheme of work looking at the specific rules and tactics of gameplay. More confident students might be able to contribute coaching ideas.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning
Week 1	Movement, awareness of space and falling to the floor Tackling	• https://www.rulesofsport.com/sports/rugby.html • https://www.rugbysmart.co.nz/improving-performance/tackle-technique/ • https://www.rugbycoachweekly.net/rugby-drills-and-skills/tackling/perfect-tackling-technique/ Ways in which parents/carers can support: If possible, give students as many opportunities to play invasion games: • Rugby • Football • Basketball • Hockey This will help develop a skill set which should be transferable between these types of sports. If interested in rugby, join a local rugby club.
Week 2	Tackling continued.... Passing and Creating Space 1	
Week 3	Passing and Creating Space 2	
Week 4	Kicking	
Week 5	Play of the Ball and Game Play	

Year 7 Learning Map

Topic Number: 1

Transition to Ridgewood – Who am I and what are my personal qualities?						
Prior Learning		Current Learning		Subsequent Learning		
This topic builds on work that you have looked at in primary school, helping you understand your personal qualities and how to manage friendships.		In this topic, you will learn about key concepts related to personal qualities and the importance of identifying areas you wish to focus on and develop. You will gain an understanding of what constitutes a healthy friendship and how to manage these relationships. Additionally, you will acquire knowledge on maintaining good habits related to self-esteem and self-respect, as well as important physical habits such as getting adequate sleep. This topic is essential for building a foundation to ensure you have a happy and healthy lifestyle now and into adulthood.		This topic will prepare you for further learning in PSHCE through to the end of Year 11. It will introduce you to key concepts such as health and well-being, along with the various factors that can impact it. You will begin to understand what constitutes healthy relationships and the features of positive connections with those who care about you. Additionally, you will start to develop various coping mechanisms to help you manage aspects of your life, both at Ridgewood and beyond, to maintain a happy and healthy lifestyle.		
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning		Ways in which parents/carers can support
Lesson 1	What makes me, me- Personal strengths	Attributes Blue light Cyberbullying Depravation Friendships Melatonin Respect Self-respect		You can use independent study opportunities to engage with the following websites. Home - The Sleep Charity Anti-Bullying Alliance		Discuss the different personal qualities each family member possesses and the positive impact these have on those around you. Engage in creating sleep journals to track the effects of following specific routines that ensure you receive an adequate amount of sleep, such as going to bed at the same time each night.
Lesson 2	Importance of friendship – Choosing and making friends					
Lesson 3	Characteristics of good friendship- Strengthening friendship					
Lesson 4	Importance of self-respect					
Lesson 5	Bullying and the impact of bullying					
Lesson 6	Making a positive contribution to life at Ridgewood and the community					
Lesson 7	Assessment – Letter to my Year 11 self					

RE

Belief Systems: Christianity continued				
Prior Learning This topic builds on your knowledge from primary school, where you may have already learned about religious traditions, particularly Christianity. This foundational knowledge is useful for understanding how religious beliefs can influence a person's life. Throughout this topic, you will also continue to develop your explanatory skills, which you began to cultivate in primary school. Additionally, you will enhance your skills in interpreting and analysing specific passages from religious texts, allowing you to apply these insights to the life of a Christian.	Current Learning In this topic, you will begin by exploring what it means to be religious and how faith influences the lives of believers. You will also learn how religious individuals demonstrate their belonging to their respective communities. Additionally, you will consider why people hold beliefs about God and examine various views regarding the creation of the world. You will be encouraged to reflect on your own opinions about religious belief and engage in debates about different perspectives on creation. This topic is essential for developing your understanding of specific Christian beliefs and teachings. For example, you will explore key events in Jesus' life and their significance for Christians today.	Subsequent Learning This topic will introduce you to key concepts and beliefs within Christianity, laying the groundwork for many subsequent topics in RE. For example, studying the teachings about Jesus' death and resurrection will help you understand what Christians believe about life after death, which you will explore in both Key Stage 3 and Key Stage 4. Additionally, this topic will further develop your skills in explanation and evaluation, which you will apply throughout your time in RE at Ridgewood. You will be required to demonstrate your ability to analyse key religious quotations and texts and explain how they influence the beliefs and actions of religious believers in all subsequent RE topics, all of which are built upon the foundations established in this topic.	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 why people may believe or not believe in God. Discussing and debating your own views with your children regarding religious belief would also be beneficial.	
Lesson Sequencing 1. Community, identity and belonging 2. What do Christians believe about God? 3. Why do Christians believe in God? 4. What do Christians believe about creation? 5. Incarnation and Nativity 6. Teachings- Parables- Good Samaritan 7. Teachings- Parables- Sheep and the Goats 8. Teachings- Parables- The Rich Man and Lazarus 9. The Miracles of Jesus 10. Holy Week	Tier 3 Vocabulary Miracle Atheist Theist Agnostic Creation Incarnation Nativity Parable Resurrection Crucifixion	Extended Learning You can use independent study opportunities to engage with the following websites and articles about Christianity. Facts about Christianity – KS3 Religious Studies – BBC Bitesize - BBC Bitesize Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize - BBC Bitesize You can develop your knowledge of belief further by looking at non-religious beliefs, what this means and why people may hold non-religious beliefs in our society.		

Year 7 Learning Map

Topic Number: B3

B3- Plant and Human reproduction						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on the KS2 science curriculum. This discusses how organisms grow from reproduction to old age.		In this topic you will learn about the basic structure and function of flowering plants and how plants are adapted to reproduce successfully. You will also learn about the human reproductive system and human fertilisation.	This topic will link to B3 in Year 8 where you will learn how characteristics are inherited such as eye and hair colour. It will prepare students for GCSE Biology, where in B1 you will study DNA and cell division. It will also link to B4, which will look at hormones and fertility.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Lesson 1	Seed Dispersal	Carpel	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider Reading: • KS3 Science Study Guide - Higher (CGP KS3 Science) • by Paddy Gannon • KS3 Biology Study & Question Book - Higher (CGP KS3 Science) • by CGP Books • Puberty Reproduction Birth Paperback by Oaka Books (Author), Laurence Andrew Page		Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.	
Lesson 2	Plant Reproductive Organs	Fertilisation				
Lesson 3	Plant Reproduction	Gamete				
Lesson 4	Menstrual cycle	Gestation				
Lesson 5	The process of fertilisation	Menstrual cycle				
Lesson 6	Development of a foetus	Ovary				
Lesson 7	Explain advice given to pregnant women.	Oviduct				
		Ovulation			KS3 Revision Guides and Workbooks are available on parent pay.	
		Ovules			Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.	
		Placenta				
		Pollen				
		Pollination				
		Testicle				
		Uterus				

Topic Number: P1

P1- Speed and gravity				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the KS2 science curriculum looking at how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	In this topic you will learn how to calculate the speed of objects and interpret information from distance time graphs. You will also learn the difference between mass and weight and how to calculate weight on different planets.	This topic will link to P2 in Year 8 where you will study resultant forces and pressure. It will prepare students for GCSE Physics, where in P5 you will study forces and speed. It will also prepare you for P6, which will look at forces and momentum.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson 1	Speed	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.	
Lesson 2	Average speed			
Lesson 3	Relative motion Acceleration Weight Non-contact force			
Lesson 4	Mass	Wider reading: • CGP revision guides • Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky	KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.	
Lesson 5	Gravitational field strength Field			
Lesson 6	Planning an investigation into the speed of a toy car on a ramp			
Lesson 7	Investigating the speed of a toy car on a ramp Gravity			
Lesson 8	Mass and Weight			
Lesson 9	Skills – Explaining astronauts weight on planets			

Year 7 Learning Map

Topic Number: 2

<i>Me describo: Describing myself</i>				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the first unit of Year Seven, where you learned to introduce yourselves and provide basic details about your lives. It also revisits previously learned classroom vocabulary.	In this topic, you will describe yourself and others in Spanish. You will learn to discuss pets and describe them, talk about nationalities and languages, and describe people's characteristics. Additionally, you will develop an understanding of grammar, focusing on how the present tense is used and formed.	This topic will prepare you to become a more confident speaker of Spanish, enabling you to speak and write more coherently—skills that can be applied to any subject. After this unit, we will move on to describing our school, using the grammatical skills from this topic to articulate our school experience.		
Lesson Sequencing	Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Family	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. See the link https://quizlet.com/gb/341912223/zoom-1-me-describo-unidad-1a-flash-cards/?i=ybbrx&x=1jqt	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Mafalda- la película If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'	
Week 2	Pets			
Week 3	Hair and eyes			
Week 4	Physical descriptions			
Week 5	Describing personality			
Week 6	Countries			
Week 7	Nationality and language			

Design & Technology: Food



Year 7 Learning Map

Topic: Food Technology in Practice

Food				
Prior Learning This topic builds upon the lessons delivered during the first half term on personal hygiene.	Current Learning In this project, students will learn to apply their knowledge of food hygiene and safety in the kitchen through practical cookery. Students will cook a range of dishes to develop their basic cooking and hygiene skills. Students will learn to use the different parts of the cooker through practical activities. Skills learnt in this project: Hand washing, chopping (bridge and claw techniques), peeling, grating, simmering, boiling, frying, sautéing, handling raw meat, rubbing in, hob and oven control. Using all parts of the oven as well as weighing and measuring solids and liquids.		Subsequent Learning This topic will equip students with the knowledge and skills to prepare a range of healthy dishes that include both high- and low-risk foods. While cooking, students will demonstrate high standards of food hygiene. They will build upon these skills and add new techniques to their repertoire in the next topic, where practical lessons and theoretical concepts will progressively increase in complexity.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1 Using the hob	Bacteria	Students will be expected to weigh and prepare ingredients at home on a fortnightly basis. We will also set optional home-learning activities each half term in the form of a 'takeout menu', offering a range of tasks to choose from https://www.bbc.co.uk/bitesize/guides/zvjx6sg/revision/2 https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/ https://www.bbc.co.uk/bitesize/guides/zvjx6sg/revision/3	Shopping: Challenge your child to explain why different foods are stored in various sections. Can they identify high-risk foods? Encourage them to unpack the shopping and place items in the correct locations. Dinner Time: Support your child in planning and preparing dinner for the family. Ask them to demonstrate good hygiene by washing up and putting equipment away in the correct places. Encourage your child to use weighing scales and explain why accurate measurements are important in baking.	
Lesson 2 Pasta salad practical	Hygiene			
Lesson 3 Food storage	Safety			
Lesson 4 Cookies	Temperature			
Lesson 5 Weighing and measuring	Weighing			
Lesson 6 Roasted vegetable cous cous	Measuring			
Lesson 7 Scaling recipes	Bridge/Claw			
Lesson 8 Fruit scones	Hob/Oven/Grill			
	Food handler			
	Ratio			