RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 2

RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

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 key 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,

Nicola Watson

Deputy Headteacher

ART

RIDGEWOOD SCHOOL

Year 8 Learning Map

HT2

<table>
<tr><th colspan="4">POP Art</th></tr>
<tr><td colspan="2">Prior Learning
This topic builds on students' existing knowledge of the Pop Art movement, its key practitioners, colour theory, and previous material-based experiments.</td><td colspan="2">Current Learning
In this topic, you will explore the similarity of themes within Pop Art and Wayne Thiebaud's work, learn how to limit a colour palette, practise observational drawing linked to the theme, and experiment with abstraction techniques. You will develop subject-specific vocabulary through class discussions, one-to-one conversations, and written evaluations, helping you to identify strengths and areas for improvement.</td><td>Subsequent Learning
This topic will prepare you to simplify drawings and paintings, make selective use of colour, and further develop your ability to consolidate learning in order to produce a personal final piece.</td></tr>
<tr><td colspan="2">Week Sequencing</td><td>Vocabulary</td><td>Extended Learning</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Week 1</td><td>Pop art final outcome</td><td rowspan="8">Abstract
Clay
Collage
Construct
Exaggerate
Layer
Observational
Palette
Technique</td><td rowspan="8">Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.

Visit:
https://www.nga.gov/collection/artist-info.3185.html#biography
https://www.nuartgallery.com/artists/39-cecil-touchon/biography/</td><td rowspan="8">Visit Leeds or Doncaster Art Galleries and explore how popular culture has influenced the subject matter of the artworks.

Create drawings of selected pieces to add to your sketchbooks.</td></tr>
<tr><td>Week 2</td><td>Pop art final outcome</td></tr>
<tr><td>Week 3</td><td>Pop art final outcome</td></tr>
<tr><td>Week 4</td><td>Pop art final outcome</td></tr>
<tr><td>Week 5</td><td>Pop art final outcome</td></tr>
<tr><td>Week 6</td><td>Wayne Thiebaud artist page-modelled drawings</td></tr>
<tr><td>Week 7</td><td>Donut drawings and experiments</td></tr>
<tr><td></td><td></td></tr>
</table>

Drama

RIDGEWOOD SCHOOL

Year 8 Learning Map

HT2

Topic: Pantomime

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Matilda and Mime (where we created monologues for key characters and performed small sections of script) and will introduce you to new performance styles – Pantomime.	In this topic you will learn about the key features of the performance style Pantomime and will explore some key features of this performance style and apply these to short performances, incorporating key features of this style. 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 theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience.	This topic will prepare you for further performance style exploration throughout key stage, particularly in Y9 where we explore John Godber and Physical Theatre. It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts. 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.

Lesson Sequencing	Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1: Stock Characters/Gender roles Lesson 2: Slapstick comedy in Pantomime Lesson 3: Audience participation and contemporary twist planning Lesson 4: Rehearsal – development of the script – Stock character focus Lesson 5: Rehearsal – development of the script – Slapstick comedy Lesson 6: Rehearsal – peer assessment Lesson 7: Performance	Pantomime Exaggeration Stock Characters Slapstick Comedy Exaggeration Unison Narration Direct Address Monologue Audience Participation	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: • All About Theatre – National Theatre • The Time Traveller's Guide to British Theatre: The First Four Hundred Years - Aleks Sierz and Lia Ghilardi Theatre Histories: An Introduction - Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner and Tobin Nellhaus	You can support your child's progress by exploring the Drama Teacher Melodrama website. This provides lots of information on the history, plots. Stock Characters and key techniques used to create a Melodrama. https://thedramateacher.com/19th-century-melodrama/ The ROSES Theatre company have a number of family friendly, professionally filmed pantomimes available on YouTube. These are excellent examples of contemporary pantomimes. Links are available below: https://youtu.be/aqqAVZWl8aI - Aladdin https://youtu.be/qrnbnNkiodM - Dick Whittington https://youtu.be/uLLs2KN3HdQ - Cinderella

English

RIDGEWOO SCHOOL

Year 8 Learning Map HT2

Gothic Fiction

Prior Learning
This topic builds directly on The Woman in Black. Pupils will have developed their understanding of Gothic settings, isolation, fear, superstition and the supernatural. They will have analysed how writers use language to create atmosphere, including foreshadowing, pathetic fallacy, sensory description and dialogue. Pupils will also have practised selecting relevant quotations, explaining their effects and producing their own imaginative writing using Gothic ideas and ambitious vocabulary.

Current Learning
In this topic, pupils will explore the origins, conventions and continuing popularity of Gothic fiction. They will analyse extracts from a range of Gothic writers to examine how language and structure create foreboding, menacing settings, suspense and frightening antagonists. Pupils will apply these methods to plan, draft and refine one cohesive Gothic short story, developing its opening, development, problem, reaction and reflection in preparation for their final assessment.

Subsequent Learning
This topic will prepare pupils for the further study of nineteenth-century fiction, including A Christmas Carol. Their knowledge of Gothic conventions, Victorian fears, the supernatural and atmospheric settings will support their understanding of Dickens' methods and ideas. The topic will also develop the close analysis skills required across English Language and English Literature, while preparing pupils for future fiction writing by strengthening their control of narrative structure, description, character, viewpoint and technical accuracy.

Lesson Sequencing

Week 1: Introduction to Gothic, Dracula and foreboding weather	Week 6: Mock assessment, antagonist planning and Jane Eyre
Week 2: Gothic protagonist, core story opening and Rebecca	Week 7: Antagonist reveal, The Woman in Black, and reaction and reflection
Week 3: Menacing driveway, Hill House and a sinister house exterior	Week 8: Feedback, self-assessment and consolidation of the complete story
Week 4: The Fall of the House of Usher, oppressive interiors, The Red Room and suspense	Week 9: Book cover, presenting the completed story and The Woman in Black revision
Week 5: Developing suspense and consolidating the opening and development	Final Assessment

Vocabulary

Spelling homework will revisit the following words from the scheme.

Tier 3 subject terminology
Gothic, convention, pathetic fallacy, personification, narrative perspective, semantic field, structural shift, antagonist, cyclical narrative, symbolism

Tier 2 academic vocabulary
foreboding, suspense, menacing, malevolent, sinister, melancholy, oppressive, harrowing, macabre

Pupils will learn the definitions, spellings and how to apply these words accurately.

Extended Learning

Pupils could extend their learning by reading another Gothic novel or short story and recording how the writer uses setting, character and uncertainty to create fear. They could research the development of Gothic fiction or the influence of Gothic architecture, compare a studied extract with a film or television adaptation, or redraft part of their core story using a different Gothic writer as inspiration.

Parental/carer support:

- Students read another Gothic novel or short story, such as *Coraline*, *The Haunting of Aveline Jones*, *The Screaming Staircase* or *Uncle Montague's Tales of Terror*.
- They could also a Gothic film, such as *Coraline* or *The Others*
- Have a spooky 'ghost story night' and tell scary tales to each other
- Go on a ghost tour
- Watch a Victorian documentary

Geography

Year 8 Learning Map

RIDGEWOOD SCHOOL

HT2

Water on Land			
Prior Learning This topic builds on Key Stage 2 knowledge from primary school. Students are expected to understand key aspects of human and physical geography. It also links back to the Year 7 topic on rocks, particularly rock types found at coastlines and how they are affected by geographical processes.	**Current Learning** In this topic, you will learn about the processes, landforms, and management of coastal and river landscapes, including where these two environments meet. You will begin by exploring erosion, deposition, and transportation processes. The topic will then connect river and coastal landscapes, revisit climate change themes, and introduce a global case study focused on the Sundarbans.	**Subsequent Learning** This topic, centred on coastal landscapes, builds on similar skills and knowledge from the study of rivers. You will also examine the challenges faced by coastal areas (such as erosion) and the strategies used to manage them. This learning links directly to the study of rivers and coasts in Paper 1: Physical Geography, should you choose to take GCSE Geography.	
Lesson Sequencing		**Vocabulary**	**Extended Learning**	**Ways in which parents/carers can support**
Lesson 1	Where is all the water?	Abrasion Attrition Coastal Management Deposition Erosion Hard engineering Hydraulic action Soft engineering Solution Sub-aerial Transportation	There will be <u>two</u> pieces of geography research homework a half term. This will be based on the topic theme, to extend your place and process knowledge. Between assessment periods you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography. Watch and read about the coastal processes, landforms and management on the 'Time for Geography – Coasts' website. <u>https://timeforgeography.co.uk/videos_list/coasts/</u> <u>Rivers (timeforgeography.co.uk)</u> BBC Bitesize – Wider reading on coastal processes, landforms and management. There are also tests and quizzes that can be taken to test and help with knowledge and understanding of the topic. <u>https://www.bbc.co.uk/bitesize/topics/z6bd7ty</u> <u>Rivers - KS3 Geography - BBC Bitesize</u>	Watch or share news reports related to river and coastal areas. Recap key processes, landform formation, and management strategies through wider reading and recommended links.
Lesson 2	Water cycle			
Lesson 3	Processes EDT			
Lesson 4	Erosional landforms			
Lesson 5	Deposition and deltas			
Lesson 6	Using water: past and present			
Lesson 7	River flooding and management CC			
Lesson 8	Coastal flooding and management CC			
Lesson 9/10	Sundarbans			
Lesson 11	Great barrier reef			

HISTORY

RIDGEWOOD SCHOOL

Year 8 Learning Map

HT2

Nazi Germany

Prior Learning	Current Learning	Subsequent Learning
This topic builds on the content you learned when you studied World War One, 1914-1918, and the Weimar Republic, 1919-1933. It also builds upon your chronological understanding of European History. Finally, it continues to develop the writing and source skills you have been learning throughout your time in Key Stage 3.	In this topic you will learn about the social, political, and economic conditions within Nazi Germany. You will learn how Hitler came to power and consolidated his position. This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master writing extended essays and reaching judgements, using the TR-ADE-C structure.	This topic will prepare you for a future topic on the Holocaust, as it addresses the period leading up to this horrific event. It will also equip you with the skills to be successful in your exams in Key Stage 4 as you will develop your extended writing and analytical skills. Finally, one part of the Key Stage 5 course looks at Hitler's control of Germany, so this topic will prepare you for that.

Lesson Sequencing	Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Section 1 – What was the impact of the Munich Putsch? Section 2 – Why did people vote for Hitler and the Nazis? Section 3 – How did Hitler consolidate his power? Section 4 – Was propaganda or terror more important for the Nazi consolidation of power? Section 5 – What were the Nazis' social policies? Section 6 – Did the Nazis improve the lives of its citizens? Section 7 – Were the Nazis ever really under threat? Section 8 – How, and why, did Hitler start World War Two?	Chancellor Decree Domesticity Nationalise Propaganda Putsch Totalitarianism Trade Unions Volk	These are engaging pieces of fiction: *Boy in the Striped Pyjamas* by John Boyne *When Hitler Stole Pink Rabbit* by Judith Kerr This is a challenging, but fascinating read: *Remains of the Day* by Kazuo Ishiguro	You could watch the following documentary with you son/daughter: YouTube – Hitler: The Rise of Evil https://www.youtube.com/watch?v=yMVy8_98I-o BBC – Rise of the Nazis https://www.bbc.co.uk/iplayer/episodes/m00084td/rise-of-the-nazis You could read, watch, and discuss the information on this website: https://www.bbc.co.uk/bitesize/guides/zt9v7hv/revision/1

ICT

RIDGEWOOD SCHOOL

Year 8 Learning Map

HT2

<table>
<tr><th colspan="4">Topic Title: Digital Devices</th></tr>
<tr><td colspan="2">Prior Learning
This unit will introduce pupils to some of the fundamentals of ICT building upon the hardware and software topic in Year 7.</td><td>Current Learning
In this topic, you will explore what digital devices are and what makes them digital. You'll learn how the binary system is used to store data on these devices. You will also examine how digital devices are designed to be multifunctional and accessible, using real-world examples. Building on this, you'll look at different types of applications and their uses, before considering how future developments in digital technology might impact our lives.</td><td>Subsequent Learning
This will give pupils a foundational understanding of computer systems, which will be explored in more depth later in Key Stage 3. Digital devices are also an important part of the GCSE Computer Science curriculum.</td></tr>
<tr><td colspan="2">Lesson Sequencing</td><td>Vocabulary</td><td>Extended learning</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Lesson 1</td><td>Digital Devices</td><td rowspan="8">Accessible
Application
Binary
Input
Hardware
Digital
Network
Output
Personal
SIM
Software</td><td rowspan="8">You are encouraged to use https://idea.org.uk/ - this offers free mini courses about various computer-based topics to support our curriculum. Pupils can achieve bronze, silver and gold certificates and will receive Ridgewood Points for these.</td><td rowspan="8">Free Computer Lessons for Kids - TechnoKids</td></tr>
<tr><td>Lesson 2</td><td>0's and 1's</td></tr>
<tr><td>Lesson 3</td><td>Hardware</td></tr>
<tr><td>Lesson 4</td><td>Smart Design</td></tr>
<tr><td>Lesson 5</td><td>Mobile Phones</td></tr>
<tr><td>Lesson 6</td><td>How devices are made</td></tr>
<tr><td>Lesson 7</td><td>Devices of the Future</td></tr>
<tr><td>Lesson 8</td><td>Research Project</td></tr>
</table>

RIDGEWOOD SCHOOL

MATHS

Year 8 Learning Map

HT2

Statistics Part 1			
Prior Learning This topic builds on your prior skills in representing data from Key Stage 2. You will also have applied these skills in Year 7 Science.	**Current Learning** In this unit, you will learn to represent and interpret data using a variety of statistical diagrams.	**Subsequent Learning** This topic will prepare you to apply algebra to a range of problems for AO3, including those involving angles, area, and perimeter.	
Lesson Sequencing	**Vocabulary**	**Extended Learning**	**Ways in which parents/carers can support**
Lessons will address the following learning objectives in the order best suited to the needs of the class: • Calculate averages (mode, median, and mean) and range from a data set • Draw and interpret bar charts, including dual and composite bar charts • Draw and interpret pie charts • Draw and interpret scatter diagrams • Choose appropriate methods of data representation	Mean Mode Median Range	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Murderous Maths: The Mean and Vulgar Bits by Kjartan Poskitt (available in the school library) 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 additional revision materials Corbett Maths – for extra support videos and practice on the topics covered

MUSIC

RIDGEWOOD SCHOOL

Year 8 Learning Map

Hip-Hop and Rap

Prior Learning

The topic builds on your understanding of popular music from the 1960s - current day.
This topic builds on your understanding of working on a Digital Audio Workstation.
This topic also builds on your understanding of the musical elements of melody and rhythm.

Current Learning

In this topic, you will develop your contextual and musical understanding of Hip-Hop and a key feature of this style, Rap. You will listen and analyse this style of music.
Additionally, you will develop your vocal performance through composing your own rap. Finally, you will enhance your compositional skills in a Digital Audio Workstation by creating a backing track and recording your vocal rap.

Subsequent Learning

This topic will support your skills working within a Digital Audio Workstation. You will become more confident to compose using a Digital Audio Workstation which will be useful if you want to opt for Music Technology at GCSE level. Furthermore, you will enhance your knowledge of Popular styles to support your understanding at GCSE level. Finally, you will also improve your performance skills, and you will be more confident to perform in front of other people.

Lesson Sequencing	
Lesson 1	Context of Hip-Hop and Rap
Lesson 2	Creating a Breakbeat
Lesson 3	Create a Melodic Sample
Lesson 4	Development of Sample
Lesson 5	Writing a Rap Workshop
Lesson 6	Begin to Record Rap into a Track
Lesson 7	Record Rap
Lesson 8	Edit Audio and Dynamic Processing
Lesson 9	Edit Audio and Dynamic Processing Continued
Lesson 10	To Finalise our Project – Teacher Assessment
Lesson 11	Complete the Listening Assessment
Lesson 12	Showcase

Vocabulary

Rhyme scheme
Sample
Breakbeat
MC
Toasting
XLR
Audio Interface
Rap
Editing Tools
DJ
Structure
Flow
Cut
Copy
Cross fade
Compression
Noise gate
Gain

Extended Learning

You have access to our subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account.
Alternative reading opportunities:
Engage in material by the BBC Hip-Hop, song that shook America
Hip-Hop and Rap Revision guide provided by the BBC
Useful link for creating rap rhyme schemes

Ways in which parents/carers can support

You can support your child by jointly creating an electronic track together using free online software that is available to compose music. You can download: Garage band or search downloads called Audacity or EduBandlab.

You can encourage your child to listen to a range of musical styles to broaden their musical taste. Great podcasts are available on BBC sounds.

Physical Education

RIDGEWOOD SCHOOL

Year 8 PE Learning Map

Topic: All sports in Y8

Prior Learning	Current Learning	Subsequent Learning
In Year 7, students developed the building blocks of movement through the themes of Connect; Body Control; Grappling; Balancing and Falling; Kicking, Shooting and Aiming; Throwing, Catching, Hitting and Aiming; Movement and Locomotion; Jumping and Landing; Rolling, Tumbling and Turning; Spatial Awareness; Creating and Responding; Music in Motion; and Maximal Effort. These fundamental skills now provide the foundation for applying movement successfully across a range of sports.	In Year 8, students build on the fundamental movement skills developed in Year 7 by applying them within a range of sporting contexts. Through activities including football, rugby, netball, hockey, badminton, basketball, handball, gymnastics, athletics, table tennis, pickleball, outdoor and adventurous activities, motion to music, indoor games, strength and fitness, students refine their techniques, develop tactical awareness and understand how movement skills transfer between different activities.	In Year 9, students will build upon these skills by selecting activities within grouped categories and developing greater tactical awareness, decision-making and personal strengths. They will take increasing ownership of their learning and apply their movement skills more independently in a range of sporting contexts.

Lesson Sequencing		Vocabulary	Extended learning	Ways in which parents/carers can support
Connect	Why is communication, leadership and teamwork important across all sports?	Accuracy, Adaptation, Agility, Collaboration, Communication Coordination, Decision-making, Precision, Resilience, Technique	Join a local sports club Practise skills at home Watch elite performers Read BBC Bitesize and National Governing Body resources.	Encourage regular physical activity Attend local clubs, Practise skills together Discuss teamwork, tactics and resilience.
Body Control, Grappling, Balancing and Falling	How does body control improve movement and performance?			
Kicking, Shooting and Aiming	How can accuracy, power and technique improve performance?			
Throwing, Catching, Hitting and Aiming	How can object control transfer between sports?			
Movement and Locomotion, Jumping and Landing	Why is efficient movement important in every sport?			
Rolling, Tumbling and Turning	How can control improve movement quality and confidence?			
Spatial Awareness	How does understanding space improve attacking and defending?			
Creating and responding	How can creativity and tactics improve performance?			
Music in Motion	How does rhythm improve movement and expression?			
Maximal Effort	Why are resilience and determination essential for improvement?			

PSHCE

RIDGEWOOD SCHOOL

Year 8 Learning Map

HT2

Human Rights			
Prior Learning This topic builds on work you covered in Religious Education and PSHCE in Year 7. It will extend your knowledge and understanding of how others are treated, as well as the laws in place to promote and protect equality.	**Current Learning** In this topic, you will learn key information about the Universal Declaration of Human Rights, why it was introduced and how it affects you personally. You will develop an understanding of the implications of human rights and why these differ for children and young people compared with adults. You will also develop skills in reasoning and argument, forming your own opinions while listening to others in order to make informed judgements. This topic is important as it lays the foundation for maintaining a happy and healthy lifestyle from now into adulthood.	**Subsequent Learning** This topic will prepare you for further learning in PSHCE and RE through to the end of Year 11. It will introduce key concepts such as equality, prejudice and discrimination, as well as how to ensure that prejudice and discrimination do not negatively affect you or those around you. You will develop the skills needed to reflect on actions and their consequences, learning how to manage these positively. Additionally, you will begin to develop the skills needed to make informed judgements and present them coherently.	

Lesson Sequencing		Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	What are human rights?	Declaration Discrimination Equality Human Rights Act Prejudice Rights United Nations Wellbeing	You can use independent study opportunities to explore the following websites. Review the information provided and consider how human rights have evolved over time: The Human Rights Act | Equality and Human Rights Commission (equalityhumanrights.com) Universal Declaration of Human Rights | United Nations	Discuss the creation of the Universal Declaration of Human Rights, why it was established and examine accounts of life before its adoption. Explore local and national news stories to discuss differences in living conditions between those whose human rights are protected and those whose rights are not.
Lesson 2	What is the most important human right?			
Lesson 3	Children's human rights L1			
Lesson 4	Children's human rights L2			
Lesson 5	Equality			
Lesson 6	Does everyone deserve human rights?			
Lesson 7	Assessment – Speech on the importance of Human Rights.			

RIDGEWOOD SCHOOL

RE

Year 8 Learning Map

Buddhism continued

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your knowledge from primary school, where you may have already studied Eastern religious traditions. This background will help you to develop an understanding of other cultures. You will build on key terms you have already learnt, such as atheist and theist, and develop your ability to compare and contrast Buddhism with other religious traditions, such as Christianity. Throughout this topic, you will continue to develop your explanation skills by selecting specific evidence from religious texts and sources of authority to support your points. You will also enhance your skills in interpreting and analysing specific passages from religious texts and applying them to moral issues and beliefs.	In this topic, you will learn about a variety of Buddhist beliefs and practices from both Mahayana and Theravada Buddhism. You will be introduced to key Buddhist teachings, such as the Four Noble Truths and the Eightfold Path, and explore how these influence Buddhists today. You will also develop your evaluation and debate skills by discussing whether these Buddhist beliefs and practices remain relevant in the 21st century. This will help you apply your knowledge and understanding effectively when answering exam questions in Religious Education.	In this topic, you will learn about a variety of Buddhist beliefs and practices from both Mahayana and Theravada Buddhism. You will be introduced to key Buddhist teachings, such as the Four Noble Truths and the Eightfold Path, and explore how these teachings influence Buddhists today. You will also develop your evaluation and debate skills by discussing whether these Buddhist practices and beliefs remain relevant in the 21st century. This will help you to apply your knowledge and understanding effectively when answering exam questions in Religious Education.

Lesson Sequencing	Vocabulary	Extended Learning	Ways in which parents/carers can support
1. Introduction to Buddhism 2. The Buddha's birth and his life of luxury 3. The Four Sights and Ascetic life 4. Meditation and Enlightenment 5. The Four Noble Truths 6. The Eightfold Path 7. The Three Marks of Existence 8. The Three Jewels 9. The 5 Precepts and The 6 Perfections	Ascetic Buddha Compassion (Karuna) Enlightenment Karma Luxury Meditation Monks Prophecy Suffering	You can use independent study opportunities to explore the following websites, articles, and books about religious views relating to Buddhism: Key Stage 3 – Buddhism – by Neil McKain Buddhism for beginners – including agnostic and secular Buddhism	Watching films such as The Life of the Buddha (2007) together can help to deepen students' understanding of Buddhist teachings and practices. You might also encourage students to try some guided meditation to experience first-hand the traditions they learn about in school. https://www.youtube.com/watch?v=CvF9AEe-ozc

Science

Year 8 Learning Map

RIDGEWOOD SCHOOL

HT2

B3- Evolution and inheritance

Prior Learning	Current Learning	Subsequent Learning
This topic builds on B3 from the Year 7 scheme of learning. You should already know about genetic variation and its importance to the survival of organisms. You will also have learnt about the importance of fertilisation.	In this topic, you will learn how natural selection acts on variation and can lead to the evolution of species. You will also explore the history and structure of DNA and learn how this genetic material contains the instructions that determine the characteristics of an organism.	This topic will prepare you for GCSE Biology, where, in B3, you will learn about antibiotic resistance. It will also prepare you for B5, where you will learn about human reproduction and explore variation through selective breeding and genetic engineering.

Lesson Sequencing		Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Biodiversity	Biodiversity Chromosomes Competition DNA DNA Evolution Extinct Gene Inherited characteristics. Natural selection Population	All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. **Wider reading:** "CRISPR: A Powerful Way to Change DNA" by Yolanda Ridge "The Double Helix" by James Watson (Young Readers Edition) "DNA: A Graphic Guide to the Molecule that Shook the World" by Israel Rosenfield and Edward Ziff	Support students to access Carousel learning to complete their homework and independent study packs 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 2	Natural Selection			
Lesson 3	Evolution			
Lesson 4	Darwin			
Lesson 5	DNA, chromosomes and genes			
Lesson 6	Discovery of DNA			
Lesson 7	Inheritance			
Lesson 8	Inherited disorders			
Lesson 9	Genetic modification			
Lesson 10	Big read			

Science

Year 8 Learning Map

RIDGEWOOD SCHOOL

HT2

P1- Contact forces and pressure				
Prior Learning This topic builds on the KS3 Year 7 curriculum topic P1, where students study forces and their effects.		**Current Learning** In this topic, you will learn how forces act when objects are in contact with each other. You will also explore how pressure is produced and learn how to calculate pressure using force and surface area.		**Subsequent Learning** This topic will prepare you for P5 in GCSE Physics where you will study forces and motion.
Lesson Sequencing		**Vocabulary**	**Extended learning**	**Ways in which parents/carers can support**
Lesson 1	Friction	Equilibrium Deformation Newton Friction Compression Pressure Upthrust Atmospheric pressure Contact force	All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. **Wider reading:** "Can You Feel the Force?" by Richard Hammond "The Way Things Work" by David Macaulay "Awesome Physics Experiments for Kids" by Erica L. Colón	Support students to access Carousel learning to complete their homework and independent study packs 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 2	Drag			
Lesson 3	Investigating air resistance			
Lesson 4	Elasticity			
Lesson 5	Hooke's law			
Lesson 6	Pressure			
Lesson 7	Gas pressure			
Lesson 8	Hydraulics			
Lesson 9	Density			
Lesson 10	Floating			

Spanish

RIDGEWOOD SCHOOL

Year 8 Learning Map

HT2

<table>
<tr><th colspan="4">Mi casa y mi barrio: My home and local area</th></tr>
<tr><td colspan="2">Prior Learning
Throughout Year 7 you learnt to give opinions on several topics and used the present tense. Skills using opinions and verb conjugations will be used in the new topic of Year 8. You also learnt about weather, and we will be using this again but in a new context.</td><td>Current Learning
In this topic you will learn to write and talk about your home and local area in Spanish in. You will be able to give your opinion on where you live, say what type of house you live in and describe rooms in the house.</td><td>Subsequent Learning
This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary we learn will allow us to talk in greater depth about ourselves beyond basic introductions. After this unit of work, we move on to holidays and so knowledge of opinions and structuring conversations will be crucial moving forward.</td></tr>
<tr><td colspan="2">Lesson Sequencing</td><td>Vocabulary</td><td>Extended learning</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Week 1</td><td>Compass points and weather</td><td rowspan="8">El norte – north
El sur – south
El este – east
El oeste – west
Mi casa – my house
El piso – flat
Mi barrio – my neighbourhood
La ciudad – city
El campo – countryside
La costa – coast
Las montañas - mountains</td><td rowspan="8">Students will be provided with revision resources and tasks to complete at home ahead of their assessment in week 7.

Additional learning could focus on vocabulary learning for the topic. The following list has vocabulary linked to the topic.

https://quizlet.com/gb/241645756/mi-barrio-y-mi-casa-flash-cards/?funnelUUID=eb306e25-096b-4613-b813-0403e325610e</td><td rowspan="8">To build listening and speaking skills and to encourage more cultural awareness, parents can encourage pupils to visit the You Tube Blog Coffee Break Spanish. Where students can listen to native speakers of Spanish answering questions on a number of topics such as free time, ordering foods and opinions.</td></tr>
<tr><td>Week 2</td><td>Types of region</td></tr>
<tr><td>Week 3</td><td>Places in a town</td></tr>
<tr><td>Week 4</td><td>Types of house</td></tr>
<tr><td>Week 5</td><td>Rooms in the house</td></tr>
<tr><td>Week 6</td><td>Revision</td></tr>
<tr><td>Week 7</td><td>Assessment week</td></tr>
<tr><td colspan="2"></td></tr>
</table>

RIDGEWOOD SCHOOL

Technology

Year 8 Learning Map

Half Term 2 & Half Term 5

<table>
<tr><th colspan="4">Own Branding</th></tr>
<tr><td colspan="2">Prior Learning
This topic builds on students' understanding of branding, marketing and product development. Students will develop their knowledge and skills in colour, drawing, and the use of materials and techniques.</td><td>Current Learning
In this topic you will learn to create your own branding for your street food company.
You will start with exploring logo design and apply this to merchandise.</td><td>Subsequent Learning
This topic will prepare you to develop your brand across a range of outcomes.</td></tr>
<tr><td colspan="2">Week Sequencing</td><td>Vocabulary</td><td>Extended Learning</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Week 1</td><td>Exploring successful logo design.</td><td rowspan="7">Branding
Consumerism
Colour
Culture
Design
Icon
Loyalty
Marketing
Recognition
Typography</td><td rowspan="7">Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.

Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products.</td><td rowspan="7">Discuss ideas and class work.

Collect examples of logo and packaging designs that students might find inspirational to work from.

Discuss how this work might influence your own work.</td></tr>
<tr><td>Week 2</td><td>Own logo design</td></tr>
<tr><td>Week 3</td><td>Own logo design</td></tr>
<tr><td>Week 4</td><td>Application of logo to various merchandise</td></tr>
<tr><td>Week 5</td><td>Exploring successful packaging design.</td></tr>
<tr><td>Week 6</td><td>Own packaging design</td></tr>
<tr><td>Week 7</td><td>Own packaging design</td></tr>
</table>

Design & Technology: Food

RIDGEWOOD SCHOOL

Year 8 Learning Map

Topic 2: Special Diets

Food		
Prior Learning This topic builds upon lessons delivered last term about healthy eating including the eat-well guide, nutrients and food sources and sequencing a recipe.	**Current Learning** In this topic, students will develop their knowledge of nutrition and healthy recipe adaptations to accommodate special dietary needs through theory lessons and practical cookery. They will cook a range of dishes to master basic cooking and hygiene skills, as well as develop new ones. Students will also learn how to substitute ingredients to improve the nutritional profile of a dish. **Skills learnt in this topic:** Simmering, boiling, frying, sautéing, dicing, slicing, weighing and measuring solids and liquids, controlling the hob and oven, and using all parts of the oven safely.	**Subsequent Learning** This topic will equip students with the knowledge and skills needed to make a range of healthy dishes containing both high- and low-risk foods. They will learn to evaluate the success of different recipes in order to make suitable adaptations in the future. While cooking, students will demonstrate high standards of food hygiene. They will build on these skills and add new ones to their repertoire in the next topic, as the practical lessons and theoretical concepts progressively increase in complexity.

Lesson Sequencing		Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Micronutrients	Design brief Specification Target group Timeplan Special diets Medical Life-stage Lifestyle Allergies Intolerances	https://www.bbc.co.uk/bitesize/guides/zyjx6sg/revision/2 https://www.foodafactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/ https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3	**Shopping:** ask your child what sorts of items should be purchased as part of a balanced diet. Challenge them to explain how your meals could be adapted to suit the needs of different groups. **Dinner time:** support your child in planning and preparing dinner for the family. Ask your child to demonstrate good hygiene by completing the washing up and putting the equipment away in the correct places. Can you support your child to make a vegetarian meal using an alternative protein source?
Lesson 2	Twisted bread			
Lesson 3	Special diets			
Lesson 4	Macaroni cheese			
Lesson 5	Energy balance			
Lesson 6	Cinnamon swirls			