



RIDGEWOOD  
SCHOOL

RIDGEWOOD SCHOOL

# Learning Maps

**Y9**

**HALF TERM 4**



**RIDGEWOOD  
SCHOOL**

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### **KS3 Learning Maps – Half Term 4**

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**

# ART

## Year 9 Learning Map

HT 4

Text in Art			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic develops pupils' prior understanding of composition, pattern and restricted colour palettes to produce visually impactful artworks. Ideas and concepts are explored in greater depth as they become central to the work.</p>	<p>In this topic, pupils use themselves as the central focus for the creation of artworks. Pupils examine the use of typography to create visually striking and dynamic work through the use of adjectives that represent their personal qualities.</p>	<p>This topic prepares you to demonstrate how to use the written word and images together. You will develop a greater understanding of key concepts and learn how to apply them to new work and project themes.</p>	
Week Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Word shower- Describing Myself</p> <p>Inventive Font use</p> <p>DADAism Artist Page</p> <p>DADA response using subject specific vocab</p> <p>DADA inspired final piece</p> <p>DADA inspired final piece</p>	<p>Adjective</p> <p>Avant-Garde</p> <p>Composition</p> <p>Conceptual</p> <p>Fill</p> <p>Font</p> <p>Layout</p> <p>Typography</p> <p>Weight</p>	<p>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.</p> <p>Browse for wider understanding:</p> <p><a href="https://www.wikiart.org/en/artists-by-art-movement/dada#!#resultType:masonry">https://www.wikiart.org/en/artists-by-art-movement/dada#!#resultType:masonry</a></p> <p><a href="https://www.wikiart.org/en/kurt-schwitters">https://www.wikiart.org/en/kurt-schwitters</a></p> <p><a href="https://www.wikiart.org/en/artists-by-art-movement/avant-garde#!#resultType:masonry">https://www.wikiart.org/en/artists-by-art-movement/avant-garde#!#resultType:masonry</a></p>	<p>Discuss positive adjectives to describe physical appearance, emotions and personal characteristics.</p> <p>Explore the work of the DADA movement: what is anti-art?</p>

# Drama



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## Year 9 Learning Map

Topic Number: 4

Let Him Have It		
Prior Learning	Current Learning	Subsequent Learning
<p>This topic builds on your previous knowledge of performance styles and techniques (including the Year 8 work on Dan Nolan and pantomime) and introduces new techniques that can be used to create effective performance pieces. You will extend your understanding of non-naturalistic and naturalistic performance styles and apply the key features of these styles to new material.</p>	<p>In this topic, you will learn about the key features of various performance styles, including naturalistic and non-naturalistic approaches, in response to stimuli related to the life of Derek Bentley. You will develop key terminology linked to these performance styles and independently explore a range of factors that motivate different characters and influence their decision-making.</p> <p>This topic is important in developing your knowledge of how to create effective, original drama in preparation for Key Stage 4. You will consider the impact of different performance styles on the ability to communicate a message to an audience. You will also consider the impact of your application and development of performance techniques and characterisation, such as body language, gesture, vocal skills and facial expressions, when creating a character.</p>	<p>This topic prepares you for further exploration of performance styles throughout Key Stage 3, particularly in Year 9, where we explore Physical Theatre and other performance styles. It equips you with the skills needed to succeed in future exploration and development of original drama.</p> <p>You will be required to demonstrate the ability to create original drama as part of Component 3: Responding to a Brief, and to develop effective characterisation in different performance styles as part of Component 2: Developing Skills and Techniques in the Performing Arts.</p>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lesson 1: Derek Bentley: Who was he?	<ul style="list-style-type: none"> <li>Conscience Alley</li> <li>Cross-Cutting</li> <li>Devise</li> <li>Flashback</li> <li>Juxtaposition</li> <li>Marking the Moment</li> <li>Monologue</li> <li>Stimulus</li> <li>Thought-Tracking</li> </ul>	<p>You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of the history of theatre:</p> <ul style="list-style-type: none"> <li>National Theatre – All About Theatre</li> <li>The Theatre: A Concise History of – Phyllis Hartnoll</li> <li>Theatre In Practice: A Student's Handbook – Nick O'Brien and Annie Sutton</li> </ul>
Lesson 2: The trial of Derek Bentley		
Lesson 3: The childhood of Derek Bentley		
Lesson 4: Derek's childhood: Flashback		
Lesson 5: Derek's Execution: Dramatic Pause		
		Ways in which parents/carers can support
		<p>Explore our Digital Theatre+ package. <a href="http://www.digitaltheatreplus.com">www.digitaltheatreplus.com</a></p> <p>All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following productions:</p> <ul style="list-style-type: none"> <li>Things I Know To Be True – Frantic Assembly</li> <li>15 Heroines: The War</li> <li>15 Heroines: The Labyrinth</li> </ul> <p>You may also want to go and see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year.</p> <p><a href="https://castindoncaster.com/">https://castindoncaster.com/</a></p>

ENGLISH - Romeo and Juliet			
<p><b>Prior Learning:</b></p> <p>This topic builds on the analysis skills you have developed during previous topics, such as <i>Shakespearean Villains</i> and <i>The Origins of Tragedy</i>, as well as the writing skills you practised in the <i>Fantasy Writing</i> and <i>Gothic Writing</i> topics in Years 7 and 8, and the earlier Year 9 topic, <i>Dystopian Fiction</i>.</p> <p>You will further develop your ability to select relevant evidence, understand writers' choices, and analyse the language and structural devices they use. Additionally, you will write both fiction and non-fiction texts inspired by your reading of <i>Romeo and Juliet</i>.</p> <p>You will also gain a strong understanding of Shakespearean language.</p>	<p><b>Current learning:</b></p> <p>In this topic, you will learn how to analyse dramatic techniques, characters, themes, and language effectively within a Shakespearean play. You will also explore how the context of a text—what was happening at the time—can influence a writer when creating fiction.</p> <p>This topic is important for developing your knowledge of English, as it will enhance your understanding of text analysis and your ability to produce extended essay-style writing, both fiction and non-fiction. You will also learn how to use one-word analysis confidently to explore the dramatic techniques employed by Shakespeare and to understand that characters are a construct.</p> <p>As part of developing your analysis, you will become confident in identifying and analysing the dramatic, linguistic, and structural techniques used by Shakespeare.</p>	<p><b>Subsequent Learning:</b></p> <p>This topic prepares you for further text analysis in Year 9 and beyond, as part of the <i>An Inspector Calls</i> and War Poetry units. It also equips you with the skills needed to succeed in your study of additional texts as you progress to GCSE English Language and Literature in Year 10. These topics include reading comprehension skills, as well as fiction and non-fiction writing skills.</p> <p>This unit is particularly important for supporting your preparation for both English Literature exams, where you will be required to analyse three fictional texts, one of which will be a play by Shakespeare. Additionally, for your English Language Component 1 exam, you will need to analyse one fictional source and pay specific attention to the language and structural features used by a writer to create effect—just as you analyse the choices made by Shakespeare when studying <i>Romeo and Juliet</i>.</p>	
<p><b>Lesson Sequencing</b></p> <p>WEEK 1 – Introduction to Shakespeare, context, the prologue and Tybalt</p> <p>WEEK 2 – Act 1 Love, Romeo, and Lord Capulet</p> <p>WEEK 3 – Act 1 and 2, Love, Juliet, and Romeo and Juliet's first meeting</p> <p>WEEK 4 – Mock Assessment and Act 3</p> <p>WEEK 5 – Context and improvements</p> <p>WEEK 6 – Mock assessment and Act 4</p> <p>WEEK 7 – Act 5, Scene 1 &amp; 5: The structure and the end of the play</p> <p>WEEK 8 – Assessment Week</p>	<p><b>Tier 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Antithesis</li> <li>• Couplet</li> <li>• Dramatic Irony</li> <li>• Iambic Pentameter</li> <li>• Oxymoron</li> <li>• Prologue</li> <li>• Quatrain</li> <li>• Semantic Field</li> <li>• Soliloquy</li> <li>• Sonnet</li> <li>• Tragedy</li> </ul>	<p><b>Extended Learning</b></p> <p>You could read the following:</p> <ul style="list-style-type: none"> <li>• Rani and Sukh by Bali Rai</li> <li>• Noughts and Crosses by Malorie Blackman</li> <li>• He said, She said by Kwame Alexander</li> <li>• The Sun is also a Star by Nicola Yoon</li> <li>• Love, hate and other filters by Samira Ahmed</li> <li>• All the Bright Places by Jennifer Niven</li> <li>• The Lines we Cross by Randa Fattah</li> </ul>	<p><b>Parental/Carer Support:</b></p> <ul style="list-style-type: none"> <li>• Article based on Romeo - <a href="https://www.themarysue.com/romeo-and-juliet-correction/">https://www.themarysue.com/romeo-and-juliet-correction/</a></li> <li>• Royal Shakespeare Company's guide to Romeo and Juliet - <a href="https://www.rsc.org.uk/shakespeare-learning-zones/romeo-and-juliet">https://www.rsc.org.uk/shakespeare-learning-zones/romeo-and-juliet</a></li> <li>• Find out more about Shakespeare's globe and life: <a href="https://www.shakespearesglobe.com/discover/shakespeares-world/">https://www.shakespearesglobe.com/discover/shakespeares-world/</a></li> <li>• Watch the play: <a href="https://www.youtube.com/watch?v=wFBWXRqa7G5">https://www.youtube.com/watch?v=wFBWXRqa7G5</a></li> </ul>

**Topic Number: 4**

		Important Populations																				
<p><b>Prior Learning</b> In Year 9, pupils have already explored global issues and potential solutions to future problems, such as waste management in fast fashion and the implications of resource extraction and use on populations. Population was a major focus in Year 7, where pupils studied settlements and the opportunities and challenges of living in urban areas. The first Year 7 scheme of work, <i>Important Places</i>, showed pupils why different countries hold global value, how populations such as the Rapanui and the Incas live, and important locations such as the Svalbard Global Seed Vault. The success of that scheme of work led to the development of this one.</p>		<p><b>Current Learning</b> This scheme of work provides pupils with a broader perspective on how populations around the world live and how social issues, such as gender equality, crime, health, and education, are addressed differently in different countries. It equips pupils with fundamental knowledge of important legislation and the behaviours, traditions, and cultures of global populations. It also embraces British values, such as the rule of law, individual liberty, and tolerance of different faiths and beliefs.  Pupils will engage with topics such as media censorship in North Korea, the legalisation of drugs in the Netherlands, and issues closer to home, such as the quality of education and universities in the UK. These contrasting topics, along with the variety of countries studied, provide a broader view of the world and help pupils form their own opinions and beliefs based on a sound knowledge of global contexts. Pupils enjoy the breadth of a scheme of work that encompasses multiple countries, as much as they enjoy focusing on a single location as a case study.</p>	<p><b>Subsequent Learning</b> This scheme of work continues with a topic that focuses on Africa. Here, pupils will broaden their perspective of the continent and understand that it offers far more than mud huts and droughts. The topic explores the rapid development of urban cities such as Nairobi and Lagos, as well as the accessibility of water in rural areas.  At the end of Year 9, pupils will study Nigeria and examine variations in quality of life, which links closely with the earlier population topic. In Years 10 and 11, topics such as Rio and urbanisation allow pupils to explore similar themes and develop their vocabulary on key issues, including crime, education, and health.</p>																			
<p><b>Lesson Sequencing</b></p> <table border="1"> <tr><td>Lesson 1</td><td>Norway - Prisons</td></tr> <tr><td>Lesson 2</td><td>Uganda – Gender Equality</td></tr> <tr><td>Lesson 3</td><td>El Salvador – Crime</td></tr> <tr><td>Lesson 4</td><td>China – Population Policy</td></tr> <tr><td>Lesson 5</td><td>UK - Education</td></tr> <tr><td>Lesson 6</td><td>Monaco – Wealth and Health</td></tr> <tr><td>Lesson 7</td><td>North Sentinel Island - Tribes</td></tr> <tr><td>Lesson 8</td><td>North Korea - Censorship</td></tr> <tr><td>Lesson 9</td><td>Netherlands – Law on drugs</td></tr> </table>		Lesson 1	Norway - Prisons	Lesson 2	Uganda – Gender Equality	Lesson 3	El Salvador – Crime	Lesson 4	China – Population Policy	Lesson 5	UK - Education	Lesson 6	Monaco – Wealth and Health	Lesson 7	North Sentinel Island - Tribes	Lesson 8	North Korea - Censorship	Lesson 9	Netherlands – Law on drugs	<p><b>Tier 3 Vocabulary</b> Censorship Gross National Happiness Incarceration Investment Legalisation Policy Rehabilitation Traditional society Tribes University</p>	<p><b>Extended learning</b> If pupils wish to extend their knowledge of populations that live differently, there are YouTube channels such as <i>Best Ever Food Review Show</i>, which explores diets and cultures around the world.  The Netflix series <i>Dark Tourist</i> (PG16) examines different cultures, including</p>	<p><b>Ways in which parents/carers can support</b> Watching international news and keeping up to date with local policy changes allows pupils to understand these issues at both local and global scales.  During holidays, you can draw your child's attention to the differences in quality of life for people around the world.</p>
Lesson 1	Norway - Prisons																					
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Lesson 10	Bhutan – Measuring happiness	Wealth	voodoo festivals in Cambodia and attitudes towards nuclear disasters in Japan.	There are a number of documentaries and docuseries available on Netflix or Now TV, such as <i>Explained</i> .
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## Year 9 Learning Map

### Topic Number: 4

Apartheid			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>In previous topics in Years 8 and 9, you have explored examples of discriminatory laws faced by different groups of people in countries such as Germany and the USA. This topic will extend that knowledge in a new context and setting. In Years 7, 8, and 9, you also learned how individuals can influence political and social change, which will be further developed in this unit.</p> <p>This unit also builds upon your knowledge of non-European, global history.</p> <p>Finally, these lessons build upon the source analysis and essay-writing skills you have developed throughout Key Stage 3.</p>	<p>In this topic, you will explore the discrimination, segregation, and suffering experienced by Black and Indigenous South Africans at the hands of European settlers. You will also examine how individuals and groups led successful protests to bring about political and social change.</p> <p>This topic is important for developing your historical skills and knowledge, as it will help you refine your ability to write evaluative essays using the TR-ADE-C structure, and to craft narrative accounts supported by precise evidence.</p>	<p>In Years 9 and 10, you will learn about other examples of discrimination and protest in a range of countries. You will consider the similarities and differences between these events and those that occurred in South Africa.</p> <p>You will be required to demonstrate the ability to develop arguments using evidence across all topics in Key Stages 3, 4, and 5.</p>	<p>You could watch the following documentaries with your son/daughter:</p> <p><u>Netflix:</u></p> <p>Mandela: Long Walk to Freedom</p> <p>Kalushi</p> <p><u>YouTube:</u></p> <p>Nelson Mandela: The Fight for Freedom</p>
		<p><b>Extended Learning</b></p> <p>These books are engaging and fascinating reads:</p> <p><i>Out of Bounds</i> by Beverley Naidoo</p> <p><i>The Garbage King</i> by Elizabeth Laird</p> <p>This is a captivating, but challenging read:</p> <p><i>The Long Walk to Freedom</i> by Nelson Mandela</p>	
	<p><b>Tier 3 Vocabulary</b></p> <p>Afrikaans</p> <p>Apartheid</p> <p>Discrimination</p> <p>Legislation</p> <p>Massacre</p> <p>Passbooks</p> <p>Presidency</p> <p>Segregation</p> <p>Uprising</p>		
<p><b>Lesson Sequencing</b></p> <p>Why did Apartheid occur in South Africa?</p> <p>How did Apartheid affect black Africans?</p> <p>How did Nelson Mandela encourage the end of the Apartheid regime?</p> <p>What were the causes, events and consequences of the Sharpeville Massacre?</p> <p>What were the causes, events and consequences of the Soweto Uprising?</p> <p>How did the Apartheid regime end?</p> <p>How equal is South Africa now?</p> <p>Narrative Focus</p>			

# ICT

## Year 9 Learning Map: HT4

Topic Number: 4

		Cyber Security		
<b>Prior Learning</b> Pupils have studied some network hardware at Key Stage 3 and have discussed issues surrounding e-safety.	<b>Current Learning</b> Pupils will be introduced to key issues surrounding cyber security in today's networked world. They will learn the fundamentals of networks and how devices are identified and recognised on a network. Pupils will explore the risks associated with device use, including viruses, malware, and bots. They will also consider how human behaviour can be one of the weakest links in maintaining effective cyber security.	<b>Subsequent Learning</b> This learning prepares pupils for their GCSE studies, where they will explore networks and network security in greater depth, including different types of network threats and the methods used to protect systems. The knowledge and skills developed will also help pupils understand real-world cyber security risks and use digital devices safely and responsibly in everyday life.		
<b>Lesson Sequencing</b>	<b>Tier 3 Vocabulary</b>	<b>Extended Learning</b>	<b>Ways in which parents/carers can support</b>	
Lesson 1 Introduction to Cyber Security	<ul style="list-style-type: none"> <li>• Botnet</li> <li>• Encryption</li> <li>• Hacking</li> <li>• IP address</li> <li>• MAC address</li> <li>• Malware</li> <li>• Network</li> <li>• Phishing</li> <li>• Router</li> <li>• Virus</li> </ul>	Use the following websites to extend your coding knowledge:  <a href="#">Cyber Skills Live</a>  <a href="#">Courses and Resources - NCSC.GOV.UK</a>	You can complete some of the activities on the website below together:  <u>iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards.</u>	
Lesson 2 Under Attack				
Lesson 3 Social Engineering				
Lesson 4 IP addresses				
Lesson 5 Bots				
Lesson 6 Project				

Number 5 Fractions and Percentages			
Prior Learning:	Current Learning:	Subsequent Learning:	Ways in which parents/carers can support
<p>You will have worked with fractions and decimals throughout Years 7 and 8.</p>	<p>In this topic, you will extend your understanding of fractions and percentages, including applications such as compound interest.</p>	<p>Calculating a percentage change is a frequent skill required at GCSE level and is also one in Geography lessons.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Lessons will address the following learning objectives in the order most effective for the students' needs:</p> <ul style="list-style-type: none"> <li>• Calculate percentage change</li> <li>• Use multiplier to increase and decrease by a percentage</li> <li>• Calculate the original amount for reverse percentages</li> <li>• Calculate compound interest</li> </ul>	<p>Compound Multiplier Mixed Number</p>	<p>All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>• Mathematics: The New Golden Age by Keith Devlin</li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here: <a href="https://www.cgpbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbooks.co.uk/secondary-books/ks3/maths</a></p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>• <u>MathsWatch</u> - to complete homework and access further revision.</li> <li>• <u>Corbett Maths</u> - for extra support videos and work on the topics stated.</li> <li>• <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated</li> </ul>

Number 5 Ratio and Proportion			
<p><b>Prior Learning:</b> You will have focused on ratio in Years 7 and 8.</p>	<p><b>Current Learning:</b> In this topic you will deepen your understanding of ratio and move to higher level problems.</p>	<p><b>Subsequent Learning:</b> The ratio work in this topic will be applied across numerous units in Years 9–11, including similarity.  Ratio forms the basis of much of mathematics; successful mathematicians will have a deep understanding of ratio and proportion.</p>	
<p><b>Lesson Sequencing</b> Lessons will address the following learning objectives in the order most effective for the students' needs:</p> <ul style="list-style-type: none"> <li>• Solve higher order ratio problems</li> <li>• Solve problems by combining two ratios</li> </ul>	<p><b>Tier 3 Vocabulary</b> Combine Equivalent Ratio</p>	<p><b>Extended Learning</b> All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>• Mathematics: The New Golden Age by Keith Devlin</li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here: <a href="https://www.cgpbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbooks.co.uk/secondary-books/ks3/maths</a></p>	<p><b>Ways in which parents/carers can support</b> Support your child's progress through:</p> <ul style="list-style-type: none"> <li>• <a href="#">MathsWatch</a> - to complete homework and access further revision.</li> <li>• <a href="#">Corbett Maths</a> - for extra support videos and work on the topics stated.</li> <li>• <a href="#">Maths Genie</a> - for exam questions, videos and solution on the topics stated</li> </ul>

Ratio and Proportion 3 Percentages			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p><b>Prior Learning</b> This topic builds on your prior knowledge from Key Stage 2 and Years 7 and 8, deepening your understanding of percentages through reasoning and extending to higher-order problems.</p>	<p>In this topic, you will learn how to work with percentages. You will tackle higher-level problems, applying percentages and working backwards, such as with reverse percentages.</p>	<p>You will continue to work with percentages at a higher level in Years 10 and 11, with a focus on compound percentages.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Lessons will address the following learning objectives in the order most effective for the students' needs:</p> <ul style="list-style-type: none"> <li>• Increase and decrease by a percentage</li> <li>• Calculating percentage change</li> <li>• Calculating with reverse percentages</li> </ul>	<p>Decrease Increase Reverse</p>	<p>All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>• Fractions in Disguise: A Maths Adventure by Edward Einhorn</li> <li>• Mathematics: The New Golden Age by Keith Devlin</li> <li>• Murderous Maths- The Mean and Vulgar Bits by Kjartan Poskitt (available in the school library)</li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here: <a href="https://www.cgpbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbooks.co.uk/secondary-books/ks3/maths</a></p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>• <u>MathsWatch</u> - to complete homework and access further revision.</li> <li>• <u>Corbett Maths</u> - for extra support videos and work on the topics stated.</li> <li>• <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated</li> </ul>



## Year 9 Learning Map

		Song Writing		
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support	
<p><b>Prior Learning</b></p> <p>This topic builds on your understanding of popular band instruments from the previous academic year, while challenging you to compose your own pop song using a 4-bar chord structure with accompanying lyrics.</p>	<p><b>Current Learning</b></p> <p>In this topic, you will learn to create your own pop song and perform your composition to the class using typical band instruments in an ensemble. This topic will also develop your understanding of the common elements of music in the popular style.</p>	<p><b>Subsequent Learning</b></p> <p>This topic will develop your skills in both performance and composition, as you begin to understand the musical features of a pop song. Your ensemble skills will also improve, helping you feel more confident performing in front of others. This topic will enhance your understanding of the area of study <i>Popular Music</i>, which includes styles such as rock, 90s pop, and gaming music, as GCSE terminology is introduced. This will support your wider listening in later Key Stages.</p>		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning		
<p>Lesson 1 &amp; 2</p> <p>To develop an understanding of popular song structure and chords. Plus, the creation of bands.</p>	<p>Chord Progression</p> <p>Chords</p> <p>Chorus</p> <p>Drum Fill</p> <p>Harmony</p> <p>Intro/Outro</p> <p>Lyrics</p> <p>Melody</p> <p>Style</p> <p>Verse</p> <p>Vocal Timbre</p>	<p>You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then <u>log on</u> using your Microsoft Teams account.</p> <p>Alternative reading opportunities:</p> <p><u>BBC Bitesize - Popular Music Styles</u></p> <p><u>Useful BBC link to support writing your own song</u></p>		
<p>Lesson 3 &amp; 4</p> <p>To develop an understanding of song writing focusing on lyrical writing and apply this in your band.</p>				
<p>Lesson 5 &amp; 6</p> <p>To develop an understanding of song writing considering song structure and apply this in your band.</p>				
<p>Lesson 7</p> <p>To deepen an understanding of popular instruments and understand what makes an effective rehearsal.</p>				
<p>Lesson 8</p> <p>To continue to deepen an understanding of popular instruments and understand what makes an effective rehearsal.</p>				
<p>Lesson 9</p> <p>To develop an understanding of the assessment criteria to provide peer feedback.</p>				
<p>Lesson 10</p> <p>To complete a listening assessment using practical knowledge from rehearsals and respond to peer feedback from Lesson 6.</p>				
<p>Lesson 11</p> <p>To perform to a live audience and review the outcomes based on the assessment criteria.</p>				

## Year 9 Learning Map

### Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
<p>In Year 8, you continued to practise shots such as the low forehand serve, overhead and underarm clear, drop and smash shots. You began to focus on outwitting your opponent by considering shot placement and positioning to gain an advantage in competitive games. You ended the scheme of work by learning the specific rules for singles and doubles play, and some of you may have had experience of umpiring matches.</p>		<p>In this unit, you will develop the backhand short serve to begin a rally. After two years of learning about badminton, you will focus on anticipating the serve and capitalising on poor serves. You will continue to practise shots on both the forehand and backhand sides, with an emphasis on moving your opponent around the court. You will also learn how to evaluate both your own and others' performance by analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high-quality techniques. By the end of the scheme, you should know the basic rules needed for doubles and singles play and therefore be able to umpire competitive games.</p>	<p>You will continue to develop your knowledge of badminton in Years 10 and 11 Core PE. This time will be used to continue to practise badminton skills and techniques. More confident or able players, or those who would like to take sport further as a career, will be asked to take on a coaching role, which will help you deepen your knowledge and understanding of technique and gameplay analysis.</p>
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support:
Week 1	Backhand Serve	Analyse Anticipate Drive Evaluate Forehand/Backhand Outwit Opponent Push Singles/Doubles Strategy Umpire	If possible, give students as many opportunities to play net/wall games: <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Tennis</li> <li>• Table Tennis</li> <li>• Squash</li> </ul> This will help develop a skill set which should be transferable between these types of sports.
Week 2	Push Shot		
Week 3	Backhand Drive		
Week 4	Net Play		
Week 5	Net Play 2		
Week 6	Backhand Clear		
Week 7	Singles Gameplay		
Week 8	Doubles Gameplay	Use the following websites: <a href="https://www.masterbadminton.com/badminton-basics.html">https://www.masterbadminton.com/badminton-basics.html</a> <a href="https://www.badmintonskills.net/badminton-techniques-for-the-beginner/">https://www.badmintonskills.net/badminton-techniques-for-the-beginner/</a> <a href="http://www.badminton-information.com/badminton-techniques.html">http://www.badminton-information.com/badminton-techniques.html</a> <a href="https://www.bbc.co.uk/bitesize/guides/z37i2p3/revision/3">https://www.bbc.co.uk/bitesize/guides/z37i2p3/revision/3</a>	

## Year 9 Learning Map

### Topic: Year 9 Dance

		Dance	
<b>Prior Learning</b> This topic builds on previous learning of the techniques and skills students have used to choreograph a phrase in their gymnastics lessons, including key aspects such as body tension, use of levels, formations, and the use of canon, unison, retrograde and travel.	<b>Current Learning:</b> In this topic, students will develop an understanding and appreciation of different styles of dance from around the world. Students will perform a variety of dance styles and choreograph a routine to demonstrate a medley of dances from different countries. They will develop their choreography skills to perform as a group in a range of styles and refine their evaluation skills of their own and others' performances. They will also continue to refine their ability to observe performances and give constructive feedback using praise and next steps.	<b>Subsequent Learning:</b> This topic will develop students' ability to work in a group and to lead or follow others in order to produce a dance routine that incorporates learning from across the whole unit. It will give them the opportunity to express their personality through dance and allow them to enjoy and learn about movement from around the world. It may also broaden their knowledge and understanding of nationality, culture and dress in other countries, which may support their learning in subjects such as Geography, History and English.	<b>Ways in which parents/carers can support</b> Allow students the opportunity to practice their dance at home and perform. Encourage your child to watch YouTube videos focused on choreographic devices
<b>Lesson Sequencing</b>	<b>Tier 3 Vocabulary</b>	<b>Extended Learning</b>	
Week 1 Bollywood	Actions Choreography	<b>Bollywood:</b> <a href="https://www.youtube.com/watch?v=FrbCVyXud8">https://www.youtube.com/watch?v=FrbCVyXud8</a>	
Week 2 African	Dynamics Formations	<b>African:</b> Start from 4 minutes 40 seconds until 5 minutes 10 seconds <a href="https://www.youtube.com/watch?v=eFgBhMVgUtg">https://www.youtube.com/watch?v=eFgBhMVgUtg</a>	
Week 3 Choreography	Medley Musicality	<b>Irish:</b> <a href="https://www.youtube.com/watch?v=HgGAzBDE454">https://www.youtube.com/watch?v=HgGAzBDE454</a>	
Week 4 Irish			

Physical  
Education

	Rock and roll	Relationships (canon/unison) Sequence Space	Rock and Roll: <a href="https://www.youtube.com/watch?v=azLFvQsVwcQ">https://www.youtube.com/watch?v=azLFvQsVwcQ</a>	Encourage your child to join the afterschool club, or a dance school
Week 5				
Week 6	Choreography			
Week 7	Rehearsal and performance			

Year 9 Learning Map

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning
<p>In Year 8, you continued to practise the basic skills needed to play a competitive game of handball. You began to focus on outwitting your opponent by exploring formations and tactics that can be used to gain an advantage over the competition. Some students may have had experience of officiating matches.</p>		<p>In this topic, you will develop the skills learned in Years 7 and 8 to become a more effective handball player. After two years of learning about handball, you will begin to take on more of a leadership role. If leadership does not come naturally to you, you will be encouraged to become a more independent learner. You will also learn how to evaluate both your own and others' performance by analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high-quality techniques. By the end of the scheme, you should know the rules of handball and therefore be able to officiate competitive games.</p>	<p>You will continue to develop your knowledge of handball in Years 10 and 11 Core PE. This time will be used to continue to practise handball skills and techniques. More confident or able players, or those who would like to take sport further as a career, will be asked to take on a coaching role, which will help you deepen your knowledge and understanding of technique and gameplay analysis.</p>
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning
Week 1	Recap of Rules Passing Recap	<p>Centre Line Dribble Fault Free Throw Goal Area Goalkeeper Throw Offensive Foul Officiating Steps Throw In Time-Out</p>	<ul style="list-style-type: none"> <li>• <a href="#">IHF</a></li> <li>• <a href="#">What is handball? (thesubath.com)</a></li> <li>• <a href="#">team handball   Game, Rules, &amp; Facts   Britannica</a></li> <li>• <a href="#">Home - England Handball Association</a></li> <li>• <a href="#">Handball - News, Athletes, Highlights &amp; More (olympics.com)</a></li> </ul>
Week 2	Dribbling		
Week 3	Shooting Recap		
Week 4	Defensive Formations		
Week 5	Attacking Formations		
		Ways in which parents/carers can support:	<p>If possible, give students as many opportunities to play invasion games:</p> <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Basketball</li> <li>• Hockey</li> </ul> <p>This will help develop a skill set which should be transferable between these types of sports.</p>



Week 6	Gameplay			
Week 7	Gameplay/Tournament			

## Year 9 Learning Map

# Physical Education

### Topic: Football

Lesson Sequencing	Current Learning	Extended Learning	Subsequent Learning
<p><b>Prior Learning</b> This topic builds on the different skills you have learnt in Year 8, such as passing, dribbling and shooting. You may play football in school or outside of school.</p>	<p><b>Current Learning</b> In this topic, you will learn more advanced techniques and tactics of football and how to implement them successfully in a game. You will develop your skills in pressing, counter-attacking, shooting and attacking the box to improve your performance and ability to support others. You will also learn the importance of spacing when attacking and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills.</p>	<p><b>Extended Learning</b> Football rules – full <a href="https://www.thefa.com/football-rules-governance/lawsandrules">https://www.thefa.com/football-rules-governance/lawsandrules</a> Pressing in football <a href="https://www.youtube.com/watch?v=40crCs6TcbM">https://www.youtube.com/watch?v=40crCs6TcbM</a> Counter attacking <a href="https://www.youtube.com/watch?v=6q6DOJcdQeg">https://www.youtube.com/watch?v=6q6DOJcdQeg</a> You know the drill (soccer am) <a href="https://www.youtube.com/watch?v=VbuWvHNkSOA">https://www.youtube.com/watch?v=VbuWvHNkSOA</a></p>	<p><b>Subsequent Learning</b> All skills learnt in football are transferable across different team activities. You will develop these skills further if you join a football team. In Key Stage 4, you will revisit football, where you will learn more about gameplay and have additional opportunities to develop the skills you have learnt.</p>
<p><b>Lesson Sequencing</b></p>	<p><b>Tier 3 Vocabulary</b></p>	<p><b>Ways in which parents/carers can support</b></p>	
Week 1	Attacking 2 v 1	Attacker	* Get them to practice doing “keepy uppies”
Week 2	Defending 3 v 2	Counter Defender	* Go to watch friends/family or local clubs play.
Week 3	Passing out from the back/ possession	Drive Midfielder Press	* Encourage your child to join the school team, or a local football club (when they are back up and running). Link to some local clubs: *Watch “Take me home” on Amazon
Week 4	Press/Counter	Sharp movement Space	*Watch a live game and talk about tactics
Week 5	Shooting Attacking the box		



Week 6	Tournament			*Ask them to evaluate a single player's performance.
Week 7	Game play and assessment			

## Year 9 Learning Map

# Physical Education

### Topic: Rugby League

Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Tackling Recap	Deep line Defensive line Drive tackle Drop Kick Flat Pass Flat Pass Knock on Off-side Passive tackle Place Kick	10 Greatest skills in Rugby League <a href="#">The 10 GREATEST skills seen in Super League history   Rugby League - YouTube</a> <a href="#">Creating a rugby league player</a> <a href="#">The Perfect Rugby League Player - YouTube</a> <a href="#">Tackle Technique in Rugby League</a> <a href="#">TACKLE TECHNIQUE in rugby league with Barry Eaton and Chev Walker (Leeds Rhinos) - YouTube!</a>	If possible, give students as many opportunities to play invasion games: Rugby Football Basketball Hockey
Week 2	Passing		<ul style="list-style-type: none"> <li>Rugby World Magazine</li> <li>Eddie Jones – My Life and Rugby</li> <li>The Lions – When the Going Gets Rough</li> </ul>	Watch a live game and talk about tactics - Ask them to evaluate a single players performance.
Week 3	Creating Space			
Week 4	Kicking			
Week 5	Play of the Ball and Game Play			If interested in rugby, join a local rugby
<b>Prior Learning</b> In Year 8, you continued to practise techniques and skills such as tackling, passing, creating space and kicking. You began to focus on outwitting your opponent, exploring how to gain an advantage within games through creating space, using dummies, and passing or running at speed. You ended the scheme of work by learning the specific rules and tactics of gameplay.		<b>Current Learning</b> In this topic, you will learn more advanced techniques and tactics of rugby and how to implement them successfully in a game. You will develop your skills in attacking, defending, kicking and general gameplay to improve your performance and ability to support others. You will also learn the importance of spacing when attacking, defending and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills. Year 9 students should be confident when carrying the ball and tackling. There will be a greater emphasis on improving performance as a team.		<b>Subsequent Learning</b> You will continue to develop your knowledge of rugby in Years 10 and 11 Core PE. This time will be used to continue practising rugby skills and techniques and applying them in matches. More confident or able players, or those who would like to take sport further as a career, will be asked to take on a coaching role, which will help you deepen your knowledge and understanding of technique and gameplay analysis.



Year 9 Learning Map

Topic: Netball

Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
<p><b>Prior Learning</b> Students should have an understanding of, and be able to play and create, small-sided games and simplified versions of competitive or invasion team games. They should also be capable of sending, receiving and travelling with a ball in these games. Students should know how to plan, use and adapt strategies and tactics in all types of game situations, keeping games organised and flowing.</p>	<p><b>Current Learning</b> Students will be taught to perform, develop and incorporate the basic fundamental skills of netball, such as passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting. Students will also develop their knowledge and understanding of these skills and the major rules and laws within the game relating to them. There will be a focus on how to outwit opponents, evaluate performances, analyse strengths and weaknesses, and develop, adapt and refine skills, strategies and tactics to produce high levels of performance and high-quality techniques.</p>	<p><b>Subsequent Learning</b> All skills learnt in netball are transferable across different activities. Students may also revisit netball in Year 10, where they will continue to learn more about tactical gameplay.</p>	<p>* Practice 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: <a href="http://www.southyorkshirenetball.com/27364/27385.html">http://www.southyorkshirenetball.com/27364/27385.html</a></p>	
<p><b>Week 1</b> Basic skills recap: passing/receiving/footwork/pivoting</p>	Analyse	Netball rules – Simple netball <a href="https://www.rulesofsport.com/sports/netball.html">https://www.rulesofsport.com/sports/netball.html</a>		
<p><b>Week 2</b> Running footwork, breaking, turning in the air and pathway of pass</p>	Disguise	BBC Sport – Netball skills <a href="http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm">http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm</a>		
<p><b>Week 3</b> Positional play</p>	Dummies	Netball presentation <a href="https://www.youtube.com/watch?v=WGaYDvaZ4No">https://www.youtube.com/watch?v=WGaYDvaZ4No</a>		
<p><b>Week 4</b> Shooting – with steps and higher net</p>	Evaluate	The Rules of Netball - EXPLAINED! <a href="https://www.youtube.com/watch?v=V1qINnI-Dis">https://www.youtube.com/watch?v=V1qINnI-Dis</a>		
<p><b>Week 5</b> Tactics at centre pass</p>	Footwork			
<p><b>Week 6</b> Tactics at side-line &amp; back-line pass</p>	Outwit Opponent			
<p><b>Week 7</b> Game play and assessment</p>	Overlaps			
	Pivot			
	Possession			
	Umpire			

## Year 9 Learning Map: HT3

### Topic Number: 2

		Consent and Relationships	
<b>Prior Learning</b> This topic builds on the work you studied in Year 8 on healthy relationships and the law. You will continue to develop your knowledge and understanding of what constitutes a healthy relationship and how to access support in situations where you may be at risk.	<b>Current Learning</b> In this topic, you will learn important information about the term <i>consent</i> , including how to ensure it is given and what to do if it is not. You will develop an understanding of the key characteristics of a healthy relationship and how to recognise potential "red flags." You will also gain an understanding of the legal, physical, and emotional impacts of crimes such as honour-based violence and forced marriage. This topic is essential for helping you keep yourself safe and maintain happy, healthy, and safe relationships.	<b>Subsequent Learning</b> This topic prepares you for further learning in PSHCE, particularly when exploring relationships and sexual health. It provides a foundation for understanding the law and the various consequences of harmful or abusive behaviour in relationships.	
<b>Lesson Sequencing</b>	<b>Tier 3 Vocabulary</b>	<b>Extended Learning</b>	<b>Ways in which parents/carers can support</b>
Lesson 1 Consent	Abuse	You can use independent study opportunities to look at information produced by NSPCC and Barnardos on these sensitive topics.  <u><a href="#">Sexuality and sexual orientation</a></u> <u><a href="#">NSPCC</a></u> <u><a href="#">Why Emmerdale's Jacob thinks he's in love with his abuser</a></u> <u><a href="#">Barnardos</a></u> <u><a href="https://lovesrespect.co.uk/who-are-we/">https://lovesrespect.co.uk/who-are-we/</a></u>	Provide an open forum for discussion with your child, allowing them to talk about important issues, worries, or concerns related to this topic.
Lesson 2 Consent and the law	Consent		
Lesson 3 Healthy relationships- online relationships	Cyberbullying Domestic		
Lesson 4 Healthy behaviour- relationship abuse	Female genital mutilation Forced marriage		
Lesson 5 Forced marriage and FGM	Honour based violence		
Lesson 6 HBV	Marriage		
Lesson 7 Assessment – Leaflet	Sexual Assault		



## Year 9 Learning Map: HT3

Crime and Punishment			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on your knowledge of Christian and Buddhist beliefs and teachings from Years 7 and 8 and allows you to apply this knowledge to moral issues surrounding crime and justice. You will use the knowledge gained in Year 8 on justice and forgiveness from the Social Justice topic. Key religious teachings, such as the sanctity of life, which you have already studied, will be important when discussing issues such as capital punishment.</p> <p>Throughout this topic, you will continue to develop your skills in interpreting and analysing specific passages from religious texts, allowing you to apply them when evaluating moral issues related to crime.</p>	<p>In this topic, you will learn about a variety of religious and non-religious beliefs regarding why people commit crime, as well as the different punishments used in the UK and worldwide. You will explore different types of crime and consider why society punishes those who commit them.</p> <p>You will debate controversial issues, such as the use of corporal and capital punishment, and discuss whether we have a duty to forgive those who commit crimes.</p> <p>Your skills in evaluation and debate will also be enhanced when considering issues such as whether the death penalty should be reinstated in the UK and whether prison is an effective form of punishment.</p>	<p>This topic prepares you for other Key Stage 3 and 4 topics in RE, such as <i>War</i> later in Year 9, where you will consider war criminals and how justice can be achieved through war. You will also study <i>Crime and Punishment</i> in more depth at GCSE.</p> <p>You will further develop and refine your evaluative skills as you learn to reach justified judgments on moral issues within RE.</p> <p>You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.</p>	<p>Parents/carers could support by researching and discussing the work of famous Christians such as Elizabeth Fry who reformed prisons due to her religious beliefs. You could watch the following BBC teach clip together and discuss why Elizabeth did the work she did:</p> <p><a href="#">Elizabeth Fry</a></p> <p>You could also talk about the different reasons why some people choose to forgive criminals for example the mother of Anthony Walker. There is a BBC class clip you can watch about this:</p> <p><a href="#">Gee Walker</a></p>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	
<ol style="list-style-type: none"> <li>1. What is Justice?</li> <li>2. What are the causes of crime?</li> <li>3. Why do we punish? Aims of punishment.</li> <li>4. Prisons</li> <li>5. Corporal Punishment</li> <li>6. Capital Punishment</li> <li>7. How should we punish young criminals?</li> <li>8. Punishing young criminals- case study</li> <li>9. Religion and punishment</li> <li>10. Hate Crimes</li> <li>11. Forgiveness of criminals</li> </ol>	<p>Capital Punishment Community Service Corporal Punishment Crime Forgiveness Hate crimes Justice Prison Punishment Reform</p>	<p>You can use independent study opportunities to read about the work of Amnesty International who work to ban the death penalty across the world.</p>	

## Year 9 Learning Map

### Topic Number: P1

Energy																																	
<p><b>Prior Learning</b> This topic builds on pupils' prior knowledge of energy types and energy transfer from Years 7 and 8.</p>	<p><b>Current Learning</b> In this topic, you will learn how to calculate elastic potential energy, gravitational potential energy, specific heat capacity, and power. Pupils will also use their prior understanding of energy types and energy transfer to draw Sankey diagrams.</p>																																
<p><b>Subsequent Learning</b> This topic underpins the physics course when pupils begin their GCSE studies and provides an opportunity to build on their maths skills, particularly in rearranging equations, for later topics.</p>	<p><b>Ways in which parents/carers can support</b></p>																																
<p><b>Lesson Sequencing</b></p> <table border="1"> <thead> <tr> <th>Lesson number</th> <th>Lesson title</th> </tr> </thead> <tbody> <tr><td>1</td><td>Energy Stores and Types</td></tr> <tr><td>2</td><td>Energy Transfers</td></tr> <tr><td>3</td><td>Kinetic Energy</td></tr> <tr><td>4</td><td>Gravitational Potential Energy</td></tr> <tr><td>5</td><td>Elastic Energy</td></tr> <tr><td>6</td><td>Energy transformations</td></tr> <tr><td>7</td><td>Power</td></tr> <tr><td>8</td><td>Efficiency</td></tr> <tr><td>9</td><td>Energy Resources</td></tr> <tr><td>10</td><td>Specific Heat capacity</td></tr> <tr><td>11</td><td>Specific Heat capacity Practical</td></tr> <tr><td>12</td><td>Specific Heat capacity Practical 2</td></tr> <tr><td>13</td><td>Thermal Insulation</td></tr> <tr><td>14</td><td>Thermal Insulation Practical</td></tr> <tr><td>15</td><td>Thermal Energy, Efficiency and energy resources Review</td></tr> </tbody> </table>	Lesson number	Lesson title	1	Energy Stores and Types	2	Energy Transfers	3	Kinetic Energy	4	Gravitational Potential Energy	5	Elastic Energy	6	Energy transformations	7	Power	8	Efficiency	9	Energy Resources	10	Specific Heat capacity	11	Specific Heat capacity Practical	12	Specific Heat capacity Practical 2	13	Thermal Insulation	14	Thermal Insulation Practical	15	Thermal Energy, Efficiency and energy resources Review	<p><b>Tier 3 Vocabulary</b></p> <p>Chemical energy Electrical energy Energy Energy transfer Gravitational potential energy Specific heat capacity Thermal energy Work done</p>
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<p><b>Extended learning</b></p> <p>All students have access to Educake and are encouraged to complete the homework set by their teacher each fortnight.</p> <p><b>Wider reading:</b> CGP revision guides A Brief History of Time - <i>Stephen Hawking</i> "Energy Island" by Allan Drummond "The Boy Who Harnessed the Wind" (Young Readers Edition) by William Kamkwamba</p>	<p>Support pupils in accessing Educake and completing their homework, as well as additional quizzes on areas where they may be struggling.</p> <p>KS3 revision guides and workbooks are available on ParentPay.</p> <p>Ensure pupils are using Microsoft Teams to complete work set by their teachers if they are absent from a lesson.</p>																																

### Topic Number: 4

		Ven a Madrid: A trip to Madrid	
Prior Learning		Current Learning	Subsequent Learning
<p>This topic builds on knowledge acquired in previous years. It will include vocabulary linked to holidays and travel and will also consolidate understanding of the preterite, future, and conditional tenses.</p>		<p>In this topic, you will learn to write and speak about a trip to Madrid. You will gain cultural knowledge of the capital city of Spain and consider how you would travel there. You will also develop a deeper understanding of grammar and continue to use the simple future and conditional tenses.</p>	<p>This topic will help you become a more confident speaker of Spanish, as the tasks will allow you to use Spanish in situations that visitors commonly encounter. After this unit, we will move on to discussing wellbeing, so knowledge of different tenses and expressing opinions will be crucial for future learning.</p>
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	Introduction to Madrid- modes of transport	De ida – single De ida y vuelta - return	<p>To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics.</p> <p>The link below will take you to a video to find out about the Spanish city of Granada <a href="https://www.bbc.co.uk/bitesize/clips/zdrrwmn">https://www.bbc.co.uk/bitesize/clips/zdrrwmn</a></p>
Week 2	Buying train tickets	En avión – by plane	
Week 3	Future holiday plans	En barco – by boat Es cómodo – it is comfortable	
Week 4	Directions	Está cerca – it is near Está lejos – it is far	
Week 5	Past tense	Mis vacaciones – my holidays Un billete – a ticket	
		Extended learning	
		<p>Pupils will be provided with a Knowledge Organiser to revise key vocabulary. They will also receive lists of vocabulary to learn throughout the half term.</p> <p>Additional learning could focus on vocabulary related to the topic. The following list contains vocabulary linked to this unit. <a href="https://quizlet.com/gb/341912651/zoom-2-ven-a-madrid-flash-cards/?funnelUUID=e5f562e4-1f60-47a2-8ef7-47a4d472dcca">https://quizlet.com/gb/341912651/zoom-2-ven-a-madrid-flash-cards/?funnelUUID=e5f562e4-1f60-47a2-8ef7-47a4d472dcca</a></p>	

Year 9 Learning Map: HT4

Topic: 4 Food Borne Illness

Food Technology													
<p><b>Prior Learning</b> Pupils will have a solid understanding of food hygiene and safety through practical cookery and taught lessons in Years 7, 8, and 9. This half term, we will build on this knowledge while shifting the focus from domestic to industrial contexts.</p>	<p><b>Current Learning</b> In this topic, pupils will learn how to use their existing knowledge of food hygiene and safety to carry out a risk assessment as well as a HACCP flowchart. Pupils will learn about food hygiene legislation and the consequences of not following such guidance. They will also study different types of pathogenic bacteria, the conditions for their growth, and the consequences of poor food hygiene for both the customer and the establishment.</p>												
<p><b>Subsequent Learning</b> This topic will enable pupils to understand why hygiene rules are implemented. Pupils will gain foundational knowledge of the food industry to prepare them for the Key Stage 4 qualification.</p>	<p><b>Ways in which parents/carers can support</b></p> <p><b>Leisure time:</b> Watch food programmes such as <i>The Food Inspectors</i>.</p> <p><b>Shopping:</b> Challenge your child to explain the difference between <i>use by</i> and <i>best before</i> dates.</p> <p><b>Dinner time:</b> Support your child in planning and preparing dinner for the family.</p>												
<p><b>Lesson Sequencing</b></p> <table border="1"> <tr><td>Lesson 1</td><td>Food poisoning</td></tr> <tr><td>Lesson 2</td><td>Curry</td></tr> <tr><td>Lesson 3</td><td>Pathogens</td></tr> <tr><td>Lesson 4</td><td>Enchiladas</td></tr> <tr><td>Lesson 5</td><td>Food borne illness</td></tr> <tr><td>Lesson 6</td><td>Macaroni cheese</td></tr> </table>	Lesson 1	Food poisoning	Lesson 2	Curry	Lesson 3	Pathogens	Lesson 4	Enchiladas	Lesson 5	Food borne illness	Lesson 6	Macaroni cheese	<p><b>Extended Learning</b></p> <p>You could read, and engage with, the information on the websites below:  <a href="https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes">https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes</a>  <u>Food safety - your responsibilities: Food hygiene - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</u></p>
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<p><b>Tier 3 Vocabulary</b></p> <p>Commercial E. coli HACCP Industrial Industrial Legislation Listeria Pathogens Salmonella Staphylococcus aureus</p>													