



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y11

HALF TERM 2



**RIDGEWOOD
SCHOOL**

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KS4 Learning Maps – Half Term 2

Dear parent/carers,

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

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

We will also make these Learning Maps available on the school website for you to access electronically if you prefer.

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

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

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

Yours faithfully,

Andy Bridge

Headteacher

ART

Year 11 Learning Map

Topic Number: HT2

SURROUNDINGS				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
Your investigations into the use of materials, narrative and texture will support the deeper investigation of the work of the artists studied.		You will respond to looking at artists through experimentation with materials and processes and create an outcome inspired by your learning, deepening understanding, material knowledge and use and planned investigations and outcomes.	This topic will allow you to consolidate your learning and apply the techniques and processes to your own investigations.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Artist experimentation with techniques/media	Composition Concept Develop Drawing Experiment Final piece Form Investigate Observe/observation Print Proportion Representational Research Respond Scale Still life	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors https://www.tate.org.uk/search?q=surroundings https://www.moma.org/search/?bucket=3&query=surroundings https://www.guggenheim.org/search?page=1&s=surroundings&post_type=artwork	
Week 2	Artist experimentation with techniques/media			
Week 3	Start final piece			
Week 4	Final piece			
Week 5	Final piece			
Week 6	Final piece			
Week 7	Final piece			
Week 8	Finish all sketchbook work.			

Year 11 Learning Map

Topic Number: R069 (TA3) Plan and pitch and **R069 (TA4)** Review your promotional campaign and pitch.

Topic Title: R069 Task 1 Branding Opportunities and Threats.				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
You will have planned and rehearsed a pitch for your final product designed in R068, this will be fully prepared to be presented to an audience.		In this topic you will develop your ability to present to an audience, this will be supported by peer feedback and then teacher feedback. This will contribute towards self-reflection on your pitch.	You will have now completed R069, the next half term will focus on the theory in preparation for your written examination unit - R067.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Cambridge Nationals - <u>Enterprise and Marketing Level 1/Level 2 – J837 - OCR</u> <u>OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing specification</u> <u>Cambridge National in Enterprise and Marketing Unit Recording Sheet R069 (ocr.org.uk)</u>
Lesson 1	Considerations when planning a professional pitch.	Audience Materials	https://www.bbc.co.uk/bitesize/guides/z26btv4/revision/4	
Lesson 2	Use and development of personal and presentation skills.	Non-Verbal Professionalism	https://www.bbc.co.uk/bitesize/guides/zkdc7nb/revision/5	
Lesson 3	Benefits of using a practice pitch.	Structure	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
Lesson 4	Deliver a professional pitch.	Venue		
Lesson 5	Review a brand using a range of sources.	Verbal Visual Aids	641081-market-and-pitch-a-business-proposal.docx (live.com)	
Lesson 6	Review a professional pitch to an external audience.		Due to this unit (R069) being controlled assessment students are not allowed to complete work outside of the school.	
Lesson 7	Review of personal presentation skills.		To support students, a weekly catchup session will run Wednesday and Thursday between 3-4pm.	
Lesson 8	DIRT improvements on task 3 and 4.			

Drama

Year 11 Learning Map

Topic Number: 1 and 2

Component 3: Responding To A Brief MOCK				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.	In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton	This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course. You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to level 3 Performing Arts study.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1 – Exploration of stimulus	Audience Characterisation Evaluation Narrative Performance Practitioner Reflection Skills Stimulus Techniques		Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and	
Week 2 – Practical exploration of Ideas				
Week 3 – Begin blocking				
Week 4 – Ideas Log Exam in Y11 Mock week				
Week 5 & 6 – Continue blocking				
Week 7 – Showcase of work				

Year 11 Learning Maps – Half Term 2

Unseen Poetry				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge of poetry, as studied throughout Year 8 when looking at Social and Political Poetry, the war poems you studied at the end of Year 9 and Power and Conflict anthology poems earlier in Year 10. This topic is also a continuation of the unseen poetry you visited at the end of the summer term in Year 10. You will revisit and develop your application of poetic devices through the in depth study of both language and structural features.	In this topic you will extend your knowledge of how to effectively analyse poems and make comparisons to other poems. You will also learn how to structure your ideas using the 'what-how-why' analytical process, to develop a sophisticated and fluent writing style. This topic will also allow you to develop your knowledge of the ways in which literature can be used to display how social and political issues from the past are still relevant today, in contemporary warfare. Furthermore, you will have the opportunity to develop a deeper understanding of poems through the in-depth study of each poem individually as well as making links across two poems to develop the skills acquired in the poetry anthology study.	This topic will help you revise for English Literature and help you practise and consolidate your poetic skills. You will be required to demonstrate the ability to analyse quotations and language/structural devices used in poems, by showing your understanding of how the poet wants the reader to feel and the writer's overall message. This unit will be particularly important to supporting your preparation for both English Literature papers, as they require you to be fluent with your analysis of language/structure to craft detailed responses to texts.		
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities:	Parental/carer support:	
Week 1: Valentine and One Perfect Rose.	Assonance Consonance Sibilance Stanza Irregular rhyme Enjambment Caesura Onomatopoeia Structure Form Anaphora Epistrophe	Similar topics can be covered using these resources:	Watch: Poetry Slam events on YouTube.	
Week 2: Nettles and Praise Song for My Mother.		- Mr Bruff YouTube Guidance - Poetry Collections - BBC Bitesize Unseen Poetry	Watch: Online Poetry Events	
Week 3: How to Leave the World that Worships Should and The Rich Eat Three Full Meals.			Visit: Poetry Events Guide	
Week 4: Only the Wall and Bruises Heal.			Visit: National Poetry Library	

Year 11 Learning Map – Half Term 2

Eduqas English Language Component 2 Section A Revision				
Prior Learning	Lesson Sequencing	Week 6: Sailing Paper	Current Learning	Subsequent Learning
Building on your prior knowledge of Component two from Year 10, you will enhance your ability to read a range of engaging non-fiction texts. This topic will focus on engaging with analysis of non-fiction texts from a mixture of 21 st century and 19 th century sources. You will build on prior knowledge of textual analysis and the requirements to answer each of the reading questions on the Component two examination.	Week 1: Antarctic Expeditions of Ben Fogle and Captain Scott Week 2: Antarctic Expeditions of Ben Fogle and Captain Scott Week 3: Experiences of Cycling Week 4: Experiences of Cycling Week 5: Sailing Paper		During your English lessons this half term, you will explore extracts from a range of non-fiction texts to cover a range of text types and contexts. The extracts studied in this topic have been selected from a vast array of sources, ranging from expeditions to the Antarctic to the exhilaration of cycling and sailing both in the 21st and 19th Century! You will be assessed on the following skills: • AO1: Identify and interpret explicit and implicit information and ideas • AO2: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references	You will continue to prepare for GCSE English Language in Half Term 3 where you will focus on English Language Component Two Writing Skills. By covering Component Two Writing Skills, you will emerge with a full understanding of the structure and skills required to successfully respond to Component Two of the exam.
Lesson Sequencing	Week 6: Sailing Paper	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1: Antarctic Expeditions of Ben Fogle and Captain Scott		Metaphor Simile Modal Verbs Alliteration Direct Address Facts Opinions Rhetorical Questions Emotive Language Statistics Tripartite Hyperbole Anecdote Imperatives Repetition	A great way to practice reading non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access. Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts. Useful websites: • Home - BBC News • News, sport and opinion from the Guardian's UK edition The Guardian • BBC Bitesize	YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. • The BPC English website also provides videos, resources and PowerPoint slides that you can access and download: www.bpcenglish.wordpress.com • Visit the Eduqas website and read the exam specification and browse through past exam papers: www.eduqas.co.uk

GEOGRAPHY

Y10 AQA – 3.2.2 Challenges in the human environment– Section B: The changing economic world

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your knowledge from KS3, particularly your knowledge of Population and Development from Y7 and Y9. It builds upon prior skills such as cartographic, statistics/maths and graphical skills linked to global urban trends. We will also be using demographic data to profile different countries (such as Nigeria), cities and UK locations and areas.	In this topic, you will learn about human processes and systems and how they change both spatially and temporally. They are studied in a range of places, at a variety of scales and include places in various stages of economic development. We will be focussing on Nigeria, and then the UK's changing economy. This topic is important for you to develop your geographical skills and case study application in extended geographical writing. We will be building on skills of choropleth mapping of population and economic data, development figures and development data calculations	We will go on to explore the dynamic nature challenges in the human environment looking at human processes. We will go on to learn about urban sustainability and the challenges of a resource. The topic will also equip you with the skills you need to be successful in Paper 1, 2 and 3 of your Geography GCSE, and makes up a third of Paper 2.
Lesson Sequencing		
<u>The Changing Economic World</u>		
1. Nigeria - Location and importance	Tier 3 Vocabulary Challenge Counter-urbanisation Deindustrialisation Economy Enterprise Zones High income country Inequality Lower income country Newley Emerging-Economy Opportunity Site Situation Trade Transport Urbanisation	Wider Reading Opportunities This book is an engaging and fascinating read: <u>Human Geography: The Basics</u> <u>Andrew Jones</u>
2. Nigeria - Wider context		
3. Nigeria – Changing industrial structure		
4. Nigeria – Role of TNCs in industrial development		
5. Nigeria – International Aid		
6. Nigeria – Environmental impacts of economic development		
7. Nigeria -Effects of economic development		
8. UK - Changing UK Economy		
9. UK – Post-industrial economy		
10. UK -Modern Industrial Development		
11. UK -Changing UK infrastructure -		
12. UK -Changing UK infrastructure - Transport		
13. UK -The North-South Divide		
14. UK -The UK in the wider world		
Ways in which home can support		
Ensure your child is completing their weekly GCSE Exam question homework or GCSE Pod Questions <u>GCSEPod</u>		

Crime and Punishment (P2)			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on the knowledge you gained about the different types of crimes and policing methods that have existed throughout British history. It also builds upon your foundational knowledge of medieval crimes and policing studied in KS3. Finally, it builds upon the explanation skills developed throughout year 10.	In this topic you will learn about the development of attitudes towards criminals, the nature of punishments and the subsequent changing of justifications for punishments that criminals received throughout British history. This topic is important for you to develop your historical skills and knowledge because it will help you continue to master explanations of reasons in arguments and recognise similarities and differences between time periods.	You will continue to develop your use of argument and evidence skills in Paper 2 when covering the Cold War and Early Elizabethan England. The topic will also equip you with the skills you need to be successful in Paper 1 of your History GCSE	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Deterrence, retribution and execution as forms of medieval punishments The continued use of corporal and capital punishment through the Early Modern period The introduction of transportation and the start of the Bloody Code in Early Modern England The changing views on the purpose of punishment in the 18th and 19th centuries The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry. The abolition of the death penalty; changes to prisons and specialised treatment of young offenders The development of non-custodial alternatives to prison in Modern Britain.	<i>Bloody Code</i> <i>Capital Punishment</i> <i>Corporal Punishment</i> <i>Deterrence</i> <i>Forest Laws</i> <i>Open Prison</i> <i>Retribution</i> <i>Reformation</i> <i>Transportation</i> <i>Wergild</i>	Students will be set retrieval or revision homework every week. Please encourage your child to complete this. Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge These books are engaging and fascinating reads: GCSE History for Edexcel: Crime and Punishment through time, c-1000-present by Hodder Revise Edexcel GCSE (9-1) History Crime and Punishment Revision Guide by Pearson	You could watch the following documentaries with your son/daughter: YouTube: Saxon Punishments History - The Strange Case of the Law The Bloody Code History - The Strange Case of the Law The life and work of Elizabeth Fry (dramatisation) History – true stories

Year 11 Computer Science Learning Map

Topic Number 2.2 Programming techniques and 2.3 Defensive Design				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds upon HT1 Programming Techniques and includes some more advanced programming techniques. It also builds upon the planning of algorithms using pseudocode and flowcharts.	In this topic you will learn about programming features and how these are implemented. You will continue to develop your understanding of programming constructs and syntax.	This topic will prepare you for future work in project management, coding, developing projects and applications. It will also help for managing projects.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning Opportunities	Ways in which parents/carers can support	
Week 1 File writing and practical programming	Array Assignment Authentication Element Functions Index Open, Read, Write, Close Parameters Procedures Read and write to file Records SQL SELECT, FROM, WHERE Testing Validation	https://www.bbc.co.uk/bitesize/guides/z433rwx/revision/1 https://www.bbc.co.uk/bitesize/guides/z788ity/revision/1 https://www.gcsepod.com https://senecalearning.com/en-GB/	Pupils/Parents can also use the following programs to develop their coding skills supporting their Paper 2 content: Learn Python — W3Schools.com Learn Python 2 Codecademy	
Week 2 Records and SQL				
Week 3 1D and 2 D arrays				
Week 4 Functions and procedures				
Week 5 Structuring code and practical programming				
Week 6 Anticipating misuse and authentication				
Week 7 Programming Project				

Year 11 Creative iMedia Learning Map

Topic Number: Section C

Topic Title: R093: Creative iMedia in the media industry				
Prior Learning This topic builds on prior knowledge from the coursework topics but putting them into exam content and relating them to the real life		Current Learning In this topic you will learn about the legal considerations to protect individuals, including relevant laws such as privacy, permissions and defamation. The topic also considers regulation, certification and classification, including the role of the ASA, Ofcom, BBFC and PEGI.	Subsequent Learning This topic will prepare you for future work in Creative iMedia exam unit.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Legal Issues	Advertising standards authority Bit depth	You will be given knowledge organisers for each topic or set work through Onenote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Wider Reading Opportunities R093 - Creative iMedia in media industry sample question paper (ocr.org.uk) New R093 Creative iMedia in the Media Industry Course (knowitallninia.com)	Cambridge Nationals - <u>Creative iMedia Level 1/2 - J834 - OCR</u>
Week 2	Intellectual Property	Compression Creative Commons Data Protection Defamation Libel		
Week 3	Health and Safety	Location Recce Ofcom Permission Privacy Resolution Risk assessment Slander Watermarks		
Week 4	Distribution Media			
Week 5	File Formats			

Foundation – Constructions, Plans and Elevations and Bearings				
Prior Learning	Current Learning	Subsequent Learning		
This unit builds on prior knowledge learnt in Unit 6 and Unit 7 as you will be working on co-ordinate axis with shapes. You will also require your skills in drawing angles from Y8 and use angle laws from Unit 5.	In this topic, you will learn how to draw plans and elevations, draw and interpret bearings and use constructions for loci problems.	Constructions, plans and elevations will be used in any further studies in Construction, Design or Engineering. Bearings are also used in navigation based careers such as the Army or Navy.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: • Draw plans and elevations • Perform constructions to answer loci problems • Draw and interpret bearings	Bearing Elevation Loci Plan	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Foundation Revision guides</u>	Support your child's progress through: • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Fractions, Indices and Standard Form				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior learning of fractions and indices from KS2, Y7, Y8 and Y9 Unit 1 and 4. Students will have also learnt to convert to and from standard form in Science lessons.	In this topic you will develop your skills in fractions calculations, particularly focussing on mixed numbers. You will also learn to complete higher level calculations with indices and standard form.	This topic will be used within AO3 problem solving questions. You will also continue to use standard form in Science lessons in KS4.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: - Add and subtract fractions - Multiply and divide fractions - Use laws of indices - Convert to and from standard form - Multiply and divide in standard form	- Base - Power - Index - Mixed number - Numerator - Denominator - Standard form	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	Support your child's progress through: MathsWatch- to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Maths Genie - for exam questions, videos and solution on the topics stated	

MATHS

Higher – Circle theorems and Circle geometry

Higher – Circle theorems and Circle geometry				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior knowledge on labelling circles and will apply their knowledge from angles laws across Y7-9. Students' algebraic skills will be applied when working with graphs once more.	In this topic you will learn the circle theorems, how to apply and prove them. In the second part of this unit you will learn to find the equation of a tangent to a circle on a graph.	Circle theorems are frequently interleaved in to AO3 problems in A Level Maths.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: • Learn and apply all circle theorems • Prove circle theorems • Find the equation of a tangent to a circle	• Alternate • Segment • Chord • Tangent • Diameter • Subtended	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Revision guides - higher tier</u>	Support your child's progress through: • <u>MathsWatch</u>- to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

MATHS

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

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

Topic Number: 2: Travel and tourism

Theme 3: School, education and careers					
Prior Learning		Current Learning		Subsequent Learning	
Students have studied vocabulary linked to school and jobs throughout KS3 so will be refreshing and reusing this vocabulary. They will also apply a range of grammar and tenses that they have previously learnt to new contexts and topics.		After the mock exam period, students will start Theme 3 of the course, which is the final theme, and focuses on school, education, post-16 and careers. It will also revisit all three tenses- past, present and future- to ensure that students can use these confidently in a range of contexts		Students will use the grammar and vocabulary studied this half term throughout future units of work, allowing them to broaden their vocabulary for speaking and writing tasks.	
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning	
Week 1	Speaking mocks	- Las ciencias= science - Los idiomas= languages - El patio= the playground - El recreo= break - El instituto= school - Las carreras= careers - La universidad= University - Un aprendizaje= an apprenticeship - El sueldo= wage - El horario= timetable		- Quizlet to practice vocabulary – all the vocabulary for the course is available on there - Use of revision guides and work books - Grammar practice - www.bbc.co.uk/bitesize - Listening practice – www.aqa.org.uk (GCSE Spanish Past Papers)	
Week 2	Revision				
Week 3	Mocks				
Week 4	Praise and Next Steps				
Week 5	My school subjects				
Week 6	Life at school				
Week 7	Life at school				

Music Technology Y11 – HT1.2 Synoptic assessment

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

KS4 Learning Map

Topic: Alternative Games

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

KS4 Learning Map

Topic: Boys' Games

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

KS4 Learning Map

Topic: Dance Fitness

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

KS4 Learning Map

Topic: Fitness

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

KS4 Learning Map

Topic: Girls' Games

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

Topic Number: 1

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

Topic Number: 1

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

Year 11 Learning Map

Buddhist Practices				
Prior Learning This topic builds on your knowledge base from Year 10 when you studied Buddhist beliefs using your knowledge of the different forms of Buddhism to help you understand the different way in which Buddhist practice their religion. You will build on key terms and concepts you have already learnt such as dependant arising, karma, rebirth and the Three Marks of Existence explaining how religious belief influences religious practice. Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to the different ways in which Buddhists practice their religion.	Current Learning In this topic you will learn about a variety of Buddhist practices from both Mahayana Buddhism and Theravada Buddhism. You will be introduced to a number of key Buddhist practices such as different funeral rights, meditation and worship and how Buddhists celebrate festivals. This learning will be underpinned by the beliefs you have previously studied and you will apply these beliefs to the different practices. You will also work on your skills of evaluation and debate by discussing whether or not these Buddhist practices and beliefs are still relevant in the 21 st century. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	Subsequent Learning This topic will initially introduce you to key Buddhist practices which can then be applied to many other moral issues throughout RE in Key Stage 4 such as Medical Ethics, and War and Crime; as a contrast to other religions such as Christianity. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. In addition, this topic will help you to prepare for GCSE RE examinations as for this you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic. Fully understanding the religion of Buddhism both beliefs and practices and how they fit together will give you a better knowledge and then basis for revision in preparation for your upcoming exams.	Ways in which parents/carers can support Watching films such as The Life of the Buddha (2007) together could help to raise students' understanding of Buddhist teachings and practices. You may want to put some of these Buddhist traditions into practice by attempting some guided mediation to experience first-hand what they learn about in school: https://www.youtube.com/watch?v=CvF9AEe-ozc	
Lesson Sequencing 1. Places of worship 2. Types of worship 3. Meditation 4. Different forms of meditation 5. Death and Mourning 6. Festivals 7. Metta and Karuna 8. The Five Moral Precepts and the Six Perfections	Tier 3 Vocabulary Meditation Visualisation Puja Vihara Metta (Loving Kindness) Ahimsa Enlightenment Suffering Compassion (Karuna) Karma	Wider Reading Opportunities You can use independent study opportunities to engage with the following websites relating to Buddhist Practices: Buddhist places of worship: Places of worship - Practices in Buddhism - GCSE Religious Studies Revision - AQA - BBC Bitesize A video tour of a Vihara: Holy Cribbs: The Vihara - TrueTube Meditation: Meditation - Practices in Buddhism - GCSE Religious Studies Revision - AQA - BBC Bitesize		

Year 11 Learning Map

Theme D: Religion Peace and Conflict				
Prior Learning This topic builds on your knowledge base of key religious beliefs and teachings from KS3 and allows you to apply this knowledge to moral issues surrounding religion Peace and Conflict. You will use and apply key teachings and ideas such as the Just War theory and Pacifism, which you studied in the Year 9 topic on Peace and Conflict. Throughout this topic, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to the explanation of moral issues and beliefs. You will continue to practise your skill of evaluation.	Current Learning In this topic you will learn about a variety of religious and non-religious beliefs about issues such as when it is right to go to war, who should fight in war, how a country and reconcile after war and whether pacifism is a noble concept. You will learn about the different social and moral implications of these issues. You will debate controversial issues such as whether weapons of mass destruction can ever be justified and whether religious believers should agree or disagree to fighting in war. You will also discuss the moral and ethical issues associated with these issues. These debates will support the development of your evaluative skills.	Subsequent Learning This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding forgiveness and justice and the Christian teaching of agape that you will use in both further Key Stage 4, and Key Stage 5 RE topics. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood. Throughout the topic you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers - this is a skill that will continue to be developed throughout your GCSE in RE.		
Lesson Sequencing 1. Forgiveness and reconciliation 2. Peace and justice 3. Reasons for War including Holy War 4. Violent Protests 5. Just War 6. Nuclear War and WMD 7. Terrorism 8. Pacifism 9. Victims of War	Tier 3 Vocabulary Peace Justice Reconciliation Protest Terrorism Weapons of Mass Destruction Just War Holy War Pacifism	Wider Reading Opportunities Students will be given and directed to revision activities and resources throughout the topic and will be shown effective ways to revise in preparation for end of unit assessments. Students will be set homework once a fortnight to support learning in covered in lesson	Ways in which parents/carers can support Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society, to issues with war.	

Year 11 Learning Map

Topic Number: B5

Genetics																																																																		
Prior Learning	Current Learning		Subsequent Learning																																																															
This topic builds on students' prior knowledge from Key Stage 3. It relies on students understanding what is meant by the terms gene, chromosome and sexual and asexual reproduction.	In this topic you will learn how characteristics of living things (like eye colour and gender) are determined and inherited through genetics. You will then discover how cystic fibrosis & polydactyly are inherited, before starting to understand how organisms can be modified by genetic modification and selective breeding.		This topic will support you when revising cell structure and organelles and in your future lessons on ecology.																																																															
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support																																																															
<table><tr><th>Lesson</th><th>Spec</th><th>Lesson title</th></tr><tr><td>1</td><td>4.6.1.1</td><td>Sexual and asexual reproduction</td></tr><tr><td>2</td><td>4.6.1.2</td><td>Meiosis</td></tr><tr><td>3</td><td>4.6.1.3</td><td>Advantages and disadvantages of sexual and</td></tr><tr><td>4</td><td>4.6.1.6</td><td>Genetic inheritance</td></tr><tr><td>5</td><td>4.6.1.7</td><td>Inherited disorders</td></tr><tr><td>6</td><td>4.6.2.1</td><td>Variation</td></tr><tr><td>7</td><td>4.6.2.2</td><td>Evolution</td></tr><tr><td>8</td><td>4.6.2.3</td><td>Selective breeding</td></tr><tr><td>9</td><td>4.6.2.4</td><td>Genetic engineering</td></tr><tr><td>10</td><td>4.6.2.5</td><td>Cloning</td></tr><tr><td>11</td><td>4.6.3.1</td><td>Theory of evolution</td></tr><tr><td>12</td><td>4.6.3.2</td><td>Speciation</td></tr><tr><td>13</td><td>4.6.3.3</td><td>The understanding of genetics</td></tr><tr><td>14</td><td>4.6.3.4</td><td>Evidence for evolution</td></tr><tr><td>15</td><td>4.6.3.5</td><td>Fossils</td></tr><tr><td>16</td><td>4.6.3.6</td><td>Extinction</td></tr><tr><td>17</td><td>4.6.3.7</td><td>Resistant bacteria</td></tr><tr><td>18</td><td></td><td>Revision</td></tr><tr><td>19</td><td></td><td>Test</td></tr><tr><td>20</td><td></td><td>Checkpoint lesson</td></tr></table>	Lesson	Spec	Lesson title	1	4.6.1.1	Sexual and asexual reproduction	2	4.6.1.2	Meiosis	3	4.6.1.3	Advantages and disadvantages of sexual and	4	4.6.1.6	Genetic inheritance	5	4.6.1.7	Inherited disorders	6	4.6.2.1	Variation	7	4.6.2.2	Evolution	8	4.6.2.3	Selective breeding	9	4.6.2.4	Genetic engineering	10	4.6.2.5	Cloning	11	4.6.3.1	Theory of evolution	12	4.6.3.2	Speciation	13	4.6.3.3	The understanding of genetics	14	4.6.3.4	Evidence for evolution	15	4.6.3.5	Fossils	16	4.6.3.6	Extinction	17	4.6.3.7	Resistant bacteria	18		Revision	19		Test	20		Checkpoint lesson	Antibiotic resistance Chromosome Dominant Genes Genetic engineering Genotype Heterozygous Homozygous Phenotype Recessive Selective breeding Vector	- CGP revision guides - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky https://www.sciencemag.org/news/2020/04/rice-genetically-engineered-resist-heat-waves-can-also-produce-20-more-grain https://www.sciencemag.org/news/2019/11/bangladesh-could-be-first-cultivate-golden-rice-genetically-altered-fight-blindness	You can support your child's progress through directing your child to access - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
Lesson	Spec	Lesson title																																																																
1	4.6.1.1	Sexual and asexual reproduction																																																																
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19		Test																																																																
20		Checkpoint lesson																																																																

Topic Number: C6

Equilibrium and electrolysis				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of how to separate compounds (electrolysis) and extending their knowledge of reversible reactions.		In this topic you will learn about: what a reversible reaction and an equilibrium are; what happens when the conditions of an equilibrium are changed; what electrolysis is and how it can be used to separate ionic compounds	This topic will prepare you for physical chemistry should you choose to study A level Chemistry	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson	Spec	Lesson title	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - SuperSimple Chemistry: The Ultimate Bitesize Study Guide - Science Encyclopedia: Atom Smashing, Food Chemistry, Animals, Space, and More!	Support your child's progress through: <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
1	4.6.2.1-2	Reversible reactions and energy changes		
2	4.6.2.3	Equilibrium		
3	4.6.2.4-7	Equilibrium conditions – Le Chatelier		
4				
5	4.10.4.1	The Haber process		
6	4.10.4.2	Production and uses of NPK fertilisers		
7	4.4.3.1	The process of Electrolysis		
8	4.4.3.2	Electrolysis of Molten Ionic compounds		
9	4.4.3.3	Using Electrolysis to Extract Metals		
10	4.4.3.4	Electrolysis of aqueous solutions		
11	4.4.3.4	RP 9 - Electrolysis		
12	4.4.3.5	Electrolysis half equations		
13	4.5.2.1	Cells		
14	4.5.2.2	Hydrogen fuel cells		

Year 11 Learning Map

Topic Number: P5

Forces				
Prior Learning			Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of forces from KS3.			In this topic students will learn that forces are responsible for all the interactions between particles and objects. They can be divided into two categories: contact forces and non-contact forces. In this topic students will look at these two categories of forces and be able to calculate the force exerted on objects from different sources.	This topic will support students' knowledge of the interaction of objects and their environments. It will enable students to understand how motion occurs as a direct result of the forces that act upon them.
Lesson Sequencing			Tier 3 Vocabulary	Extended learning
Lesson	Spec	Lesson title	Acceleration Balanced force Braking distance Displacement Resultant force Scalar quantities Stopping distance Thinking distance Unbalanced force Vector quantities Velocity	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/ztmmtv4
1	4.5.1.1	Scalar and vector quantities		
2	4.5.1.2	Contact and non-contact forces		
3	4.5.1.3	Gravity		
4	4.5.1.4	Resultant forces		
5	4.5.1.4	Parallelogram of forces		
6	4.5.1.4	Resolution of forces		
7	4.5.6.1.	Distance and displacement		
8	4.5.6.2.	Speed		
9	4.5.6.2.	Speed		
10	4.5.6.1.	Velocity		
11	4.5.6.1.	Acceleration		
12	4.5.6.1.	Acceleration		
13	4.5.6.2.	Newtons first law		
14	4.5.6.2.	Newtons second law		
15	4.5.6.2.	RP 7		
16	4.5.6.2.	Newtons third law		
17	4.5.6.3.	Stopping distance and reaction time		
18	4.5.6.3.	Factors effecting stopping distance		
			Ways in which parents/carers can support	
			Support your child's progress through:	
			- Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics	

Year 11 Learning Map – HT1 SPORT SCIENCE

Topic: R183: Nutrition and sports performance & R180: Reducing the risk of sports injuries and dealing with common medical conditions					
Prior Learning – R181: Students have now completed 40% of their final grade. The information learnt in this topic can be used to support their exam work and coursework for R183. R180: Students have completed the learning for topic 1 (extrinsic and intrinsic factors), topic 2 (warmups and cool downs) topic 3 (different types and causes of sports injuries) topic 4 (reducing risk, treatment and rehabilitation of sports injuries and medical conditions)		Current Learning – R183: Topic 1 = Nutrients needed for a healthy, balanced nutrition plan. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions	Subsequent Learning – EXAM – R180: Topic Area 5: Causes, symptoms and treatment of medical conditions R183: Coursework - R183: Topic 2 - Nutrition and sports performance Topic 3 - Applying differing dietary requirements to varying types of sporting activity. Topic 4 - Developing a balanced nutrition plan for a selected sporting activity. Topic 5 - How nutritional behaviours can be managed to improve sports performance		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Week 1	R183: - Teaching content for topic 1 assignment. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions	Abrasion Achilles Acute injuries Anterior Cruciate Ligament (ACL) Chronic injuries Concussion Contusions Epicondylitis Fractures Lacerations Patellar Rotator cuff Sprains Strains Tendonitis	R180: Reducing the risk of sports injuries and dealing with common medical conditions <u>Types of sports injuries and treatments – Health and safety in sport – Edexcel – GCSE Physical Education Revision – Edexcel – BBC Bitesize</u> <u>Health and safety in sport – OCR test questions – OCR – GCSE Physical Education Revision – BBC Bitesize</u> R183: Nutrition and sports performance <u>What is a balanced diet? – BBC Bitesize</u>	Support coursework deadlines and ensuring there are opportunities to complete coursework at home/after school. Internal deadlines help us to support our students to complete the work to the best of their ability. All work is online via TEAMS.	
Week 2	R183: - Teaching content for topic 1 assignment. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions				
Week 3	R183: - Teaching content for topic 1 assignment. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions				
Week 4	R183: – Complete CWK for topic 1 R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions				
Week 5	R183: – Complete CWK for topic 1 R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions				
Week 6	R183: – Complete CWK for topic 1 R180: - Exam preparation – End of topic exam				

WJEC Hospitality and Catering



KS4 Learning Map

Term: Half Term 2

Year 11- Hospitality & Catering	
Unit 1 Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community. Current Learning Pupils will be learning about the content for unit 1 in preparation for their written exam.	Unit 2 Aim and purpose: The applied purpose of this unit is for learners to safely plan, prepare, cook, present nutritional dishes and review their performance. Introduction: In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment: • the operation of the front and back of house • hospitality and catering provision to meet specific requirements • health and safety in hospitality and catering provision • food safety • preventative control measures of food-induced ill health. Current Learning Students have completed unit 2.

Lesson Sequencing		Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support
Lesson 1	Unit 1 – AC 3.1 personal safety	Unit 1 VAT Hospitality Establishment Commercial Non-commercial Residential Non-residential FIFO EHO Risk assessment	<u>WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) Study & Revision Guide – Revised Edition : Tull, Anita: Amazon.co.uk: Books</u> <u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering, Second Edition: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781398361263: Books</u>	Unit 1- support and encourage your child to revise and prepare for taking the unit 1 exam (January 2025). Resources can be provided by school. Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA) <u>Revision - BBC Bitesize</u>  <u>New WJEC Level 1/2 Vocational Award in Hospitality & Catering: Revision Guide (with Online Edition) (CGP Level 1/2 Vocational Awards) : CGP Books, CGP Books: Amazon.co.uk: Books</u>  <u>WJEC Level 1/2 Vocational Award Hospitality and Catering Exam Practice Workbook : Mackey, Yvonne, Saunder, Bev: Amazon.co.uk: Books</u> 
Lesson 2	Unit 1 – AC 3.1 personal safety			
Lesson 3	Unit 1 – AC 3.1 personal safety			
Lesson 4	Unit 1 – AC 3.2 risks and control measures			
Lesson 5	Unit 1 – AC 3.2 risks and control measures			
Lesson 6	Unit 1 – AC 3.2 risks and control measures			
Lesson 7	Unit 1 – AC 4.1-1.4.2 food related causes and symptoms of ill health			
Lesson 8	Unit 1 – AC 4.1-1.4.2 food related causes and symptoms of ill health			
Lesson 9	Unit 1 – AC 4.1-1.4.2 food related causes and symptoms of ill health			
Lesson 10	Unit 1 – AC 4.3 preventative control measures of food-induced ill health			
Lesson 11	Unit 1 – AC 4.3 preventative control measures of food-induced ill health			
Lesson 12	Unit 1 – AC EHO			
Lesson 13	Unit 1 – AC EHO			
Lesson 14	Unit 1 – AC EHO			
Lesson 15	Unit 1 - Revision			
Lesson 16	Unit 1 - Revision			