



RIDGEWOOD  
SCHOOL

RIDGEWOOD SCHOOL

# Learning Maps

**Y7**

**HALF TERM 1**



**RIDGEWOOD**  
SCHOOL

Barnsley Road, Doncaster  
DN5 7UB  
01302 783939

### **KS3 Learning Maps – Half Term 1**

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 and wide 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. 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

**Headteacher**



## Year 7 Learning Map

HT 1

| Base Line                                                                                                                                                              |                                              |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior Learning                                                                                                                                                         |                                              | Current Learning                                                                                                                                                   | Subsequent Learning                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                |
| This topic builds on knowledge gained at KS2 encompassing colour, tone, texture, mark making, being influenced by the work of others and creating a personal response. |                                              | In this topic you will learn the formal elements of art: colour, tone, texture, mark making, designing and testing for a final piece and the creation of the work. | This topic will prepare you for how to plan and structure future work. It also provides a grounding for further development in the three main areas of art: colour & pattern, line & tone and shape & form.                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                |
| Week Sequencing                                                                                                                                                        |                                              | Tier 3 Vocabulary                                                                                                                                                  | Extended Learning                                                                                                                                                                                                                                                                                                                                               | Ways in which parents/carers can support                                                                                                                                                                                                                                                                       |
| Week 1                                                                                                                                                                 | Colour wheel                                 | Design                                                                                                                                                             | <p>Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.</p> <p>Browse:<br/> <a href="https://www.tate.org.uk/search?q=Patrick+caulfield">https://www.tate.org.uk/search?q=Patrick+caulfield</a> </p> <p>together and discuss the learning in lessons.</p> | <p>Visit Leeds/Doncaster Art Gallery or use the link here:<br/> <a href="https://www.wikiart.org/en/patrick-caulfield/">https://www.wikiart.org/en/patrick-caulfield/</a> </p> <p>and identify any works by Patrick Caulfield. Try to identify how the work has been made and the level of simplification.</p> |
| Week 2                                                                                                                                                                 | Introduction to tone                         | Medium/media                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |
| Week 3                                                                                                                                                                 | Mark making                                  | Observational                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |
| Week 4                                                                                                                                                                 | Observed drawing                             | Palette                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |
| Week 5                                                                                                                                                                 | Observed drawing                             | Primary                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |
| Week 6                                                                                                                                                                 | Patrick Caulfield inspired media development | Secondary<br>Texture<br>Tone                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |
| Week 7                                                                                                                                                                 | Final piece                                  |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |
| Week 8                                                                                                                                                                 | Final Piece                                  |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |

### Topic Number: 1

| Darkwood Manor                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Prior Learning                                                                                                                                                                                                                                                                                   | Current Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <p>This topic builds your knowledge of characterisation skills such as facial expressions, body language, and use of voice, reactions, status, and eye contact. You will be introduced to a range of different performance techniques that will help you develop and perform your character.</p> | <p>In this topic you will learn a range of performance techniques. You will develop key terminology linked to these performance techniques and independently apply characterisation skills as part of the performance.</p> <p>You will consider the impact of your application, the development of the performance techniques and characterisation such as body language, gestures, vocal skills, and facial expressions when creating a character. You will also consider the impact your performance will have on an audience and the message you are communicating to an audience.</p> | <p>This topic will prepare you for further performance technique development throughout key stage 3. It will equip you with the characterisation skills to produce an effective character that will help you in Y8 and Y9 when exploring character development even further in practical and theory tasks.</p> <p>You will be required to demonstrate the ability to explore, describe and apply characterisation skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 2: Developing skills and techniques within the Performing Arts and Component 3: Responding to a brief.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Lesson Sequencing                                                                                                                                                                                                                                                                                | Tier 3 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Extended Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Ways in which parents/carers can support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| Lesson 1: Welcome to Darkwood Manor. Teacher in role and hot-seating                                                                                                                                                                                                                             | Atmosphere                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>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:</p> <ul style="list-style-type: none"> <li>All About Theatre – National Theatre</li> <li>National Theatre Connections Monologues: Speeches for Young People – Anthony Banks</li> <li>50 Best Plays for Young Audiences: A celebration of 50 years of theatre-making in England for children and young people – Sir Ken Robinson</li> </ul>                                                                                                                          | <p>Support your child's progress through the National Theatre's streaming service – this has a range of professional pieces, performed for live audiences, recorded live, which you can watch to see professional actors applying characterisation skills. You could watch Shakespearean productions such as Othello.</p> <p><a href="https://www.ntathome.com/">https://www.ntathome.com/</a></p> <p>You may also want to 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> |  |
| Lesson 2: Who are you? – Character profile and hot-seating                                                                                                                                                                                                                                       | Character Profile                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Lesson 3: The Pub Scene: Atmosphere and tension                                                                                                                                                                                                                                                  | Characterisation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Lesson 4: Development of tension and atmosphere                                                                                                                                                                                                                                                  | Exaggeration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Lesson 5: Approaching Darkwood Manor – Mime and characterisation                                                                                                                                                                                                                                 | Freeze Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Lesson 6: A Night in Darkwood Manor – Application of performance skills                                                                                                                                                                                                                          | Hot-Seating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                  | Mime                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                  | Non-Verbal Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                  | Teacher in Role                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                  | Thought Tracking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

## Topic Number: 3

| Ghost Boys – Fiction Analysis and Non-Fiction Writing                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |  |
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| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Current Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |  |
| This topic builds on the comprehension skills you have learnt in primary school, when you will have needed to choose evidence and demonstrate understanding of meaning. It will also introduce you to skills of text analysis that will be developed during the Shakespearean Villains, and Women in Literature units later in Y7.<br><br>Furthermore, this topic will enhance the skills of non-fiction writing (letters, speeches, articles) that you will have explored in primary school. | In this topic you will learn how to effectively analyse plot, characters, themes, and language within a novel. You will also learn how to structure your views and ideas on a topic to write persuasively about different important societal issues.<br><br>This topic will enhance your understanding of text analysis, and your ability to produce extended persuasive responses that are effectively structured and use a range of punctuation.<br><br>As part of developing your non-fiction writing skills you will be taught the PERSUADE, MADFOREST, and HAIRS acronyms to support with developing detail and purpose when producing a non-fiction text.<br><br>This topic also provides you with an opportunity to expand your cultural awareness and understanding regarding prominent and current societal issues, such as racism, prejudice and privilege. With this, your speaking skills will be developed, as you engage in respectful and thoughtful discussions with your peers about a wide range of important issues. | This topic will prepare you for further text analysis in Year 7 as part of the Women in Literature unit. It will also equip you with the skills to be successful in your study of Sawbones in Year 8. This topic will also prepare you for non-fiction writing topics influenced by Transaction Writing in Year 7 and Leading Ladies in Year 8. You will use your learning and analysis of Ghost Boys in conjunction with poetry analysis, which will support your skills required throughout each topic, particularly in Year 9 when you will begin to look at GCSE poetry.<br><br>You will be required to demonstrate the ability to analyse texts across your English Language and English Literature exams in Key Stage 4 and this unit will be particularly important to supporting your preparation for English Language Paper 1 Section A – exploration of a fiction text – and English Language Paper 2 Section B – planning and creating your own non-fiction text on an important issue. |                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Wider Reading Opportunities |  |
| Lesson Sequencing                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Tier 3 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Parental/carer support:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                             |  |
| Week 1: Context and Chapters 1-2.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Characterisation<br>Connotations<br>Context<br>Ideologies<br>Juxtaposition<br>Methods<br>Narrative perspective<br>Semantic field<br>Themes<br>Writer’s Intentions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Article for talking to children about <u>race</u>.</li><li><u>Watch</u>.</li><li><b>Watch-</b></li></ul> Films that address issues of racism and prejudice, particularly in America: <ul style="list-style-type: none"><li>-<i>Till</i> (2022) dir. Chinonye Chukwu.</li><li>-<i>Selma</i> (2015) dir. Ava Duverney.</li><li>-<i>The Hate U Give</i> (2018) dir. George Tillman Jr.</li><li>- <i>Hidden Figures</i> (2016) dir. Theodore Melfi.</li><li>Follow: ‘The Conscious Kid’</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |  |
| Week 2: Chapters 4-7                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |  |
| Week 3: Characterisation and Relationships.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |  |
| Week 4: Key Themes and Character Relationships.                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |  |
| Week 5: Guilt, Forgiveness and Prejudice in the text.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |  |
| Week 6: Introduction to PERSUADE and Speech Writing.                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |  |

# Geography



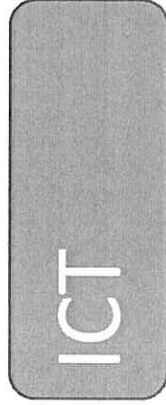
## Year 7 Learning Map

### Topic Number: 1

| Important Places                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |
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| <b>Prior Learning</b><br>This topic builds on your KS2 lessons at primary school where you learned locational and place knowledge of different countries.<br><br>You will also focus on physical and human geography learning about different climates, types of settlements and natural resources.<br><br>Previous geographical skills using maps will also be included to look at the locations of the important places we will study. | <b>Current Learning</b><br>In this topic you will learn what sustainability means and how different important places try to achieve this.<br><br>This topic is important to develop your locational and place knowledge of the different important places covered, whilst also learning key geography themes and terminology to apply to your KS3 topics in Y7. | <b>Subsequent Learning</b><br>This topic will prepare you to understand and explain how and why human processes happen in different locations globally to make a place important and unique.<br><br>This will also prepare you for topics such as India and population and urbanisation as you will cover how places are unsustainable and human processes that are used to manage this.                                                                                                                                                                                                          | <b>Ways in which parents/carers can support</b><br><br>Watch the news for any issues relating to different important places covered in the topic (e.g. the most recent wildfire in Australia)<br><br>Discuss and help research 'How places create sustainable solutions to problems' linked to the wider reading. |  |
| <b>Lesson Sequencing</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Tier 3 Vocabulary</b>                                                                                                                                                                                                                                                                                                                                        | <b>Extended Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 1                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1. Causes                                                                                                                                                                                                                                                                                                                                                       | There will be <u>one</u> additional important place you will be asked to research independently to apply this topic's learning.<br><br>Between assessment periods you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography.<br><br><b>Wider Reading:</b> You can use independent study opportunities to engage with the following websites:<br>Easter Island reading- <u>Easter Island   Map, Statues, Heads, History, Moai, &amp; Facts   Britannica</u> – <u>Svalbard Seed Vault- Svalbard Global Seed Vault – A site about seeds!</u> |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 2                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2. Economic                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 3                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3. Economy                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 4                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4. Environmental                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 5                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5. Impacts                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 6                                                                                                                                                                                                                                                                                                                                                                                                                                 | 6. Overcrowded                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 7                                                                                                                                                                                                                                                                                                                                                                                                                                 | 7. Population                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 8                                                                                                                                                                                                                                                                                                                                                                                                                                 | 8. Social                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 9                                                                                                                                                                                                                                                                                                                                                                                                                                 | 9. Sustainability                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 10                                                                                                                                                                                                                                                                                                                                                                                                                                | 10. Urban                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |  |

# HISTORY

| Romans                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--|
| Prior Learning                                                                                                                                                                                                                                                                                                                                     | Current Learning                                                                                                                                                                                                                                                                                                                                                                                                                          | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                          |  |
| <p>This topic builds on the content you learned about in primary school when you looked at the impact of the Roman Empire on Britain.</p> <p>It also builds upon your knowledge of the chronological history of Britain.</p> <p>Finally, it builds upon the source analysis and extended writing skills you began to master in primary school.</p> | <p>In this topic you will learn about the religious, political, social and cultural experiences of Romans and Britons. You will learn about how the Romans affected the people of Doncaster.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to use precise evidence in written responses and develop your ability to make inferences from sources.</p> | <p>This topic provides the basis/starting point for the Year 7 history curriculum which assesses the chronological development of Britain from 55BC-1658. In future topics, you will see how Britain changed throughout this period.</p> <p>You will continue to develop your use of the PFFE structure in extended writing throughout your time at Ridgewood, from Key Stage 3 to Key Stage 5.</p> <p>The topic will also equip you with the skills you need to be successful in source-based assessments.</p> | Ways in which parents/carers can support                                 |  |
| Lesson Sequencing                                                                                                                                                                                                                                                                                                                                  | Tier 3 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                         | Extended Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                          |  |
| Why did Caesar want control of Britain?                                                                                                                                                                                                                                                                                                            | Abolished<br>Amphitheatre<br>Aqueducts<br>Briton<br>Chariot<br>Emperor<br>Empire<br>Invasion<br>Legion<br>Tribe                                                                                                                                                                                                                                                                                                                           | All students will be set 'Big Read' homework regularly, and are encouraged to complete this.<br><br>Additionally, these books are engaging and fascinating reads:<br><br>Blood Oath by Dan Scott<br><br>Rotten Romans by Terry Deary<br><br>The Eagle of the Ninth by Rosemary Sutcliffe<br><br>Beyond the Wall by Tanya Landman                                                                                                                                                                                | You could watch the following documentaries with your son/daughter:      |  |
| Was it better to be a Roman or Briton?                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Netflix:</b><br><br>Roman Empire                                      |  |
| How did religion change under the Romans?                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>YouTube:</b><br><br>Meet the Romans<br><br>Mary Beard's Ultimate Rome |  |
| What was life like for Roman women?                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                          |  |
| Why did Boudicca kill herself?                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                          |  |
| Should the Gladiatorial Games have been abolished?                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                          |  |
| What was Doncaster like during the Roman era?                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                          |  |



## Year 7 Learning Map

Topic Number:1

| Topic Title: Office skills                                                                                                                                                                                   |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Prior Learning                                                                                                                                                                                               |                                 | Current Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                             |
| This topic builds on prior knowledge from KS2 on the use of computers. It also ensures students are able to understand and use complex subject specific terminology and more efficient ways of using office. |                                 | In this topic you will learn a range of skills which underpin the use of software in school. We will learn to use OneNote and email then create an interactive presentation using PowerPoint. Office skills, including PowerPoint and Excel. We will also cover ICT skills including keyboard shortcuts, image editing and transferring between different software. You will be combining images, sound, animations, transitions and interactivity to create this product. | This topic will prepare you for future work and lessons in ICT and other subjects. It ensures you are able to present your work appropriately and effectively.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                             |
| Lesson Sequencing                                                                                                                                                                                            |                                 | Tier 3 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Extended learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Ways in which parents/carers can support                    |
| Lesson 1                                                                                                                                                                                                     | Introduction to ICT and OneNote | Address                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>In preparation for your assessment in ICT, your teacher will provide you with a knowledge organiser before any CF assessment to revise. In between these periods it is good practice to test yourself by writing and answering quiz style questions or completing brain dumps on your learning to retrieve and test your knowledge on all your learning in ICT.</p> <p><b>Additional opportunities</b><br/> iDEA: <a href="#">Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards.</a><br/> <a href="http://www.codemonkey.com">www.codemonkey.com</a><br/> Scratch - <a href="#">Imagine, Program, Share (mit.edu)</a><br/> CodeCombat - <a href="#">Coding games to learn Python and JavaScript   CodeCombat</a><br/> <a href="http://www.codecademy.com/">www.codecademy.com/</a><br/> <b>Wider Reading Opportunities</b><br/> <a href="#">How to give a presentation - BBC Bitesize</a><br/> <a href="#">How spreadsheets work - Spreadsheets - KS3 ICT Revision - BBC Bitesize</a> </p> | <a href="#">Free Computer Lessons for Kids - TechnoKids</a> |
| Lesson 2                                                                                                                                                                                                     | Email and Office Online         | BCC                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |
| Lesson 3                                                                                                                                                                                                     | Presentation Tools              | CC                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |
| Lesson 4                                                                                                                                                                                                     | House Style                     | House Style                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |
| Lesson 5                                                                                                                                                                                                     | Interactivity                   | Online                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |
| Lesson 6                                                                                                                                                                                                     | Image Editing                   | Hyperlink                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |
| Lesson 7                                                                                                                                                                                                     | Completion                      | Remote                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |
| Lesson 8                                                                                                                                                                                                     | Completion                      | Slide master                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |

# MATHS

| Number Part 1a                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                          |                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                   | Current Learning                                                                                                                                                                                                    | Extended Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Subsequent Learning                                                                                                                                                                      | Ways in which parents/carers can support                                                                                                                                                                                                  |
| <p>This topic builds on your prior knowledge from Key Stage 2 using four operations, and negatives.</p>                                                                                                                                                                                                                                                                                                                          | <p>The aim of this unit is to solidify your understanding of number such that you can use skills to reasoning and problem solve to a higher level. A large focus of this unit will be working negative numbers.</p> | <p>All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library)</li> <li>The Life-Changing Magic of Number by Bobby Seagull</li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here:<br/><a href="https://www.cgpbbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbbooks.co.uk/secondary-books/ks3/maths</a></p> | <p>This topic will prepare you for all subsequent topics in your maths study. These skills will be used in all your work, for example the use of negative numbers in algebra topics.</p> |                                                                                                                                                                                                                                           |
| Lesson Sequencing                                                                                                                                                                                                                                                                                                                                                                                                                | Tier 3 Vocabulary                                                                                                                                                                                                   | Extended Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Subsequent Learning                                                                                                                                                                      | Ways in which parents/carers can support                                                                                                                                                                                                  |
| <p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> <li>Understand place value of whole numbers.</li> <li>Round numbers to the nearest power of 10, decimal places or significant figures</li> <li>Use four operations with negative numbers</li> <li>Use order of operations effectively (previously known as BIDMAS)</li> </ul> | <p>Tenths<br/>Hundredths<br/>Round<br/>Product</p>                                                                                                                                                                  | <p>All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library)</li> <li>The Life-Changing Magic of Number by Bobby Seagull</li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here:<br/><a href="https://www.cgpbbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbbooks.co.uk/secondary-books/ks3/maths</a></p> | <p>This topic will prepare you for all subsequent topics in your maths study. These skills will be used in all your work, for example the use of negative numbers in algebra topics.</p> | <p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>Sparx- to complete homework and access further revision.</li> <li>Corbett Maths - for extra support videos and work on the topics stated.</li> </ul> |

# MATHS

| Algebra 1a                                                                                                                                                                                                                                                                                          |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                |                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Prior Learning                                                                                                                                                                                                                                                                                      | Tier 3 Vocabulary                                                                        | Current Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Extended Learning                                                                                                                                                                                                                                                                                                                              | Subsequent Learning                      |
| <p>This topic builds on your prior skills using directed numbers in. You will have also learnt some algebra in transition week at Ridgewood.</p>                                                                                                                                                    | <p>In this unit you will learn skills surrounding simplifying algebraic expressions.</p> | <p>This topic will enable you to apply these skills when solving equations at the end of Y7 and throughout your studies in KS4 and 5.</p>                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                |                                          |
| Lesson Sequencing                                                                                                                                                                                                                                                                                   | Tier 3 Vocabulary                                                                        | Current Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Extended Learning                                                                                                                                                                                                                                                                                                                              | Ways in which parents/carers can support |
| <p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> <li>Substitute into expressions and evaluate</li> <li>Simplify expressions by collecting like terms</li> <li>Understanding index laws</li> </ul> | <p>Expression<br/>Substitute<br/>Formulae<br/>Simplify</p>                               | <p>All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>The Code Book by Simon Singh</li> <li>Mathematics: The New Golden Age by Keith Devlin</li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here:<br/><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>Sparx</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>Accessing their Microsoft Teams work for directed exercises on current topics</li> </ul> |                                          |

# Spanish



## Year 7 Learning Map

Topic Number: 1

| Me presento: All about me |                                      |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                |
|---------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior Learning            |                                      | Current Learning                                                                                                                                                                                                                                                   | Subsequent Learning                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                |
|                           |                                      | In this topic you will learn to write and talk about yourself in Spanish. You will be able to say greetings, your name, the alphabet, numbers, your birthday, classroom instructions and equipment. You will also learn a little about Spain in this unit of work. | This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary we learn, such as pronunciation of letters and using numbers, can be applied to any topic. After this unit of work we move on to describing ourselves and others so knowledge of introducing yourself will be crucial to later learning. |                                                                                                                                                                                                                                                                                                                |
| Lesson Sequencing         |                                      | Vocabulary                                                                                                                                                                                                                                                         | Extended learning                                                                                                                                                                                                                                                                                                                       | Ways in which parents/carers can support                                                                                                                                                                                                                                                                       |
| Week 1                    | Greetings and classroom instructions | Hola – Hello<br>¿Cómo te llamas? – What's your name                                                                                                                                                                                                                | Students will be provided with revision resources which they will be able to take home prior to the assessment in Week 7.<br><br>Additional learning could focus on researching different Spanish cities such as:<br><br>Madrid<br>Valencia<br>Barcelona                                                                                | To build listening and speaking skills and to encourage more cultural awareness, parents can encourage students to visit the YouTube Blog Coffee Break Spanish. Here, students can listen to native speakers of Spanish answering questions on a number of topics such as introductions, free time and family. |
| Week 2                    | The alphabet                         | Me llamo – My name is                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                |
| Week 3                    | Classroom instructions and equipment | ¿Cómo estás? – How are you                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                |
| Week 4                    | Numbers                              | Bien – Good                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                |
| Week 5                    | Dates and birthdays                  | Gracias – Thank you                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                |
| Week 6                    | Revision week                        | Adiós – Goodbye                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                |
| Week 7                    | Baseline Assessment                  | Hasta luego – See you later                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                |
| Week 7                    | Praise and Next Steps                | Mi cumpleaños – My birthday                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                |

## Year 7 Learning Map: HT1

| Create and Sing                                                                                                                                                                                                                                            |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Prior Learning                                                                                                                                                                                                                                             |                                                                                                                   | Current Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| This topic builds on your vocal skills from previous singing opportunities in primary school.<br>This topic also develops your understanding of vocal technique and musical expression through opera, meanwhile introducing some of the elements of music. |                                                                                                                   | In this topic, you will learn about types of song within an opera such as duet, aria and chorus. You will sing a range of pieces from different operas and perform these as part of a whole class vocal ensemble.<br>You will develop your vocal skills through a series of workshops that will support the improvement of your vocal intonation, projection and expression.<br>Class discussion and performance opportunities will develop your understanding of musical elements such as melody, harmony, dynamics, texture and articulation. | This topic gives you the opportunity to work as part of a whole class ensemble.<br>Your performance skills will become more developed, as you will feel more confident to perform in front of others.<br>Singing also enriches your mind and body and this can boost your confidence and expression.<br>This learning will help you prepare for further performance units which are part of the GCSE pathway.<br>You will also have a better understanding of texture and melody which is an important part of your compositional understanding at GCSE level. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Lesson Sequencing                                                                                                                                                                                                                                          |                                                                                                                   | Tier 3 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Wider Reading Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Ways in which parents/carers can support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Lesson 1                                                                                                                                                                                                                                                   | Articulation – Queen of the Night (Magic Flute)                                                                   | Aria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | You have access to our subscription to <a href="#">Focus on Sound</a> .<br>Click on the link: and then log in using your Microsoft Teams account.<br><br>Alternative wider reading opportunities:<br>Singing 101<br>This is a Voice<br>Sing out loud<br><a href="#">Online Vocal Resources</a>                                                                                                                                                                                                                                                                 | Explore Opera as an art form with your child. <a href="#">Opera North</a> offer world-class performances and regularly perform at local theatres with under 30s tickets for as little as £10.<br>Encourage singing at home. There are many resources that can support you with this. <a href="#">YouTube</a> is a great starting point for online vocal tuition and a range of backing tracks.<br>Encourage your son/daughter to attend the local community and school choir.<br>We also offer a wide range of instrumental lessons at school including vocal tuition. Please contact us for further information. |  |
| Lesson 2                                                                                                                                                                                                                                                   | Texture – Little Brother Dance with Me (Hansel & Gretel)                                                          | Chorus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 3                                                                                                                                                                                                                                                   | Tempo & Pitch – Nessun Dorma (Turandot)                                                                           | Contrapuntal<br>Crescendo<br>Diminuendo<br>Duet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 4                                                                                                                                                                                                                                                   | Harmony – As We Close Our Sleepy Eyes (Hansel & Gretel)                                                           | Dynamics<br>Harmony                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 5                                                                                                                                                                                                                                                   | Dynamics & Articulation – Toreador (Carmen)                                                                       | Lyrical melody<br>Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Lesson 6                                                                                                                                                                                                                                                   | Whole class performance of previous 5 songs applying elements of music to vocal skills<br>End of topic reflection | Rubato<br>Staccato<br>Legato                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

## Year 7 Learning Map

### Topic: Badminton

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

## Topic: Year 7 Dance

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

## Year 7 Learning Map

### Topic: Handball

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

## Year 7 Learning Map

# Physical Education

### Topic: Football

| Prior Learning                                                                                                                                                                                            |                                  | Current Learning                                                                                                                                                                                                                                                                                   | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This topic builds on the different skills you have learnt in primary school linked to football, such as passing, dribbling and shooting. You may have played football during school or outside of school. |                                  | In this topic you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills. | All skills learnt in football are transferable across the different team activities. You will also revisit football again in Year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in Year 7.                                                                                                                                                                                                                                           |
| Lesson Sequencing                                                                                                                                                                                         |                                  | Tier 3 Vocabulary                                                                                                                                                                                                                                                                                  | Extended learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Week 1                                                                                                                                                                                                    | Ball control/ Turns<br>Dribbling | Attacker<br>Chest<br>Cryuff                                                                                                                                                                                                                                                                        | Football rules – full<br><a href="https://www.thefa.com/football-rules-governance/lawsandrules">https://www.thefa.com/football-rules-governance/lawsandrules</a><br>Fancy skills to learn<br><a href="https://www.wemakefootballers.com/top-10-best-football-skills-2/">https://www.wemakefootballers.com/top-10-best-football-skills-2/</a><br>The Rules of Football - EXPLAINED!<br><a href="https://www.youtube.com/watch?v=oPtXLmH0KEw">https://www.youtube.com/watch?v=oPtXLmH0KEw</a> |
| Week 2                                                                                                                                                                                                    | Passing                          | Defender<br>Inside Hook<br>Midfielder                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 3                                                                                                                                                                                                    | Outwit an opponent               | Outside hook<br>Penalty<br>Space                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 4                                                                                                                                                                                                    | Shooting                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 5                                                                                                                                                                                                    | Defensive position<br>Game play  |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                           |                                  |                                                                                                                                                                                                                                                                                                    | <b>Ways in which parents/carers can support</b><br>* Get them to practise doing “keepy uppies”<br>* Go to watch friends/family or local clubs play.<br>* Encourage your child to join the school team, or a local football club<br>* Watch “Take me home” on Amazon                                                                                                                                                                                                                         |

## Year 7 Learning Map

### Topic: Gymnastics

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

## Year 7 Learning Map

# Physical Education

### Topic: Netball

| Prior Learning                                                                                                                                                                                                  |                                             | Current Learning                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| This topic builds on the different skills you have learnt in primary school linked to netball, such as passing. You may have played bench ball, high 5 netball or you may have played 7 a-side netball already. |                                             | In this topic you will learn the basic rules of netball and how to play the game successfully. You will develop your skills of passing and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All skills learnt in netball are transferable across the different activities. You will also revisit netball again in Year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in Year 7.                                                                                                                                                                                          |
| Lesson Sequencing                                                                                                                                                                                               |                                             | Tier 3 Vocabulary                                                                                                                                                                                                                                                                                 | Extended learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Ways in which parents/carers can support                                                                                                                                                                                                                                                                                                                                                                                            |
| Week 1                                                                                                                                                                                                          | Ball familiarisation, passing and receiving | Pivot                                                                                                                                                                                                                                                                                             | Netball rules – Simple netball<br><a href="https://www.rulesofsport.com/sports/netball.html">https://www.rulesofsport.com/sports/netball.html</a><br>BBC Sport – Netball skills<br><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><br>Netball presentation<br><a href="https://www.youtube.com/watch?v=WGaYDvaZ4No">https://www.youtube.com/watch?v=WGaYDvaZ4No</a><br>The Rules of Netball - EXPLAINED!<br><a href="https://www.youtube.com/watch?v=V1qINnI-Diis">https://www.youtube.com/watch?v=V1qINnI-Diis</a> | * Practise throwing and catching games at home using a size 5 netball (or any similar sized ball).<br>* Go to watch friends/family or local clubs play.<br>* Encourage your child to join the school team, or a local netball club (when they are back up and running).<br>Link to some local clubs:<br><a href="http://www.southyorkshirennetball.com/27364/27385.html">http://www.southyorkshirennetball.com/27364/27385.html</a> |
| Week 2                                                                                                                                                                                                          | Footwork and pivoting                       | Outwit                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Week 3                                                                                                                                                                                                          | Movement off the ball and signalling        | Obstruction                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Week 4                                                                                                                                                                                                          | Dodging                                     | Contact                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Week 5                                                                                                                                                                                                          | Games and positional play                   | Possession                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                 |                                             | Penalty                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                 |                                             | Centre pass                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                 |                                             | Side-line pass                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                 |                                             | Back-line pass                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                 |                                             | Space                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Year 7 Learning Map

## Topic: Rugby

| Prior Learning                                                                                                                                                                                                                                                                                                        |                                                                   | Current Learning                                                                                                                                                                                                                                                                                                                                                                                                          | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This topic builds on any previous learning of rugby. If students have no previous experience of rugby, they will be introduced to the basic skills needed to play the sport as well as the rules of the game. You may have played rugby during school in the form of touch/flag or outside of school as full contact. |                                                                   | In this topic you will learn the basic skills needed to play a competitive game of rugby. You will first learn the importance of movement into space and safety whilst falling to the floor. You will then be taught the different types of tackle and how to tackle correctly and safely. Passing technique and different ways to create space will be covered in preparation for game play towards the end of the unit. | <p>In Year 8, you will continue to develop the skills learned in Year 7 to allow you to become a better/more effective rugby player. You will continue to practise techniques such as:</p> <ul style="list-style-type: none"> <li>• Tackling</li> <li>• Passing</li> <li>• Creating Space</li> <li>• Kicking</li> </ul> <p>There is a bigger emphasis on outwitting your opponent in Year 8 and you will look at how to gain an advantage within games. Again, you will end the scheme of work looking at the specific rules and tactics of gameplay. More confident students might be able to contribute coaching ideas.</p> |
| Lesson Sequencing                                                                                                                                                                                                                                                                                                     |                                                                   | Tier 3 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                         | Extended learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 1                                                                                                                                                                                                                                                                                                                | Movement, awareness of space and falling to the floor<br>Tackling | 1. Movement<br>2. Dummy<br>3. Communication<br>4. Knock on<br>5. Passive Tackle<br>6. Drive Tackle<br>7. Passing (Lateral, Switch, Pop)<br>8. Offside<br>9. Defensive Line<br>10. Kicking (Grubber, chip, Bomb and Punt)                                                                                                                                                                                                  | <b>Ways in which parents/carers can support:</b><br>If possible, give students as many opportunities to play invasion games: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Basketball</li> <li>• Hockey</li> </ul> This will help develop a skill set which should be transferable between these types of sports.<br><br>If interested in rugby, join a local rugby club.                                                                                                                                                                                                                     |
| Week 2                                                                                                                                                                                                                                                                                                                | Tackling continued....<br>Passing and Creating Space 1            |                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <a href="https://www.rulesofsport.com/sports/rugby.html">https://www.rulesofsport.com/sports/rugby.html</a></li> <li>• <a href="https://www.rugbysmart.co.nz/improving-performance/tackle-technique/">https://www.rugbysmart.co.nz/improving-performance/tackle-technique/</a></li> <li>• <a href="https://www.rugbycoachweekly.net/rugby-drills-and-skills/tackling/perfect-tackling-technique/">https://www.rugbycoachweekly.net/rugby-drills-and-skills/tackling/perfect-tackling-technique/</a></li> </ul>                                                                       |
| Week 3                                                                                                                                                                                                                                                                                                                | Passing and Creating Space 2                                      |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Week 4                                                                                                                                                                                                                                                                                                                | Kicking                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Week 5                                                                                                                                                                                                                                                                                                                | Play of the Ball and Game Play                                    |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Year 7 Learning Map

## Topic Number: 1

| Transition to Ridgewood – Who am I and what are my personal qualities?                                                                                                                 |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
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| <b>Prior Learning</b><br>This topic builds on work that you have looked at in primary school to help you to know and understand your personal qualities and how to manage friendships. |                                                                       | <b>Current Learning</b><br>In this topic you will learn:<br>Key information about what is meant by personal qualities and the importance of being able to identify areas you wish to focus and develop on. You will develop an understanding of what constitutes a healthy friendship and how to manage these.<br>You will develop key knowledge and understanding of how to maintain good habits which relate to self-esteem and self-respect as well as good physical habits such as having adequate sleep.<br>This topic is important to develop a foundation of how to ensure you have a happy and healthy lifestyle from now into adulthood. |                                                                                                                                                                | <b>Subsequent Learning</b><br>This topic will prepare you for further learning in PSHCE right through to the end of Year 11. It will introduce you to key concepts such as health and wellbeing and the various things that can impact this. You will begin to understand healthy relationships and the features of positive relationships from those that care about you. It will begin to develop various coping mechanisms to help you manage aspects of your life both in Ridgewood and beyond, to maintain a happy healthy lifestyle. |  |
| <b>Lesson Sequencing</b>                                                                                                                                                               |                                                                       | <b>Tier 3 Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Extended Learning</b>                                                                                                                                       | <b>Ways in which parents/carers can support</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Lesson 1                                                                                                                                                                               | What makes me, me- Personal strengths                                 | Attributes<br>Blue light<br>Cyberbullying<br>Depravation<br>Friendships<br>Melatonin<br>Respect<br>Self-respect                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | You can use independent study opportunities to engage with the following websites.<br><br><u>Home - The Sleep Charity</u><br><br><u>Anti-Bullying Alliance</u> | Discuss together different personal qualities you each have in the family and the positive impact these have on others around you.<br><br>Take part in creating sleep journals and track the impact it has following certain routines to ensure the adequate amount of sleep is received – e.g. going to bed at the same time each night.                                                                                                                                                                                                  |  |
| Lesson 2                                                                                                                                                                               | Importance of friendship – Choosing and making friends                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Lesson 3                                                                                                                                                                               | Characteristics of good friendship- Strengthening friendship          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Lesson 4                                                                                                                                                                               | Importance of self-respect                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Lesson 5                                                                                                                                                                               | Bullying and the impact of bullying                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Lesson 6                                                                                                                                                                               | Making a positive contribution to life at Ridgewood and the community |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Lesson 7                                                                                                                                                                               | Assessment –Letter to my Year 11 self                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |

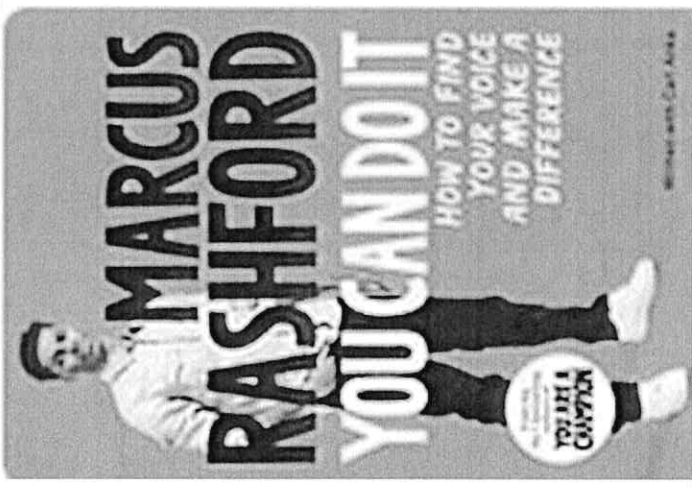


## Year 7 Learning Map

| Belief Systems: Christianity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                  |
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| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Current Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Extended Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ways in which parents/carers can support                                                                                                                                                                                                                                                                                                         |
| <p>This topic builds on your knowledge base from primary school, where you may have already learnt about religious traditions, particularly Christianity. This is useful as it helps us to develop knowledge and understanding of how a religious belief can influence a person's life.</p> <p>Throughout this topic you will also continue to develop your skills of explanation which you will have started to develop in primary school. Furthermore, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to the life of a Christian.</p>                                                                                                                            | <p>In this topic you will initially learn about what it means to be religious, how it influences and affects the lives of believers and also how religious believers show that they belong to their own religious community.</p> <p>You will also consider why people hold their beliefs about God and look at varying views about how the world was created. You will be encouraged to consider your own opinion on religious belief and debate the different beliefs relating to the creation of the world.</p> <p>This topic is important for you to develop your knowledge of specific Christian beliefs and teachings. For example, you will look at key events in Jesus' life and why they are important for Christians today.</p> | <p>In preparation for your assessments in RE your teacher will provide you with revision resources for you to complete and test yourself.</p> <p>In between these periods it is good practice to test yourself by writing and answering quiz style questions or completing brain dumps on your learning in RE.</p> <p><b>Wider Reading:</b><br/>You can use independent study opportunities to engage with wider reading using the following websites and articles about Christianity.</p> <p><u>Facts about Christianity – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u></p> <p><u>Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u></p> | <p>This topic will initially introduce you to key concepts and beliefs within Christianity which will help you in many subsequent topics in RE. For example, by studying the teachings about Jesus' death and resurrection it will help you to understand more about what Christians believe about life after death which you will study in both Key Stage 3 and 4. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>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 in all subsequent RE topics, all of which are developed in this topic.</p> | <p>Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to why people may believe or not believe in God.</p> <p>Discussing and debating your own views with your children regarding religious belief would also be beneficial.</p> |
| Lesson Sequencing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Tier 3 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Extended Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ways in which parents/carers can support                                                                                                                                                                                                                                                                                                         |
| <ol style="list-style-type: none"> <li>1. Introduction to RE- What is religion?</li> <li>2. What do Christians believe about the nature of God?</li> <li>3. What do Christians believe about the Trinity?</li> <li>4. What do Christians believe about creation?</li> <li>5. Why do Christians believe Jesus was the Son of God? The Incarnation and Nativity</li> <li>6. What did Jesus teach through Parables? The Good Samaritan and The Sheep and the Goats</li> <li>7. Why was Jesus special? Miracles</li> <li>8. What happened in the lead up to the death of Jesus?</li> <li>9. What happened at Jesus' resurrection?</li> <li>10. What do Christians believe about life after death?</li> <li>11. How do Christians practice their religion?</li> </ol> | <p>Creation</p> <p>Crucifixion</p> <p>Incarnation</p> <p>Miracle</p> <p>Nativity</p> <p>Parable</p> <p>Resurrection</p> <p>Theist</p> <p>Trinity</p> <p>Worship</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>In preparation for your assessments in RE your teacher will provide you with revision resources for you to complete and test yourself.</p> <p>In between these periods it is good practice to test yourself by writing and answering quiz style questions or completing brain dumps on your learning in RE.</p> <p><b>Wider Reading:</b><br/>You can use independent study opportunities to engage with wider reading using the following websites and articles about Christianity.</p> <p><u>Facts about Christianity – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u></p> <p><u>Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u></p> | <p>This topic will initially introduce you to key concepts and beliefs within Christianity which will help you in many subsequent topics in RE. For example, by studying the teachings about Jesus' death and resurrection it will help you to understand more about what Christians believe about life after death which you will study in both Key Stage 3 and 4. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>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 in all subsequent RE topics, all of which are developed in this topic.</p> | <p>Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to why people may believe or not believe in God.</p> <p>Discussing and debating your own views with your children regarding religious belief would also be beneficial.</p> |

## Year 7 Learning Map

## Autumn Term 1 – Book 1

| Marcus Rashford – You Can Do It                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                   |
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| What is the Reading Curriculum?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | What is the book about?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                   |
|  <p>The reading curriculum is currently delivered to Year 7 four days a week in PDP time. Lessons include the following skills - predict, clarify, question, and summarise. This structure has been shown to improve reading by teaching children strategies that they can use to help them to understand what they are reading and how to break down the content for understanding. It is a strategy that was developed as a technique to help teachers bridge the gap for students who have discrepancies between their levels of decoding and comprehension skills. The structure encourages children to think about their thought process, it helps children to be actively involved and boost confidence for readers of all levels. This can foster a real interest for reading and enable them to become lifelong readers.</p> | <p>Marcus uses the power of his voice to shine a light on the injustices that he cares passionately about. <i>You Can Do It</i> shows you that your voice really does matter and that you can do anything you put your mind to. You don't have to be an international footballer to make a difference - even the smallest changes can have the biggest impact.</p> <p>Packed with more inspiring stories from Marcus's own life, brilliant advice, and top tips from social justice educator Shannon Weber, this book focuses on how to use your voice and make a difference in this world.</p> <p><b>Shortlisted for The British Book Awards 2023 Children's Non-Fiction Book of the Year</b></p> |                                                                                                                                                                                                                                                                                                                                                                                   |
| Themes raised in the book                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Genre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Why this book?                                                                                                                                                                                                                                                                                                                                                                    |
| Friendship<br>Teamwork<br>Perseverance<br>Overcoming adversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Autobiographical non-fiction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Widening experiences of students through literary choices as students have less experience of autobiographical / non-fiction writing compared to narrative.                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Ways in which parents/carers can support</b><br>Encourage students to loan books from our library and support reading at home.<br>We have a 'PDP linked books' section in the library which is stocked with books that are similar in thematic content and genre to the 'Reading Curriculum' book that students can loan.<br>Actively discuss what they are reading with them. |

Topic Number: B1

| B1- Interdependence and Variation                                                                                                                                                 |                                 |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Prior Learning                                                                                                                                                                    |                                 | Current Learning                                                                                                                                                                                               | Subsequent Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                      |  |
| This topic builds on the KS1 and KS2 science curriculum. This includes classification of animals and their habitats, constructing food chains and identifying predators and prey. |                                 | In this topic you will learn about food webs and how changes in the environment can affect whole ecosystems. You will also learn about variation in populations and how this has come about through evolution. | This topic will link to B1 in Year 8 where you will study photosynthesis in plants. It will prepare students for GCSE Biology, where in B2 you will study plants and human impact on ecosystems and the environment. It will also prepare you for B6 where you will explain the mechanism of natural selection leading to survival.                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                      |  |
| Lesson Sequencing                                                                                                                                                                 |                                 | Tier 3 Vocabulary                                                                                                                                                                                              | Extended Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Ways in which parents/carers can support                                                                                                                                                                                                                                                             |  |
| Lesson 1                                                                                                                                                                          | Food chains and webs            | Consumer<br>Decomposer<br>Ecosystem<br>Evolution<br>Population<br>Producer<br>Variation                                                                                                                        | All students have access to Educake, myGCSE Science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.<br><b>Wider Reading</b><br><ul style="list-style-type: none"> <li>KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon</li> <li>KS3 Biology Study &amp; Question Book - Higher (CGP KS3 Science) by CGP Books</li> <li><a href="https://www.nationalgeographic.org/encyclopedia/ecology/">https://www.nationalgeographic.org/encyclopedia/ecology/</a></li> <li><a href="https://www.bbc.co.uk/iplayer/episode/m000mn4n/extinction-the-facts">https://www.bbc.co.uk/iplayer/episode/m000mn4n/extinction-the-facts</a></li> </ul> | Encourage students to use their course home learning booklets to revise and practice key information after each lesson.<br><br>Ensure students are accessing Microsoft teams to complete work directed by their teachers.<br><br>Encourage students to watch documentaries such as "A plastic ocean" |  |
| Lesson 2                                                                                                                                                                          | Factors affecting populations   |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |  |
| Lesson 3                                                                                                                                                                          | Causes of variation             |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |  |
| Lesson 4                                                                                                                                                                          | Adapting to change              |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |  |
| Lesson 5                                                                                                                                                                          | What can we learn from fossils? |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |  |
| Lesson 6                                                                                                                                                                          | Big Read                        |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |  |

## Year 7 Learning Map

### Topic Number: B2

| B2- Movement and cells                                                                                                 |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior Learning                                                                                                         | Current Learning                                                                                                                                                                                                       | Subsequent Learning                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                |
| This topic builds on the KS2 science curriculum. This includes the basic structure and function of the human skeleton. | In this topic you will learn about the basic structure and function of the human skeleton, joints, and muscles. You will also be introduced to the idea of cells which are the building blocks form humans and plants. | This topic will link to B2 in Year 8 where you will study the structure and function of different organ systems within humans. It will also prepare students for GCSE Biology, where in B1 you will study cells and cell specialisation in humans and plants.                                                                    |                                                                                                                                                                                                                                                                                |
| Lesson Sequencing                                                                                                      | Tier 3 Vocabulary                                                                                                                                                                                                      | Extended learning                                                                                                                                                                                                                                                                                                                | Ways in which parents/carers can support                                                                                                                                                                                                                                       |
| Lesson 1                                                                                                               | The skeleton                                                                                                                                                                                                           | <p>All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher.</p> <p>Wider reading:</p> <ul style="list-style-type: none"> <li>CGP revision guides</li> <li>Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignotofsky</li> </ul> | <p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li><u>Educake</u> - to complete homework and access further revision</li> <li>BBC Bitesize</li> <li>Accessing their Microsoft Teams work for directed exercises on current topics</li> </ul> |
| Lesson 2                                                                                                               | Muscles and joints                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |
| Lesson 3                                                                                                               | Investigate the effect of drugs on the body                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |
| Lesson 4                                                                                                               | Cells and organisation                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |
| Lesson 5                                                                                                               | Animal and plant cells                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |
| Lesson 6                                                                                                               | Specialised cells                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |
| Lesson 7                                                                                                               | Using microscopes                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |

## Year 7 Learning Map

### Topic: 1 Introduction to Food Technology

| Food                                                                                                                                                                                                                                                                                  |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
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| <b>Prior Learning</b><br>This topic builds on technology delivered in primary school, focusing on the digestive system and the importance of physical exercise, diet and personal hygiene. Students will build upon their basic hygiene skills to keep safe in a kitchen environment. |                        | <b>Current Learning</b><br>In this project, students will learn about the importance of food hygiene and safety in the kitchen. Students will cook a range of dishes to develop their basic cooking and hygiene skills. Students will learn to use the different parts of the cooker through practical activities.<br><br><b>Skills learnt in this project:</b><br>Hand washing, chopping (bridge and claw techniques), peeling, grating, simmering, boiling, frying, sautéing, handling raw meat, rubbing in, hob and oven control, using all parts of the oven as well as weighing and measuring solids and liquids. |                                                                                                                                                                                                                                                                                                                                              | <b>Subsequent Learning</b><br>This topic will prepare students with the knowledge and skills to make a range of healthy dishes containing high and low-risk foods. Whilst cooking, students will demonstrate high standards of food hygiene. Students will be able to build upon these skills whilst adding new skills to their repertoire during the next topic where the practical lessons and theory concepts will progressively increase in complexity.                                                               |  |  |
| <b>Lesson Sequencing</b>                                                                                                                                                                                                                                                              |                        | <b>Tier 3 Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Extended Learning</b>                                                                                                                                                                                                                                                                                                                     | <b>Ways in which parents/carers can support</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| Lesson 1                                                                                                                                                                                                                                                                              | Personal hygiene       | Bacteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <a href="https://www.bbc.co.uk/bitesize/guides/zvix6sg/revision/2">https://www.bbc.co.uk/bitesize/guides/zvix6sg/revision/2</a><br><br><a href="https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/zndnsrd/revision/3">https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/zndnsrd/revision/3</a> | <b>Shopping:</b> Challenge your child to explain why foods are stored in different sections. Can they explain high risk foods? Can they unpack the shopping into the correct places?<br><br><b>Dinner time:</b> support your child in planning and preparing dinner for the family. Ask your child to demonstrate good hygiene by completing the washing up and putting the equipment away in the correct places. Ask your child to demonstrate the use of weighing scales and explain why these are important in baking. |  |  |
| Lesson 2                                                                                                                                                                                                                                                                              | Fruit salad practical  | Hygiene                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| Lesson 3                                                                                                                                                                                                                                                                              | Washing up             | Safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| Lesson 4                                                                                                                                                                                                                                                                              | Cookies practical      | Temperature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| Lesson 5                                                                                                                                                                                                                                                                              | Weighing and measuring | Weighing/Measuring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| Lesson 6                                                                                                                                                                                                                                                                              | Pasta salad practical  | Bridge/Claw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| Lesson 7                                                                                                                                                                                                                                                                              | Using the hob          | Hob/Oven/Grill<br>Food handler<br>Ratio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |