



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 3



**RIDGEWOOD
SCHOOL**

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KS3 Learning Maps – Half Term 3

Dear parent/carers,

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

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and 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

ART

Year 8 Learning Map

HT3

Wayne Thiebaud themed				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.	In this topic you will learn the themes of Wayne Thiebaud's work, how to limit a colour palette, observed drawing related to the theme and abstraction techniques. You will learn 3D construction methods and apply resilience to an extended piece of work.	This topic will prepare you for learning how to simplify drawings and painting, how to be selective in the use of colour and develop your ability in collating learning to create a personal final piece.		
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Paper craft cake slices	Abstract	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Visit: https://www.nga.gov/collection/artist-info.3185.html#biography https://www.nuartgallery.com/artists/39-cecil-touchon/biography/	Visit Leeds/ Doncaster Art Galleries and recognise how popular culture has affected subject matter in the Art works. Create drawings of the work to add to your sketch books.	
Clay design based on the work of Thiebaud	Collage			
Clay construction, understanding new 3D clay techniques	Construct			
Clay Painting, applying a colour palette and techniques similar to the artist.	Clay			
Photo shoot of clay work & book presentation	Exaggerate			
Design idea development for card construction	Observational			
Design idea development for card construction continued	Palette			

Year 8 Learning Map: HT3

Drama

Surrealism					
Prior Learning	Current Learning	Subsequent Learning			
This topic builds on previous knowledge of performance styles (key features of pantomime in performance, application of pantomime key features to a pantomime of your choice) and introduces you to the key features of a new performance style. You will build on previous characterisation skills such as facial expressions, body language, vocal skills, posture, and reactions from Y7 and Y8 to explore, develop and apply these skills to a range of characters in different practical tasks.	In this topic you will learn about the key features of the performance style: Surrealism. You will explore some non-naturalistic performance techniques and apply these to a range of characters from Alice in Wonderland. You will develop key terminology linked to this performance style and independently apply the key features to characters from Alice In Wonderland.	This topic will prepare you for further performance style exploration throughout the key stage, particularly in Y9 where we explore Physical Theatre and the work of John Godber. It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts.			
	This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience.	You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.			
	Lesson Sequencing	Extended Learning			Ways in which parents/carers can support
	Lesson 1: Introduction to Surrealism – Slow Motion/Physical Theatre/Exaggeration	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of the history of theatre: - National Theatre – All About Theatre - Alice In Wonderland – Lewis Carroll - The Theatre of Steven Berkoff – Autobiography – Steven Berkoff - The Complete Nonsense of Edward Lear (Faber Children’s Classic) by Edward Lear			Explore our Digital Theatre+ package. www.digitaltheatreplus.com Login: username: student.ridgewood Password: familiar@9781 All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following production: Metamorphosis Interview with George Dillion on Steven Berkoff It would also be beneficial to watch Alice In Wonderland – The Disney animation in preparation for the topic. This can be accessed via Disney+ and clips of this can be seen on YouTube. You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/
	Lesson 2: Total Theatre – Physicality, Dialogue and Mime – The Queen of Hearts				
	Lesson 3: Mirroring – Tweedle Dum and Tweedle Dee				
	Lesson 4: Personification – Flamingos Dance				
	Lesson 5: Essence Machine – A Very Unmerry Birthday to You! /Mad Hatter Tea Party				
	Lesson 6: Montage – Application of non-naturalistic techniques in performance				

The Gothic				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the narrative skills which you developed at the beginning of Year 7 in the 'Fantasy Writing' scheme. It also links with the narrative writing you will have completed in Year 6. Using select examples from gothic fiction, we will analyse writer's styles and methods, adapting these tones and styles for different forms purposes and audiences. We will be continuing to develop your ability to communicate clearly, effectively and imaginatively; you will have further opportunities to practice organising information and ideas, using structural and grammatical features to support clarity of writing. We will also continue to use a range of vocabulary and sentence structures for effect in your writing, with accurate spelling and punctuation.	In this topic you will extend your knowledge of how to effectively create a detailed piece of narrative writing. You will also learn how to structure your ideas in engaging and well organised paragraphs, as will be required throughout your study of English. This topic will also allow you to develop your knowledge of effective creative writing as it will enhance your understanding of how to use a range of descriptive techniques for success in your own writing. You will look at how to include a range of figurative language devices: similes, metaphors, personification, pathetic fallacy, etc. particularly through analysis of gothic writers' methods. In addition to this, you will look at how to develop your understanding of the structure of a piece of writing with varying punctuation, sentence lengths and paragraphing for success and impact. You will also expand on your exploration and consideration of context, and how writer's backgrounds and intentions can influence the structure and tone of a text.	This topic will prepare you for further creative writing in Year 9 as part of the Dystopian writing topic, as you continue to use these skills to create detailed narratives, inspired by a range of stimuli. It will also help equip you with the skills to be successful in Year 10 and Year 11, as you continue to explore and develop creative writing skills. It will also foster reading skills for analysis of writers' methods with texts from a variety of time periods, which will be explored in greater depth with 19th Century Literature in Year 9. You will be required to demonstrate the ability to write for a specific purpose with a clear form in your English Language exams in Key Stage 4. This unit will be particularly important to supporting your preparation for Component 1 B. The structural skills you develop will also be useful for Component 2, Section B: creating a piece of transactional writing.		
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Parental/carer support:	
Week 1: Introduction to Gothic and recapping descriptive skills. This is coupled with reading of an extract from Dracula and Beloved. Week 2: Descriptive writing and varying punctuation practice: writing a piece of description about an abandoned house. Week 3: Practicing 'zooming-in' skills, focusing on small features of an image to develop detail. Week 4: Analysing a writer's methods (extract from Rebecca and My Sister the Serial Killer) and practicing 'zooming-out' in a description. Week 5: Practicing 'show, not tell' and identifying how this is used in Gothic stories. This is coupled with reading of an extract from The Strange Case of Dr Jekyll and Mr Hyde and White is for Witching. Week 6: Assessment week: Plan and write a piece of descriptive writing inspired by a Gothic image.	Gothic Genre Horror The Supernatural Atmosphere Mood Drop Shift Zoom-in Zoom-out Pathetic Fallacy Personification Mnemonic Sentences	You can engage with the following novels to further develop your knowledge of Gothic features and how they are used by authors: - White is for Witching – Helen Oyeyemi - My Sister the Serial Killer – Oyinkan Braithwaite - Beloved – T. Morrison - The Red Room by H. G. Wells - Coraline by Neil Gaiman - Brothers Grimm Fairy tales - Poetry by Edgar Allan Poe - The Taking of Jake Livingston – Ryan Douglas - Hide and Seeker – Daka Herman	- WATCH: BBC Library - Features of the Gothic - Explore BBC Bitesize: Gothic Literature	

Topic Number: 3

Russia				
Prior Learning In the KS2 curriculum students are taught about cold environments and places and climate zones. Their learning also focusses on areas in Europe too. The Russia SOW is a great addition to this learning. We explore issues like climate change and look at physical processes that result in cooler climates in Russia. Using map skills is something that pupils will be used to, not just from KS2 but in our early KS3 curriculum too and we expect them to continue practicing these skills in other topics; Russia is not an exception. Students will really engage with, and build on, map work and graphs.	Current Learning Russia is a vast country with an abundance of Geography and at Ridgewood we are excited to explore this in our new Russia SOW. This topic exaggerates the ways in which the natural geography of Russia is being impacted through human actions. We begin by introducing the country and its human and physical geography (resources, location and biomes). We then begin to learn about Taiga Forest biomes and their importance for the planet and the threats that this vital ecosystem faces. As Geographers we want students to know how to reduce the impact on these forests and manage the forest sustainably and this is also taught. We end the Russia topic by looking at a town called Oymyakon, the coldest town on earth and explore its threats and solutions too. We love to build engagement into our schemes of work and the assessments in this scheme play on this excitement and really help students to demonstrate their knowledge and skills.	Subsequent Learning The Year 8 schemes of work follow a theme of decision making, in the Russia topic this is done through decisions made about the forest and the town of Oymyakon. Subsequent lessons on resource management and climate change also encourage students to make decisions which leads to a DME (Decision making exercise) scheme of work at the end of Year 8 where all their skills as inquisitive and decisive geographers are tested. This DME is directly aimed at developing this skill which is also seen in our GCSE Specification. We know that students at Ridgewood are incredible thinkers and can lead debates well, this SOW will enhance these abilities and allow them to develop them in other subjects too.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson 1	● Biome	Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/humanities/geography Wider Reading: https://www.bbc.co.uk/bitesize/topics/ztgw2hv/article/s/zhh6trd https://earthobservatory.nasa.gov/images/86221/chan-forest-forest-cover-since-the-soviet-era https://www.bbc.co.uk/news/world-11875131	Encourage wider reading opportunities and listening to world news on Russia, climate change and deforestation. Explain and relate local scale activities (such as recycling at home) to learning about deforestation at a global/international level. GCSEPod Homework GCSEPod	
Lesson 2	● Carbon Footprint			
Lesson 3	● Deforestation			
Lesson 4	● Distribution			
Lesson 5	● Ecosystem			
Lesson 6	● Gross Domestic Product			
Lesson 7	● Permafrost			
Lesson 8	● Resources			
Lesson 9	● Sustainability			
Lesson 10				

HISTORY

Topic Number: 3

The Weimar Republic				
Prior Learning	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on the content you learned when you studied World War One, 1914-1918. It also builds upon your chronological understanding of European History. Finally, it continues to develop the source skills you have been learning throughout your time in Key Stage 3.	Freikorps Hyperinflation Provenance Putsch Reparations Republic Spartacist Treaty	In this topic, you will learn about the social, political and economic consequences of war upon Germany. You will discover the impact the war had on the country and see how Germany evolved and transformed itself under new leadership in the 1920s. This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master making inferences from sources, and critically consider the provenance of sources.	This topic will prepare you for future learning about Hitler's rise to power as you will understand the social, political and economic situation pre-1933. It will also equip you with the skills to be successful in your exams in Key Stage 4 as Paper 3 is a predominantly source-based paper. Finally, one part of the Key Stage 5 course looks at the Weimar Republic, so this topic will prepare you for that.	You could watch the following documentary with your child: Babylon Berlin on Netflix You could read, watch and discuss the BBC Bitesize information on Weimar Republic.
Lesson Sequencing				
How did the war affect Germany?		Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content.		
Why did the Treaty of Versailles anger Germans?		This is an engaging, classic piece of fiction: 1984 by George Orwell		
How did Hyperinflation impact Germany?		These are challenging, but fascinating reads: Weimar Germany: Promise and Tragedy by Eric Weitz		
What challenges did the Weimar government face?				
How did culture change in Weimar Germany?				
Why were young people unhappy in the Weimar Republic?				

ICT

Topic Number: 3

Business and excel				
Prior Learning This topic builds upon many of the skills developed in ICT throughout Year 7 and 8 by using different pieces of software. You will be developing transferable skills such as importing images, working online and exporting products.		Current Learning In this unit you will learn the necessary skills to create an advertising product containing mixed media. You will learn the importance of creating products for a particular purpose and audience and how needs may differ. You will learn how to use photoshop software to edit images and create a mood board of ideas for a client. Your final product will combine these skills to create a media product for a client.		Subsequent Learning This unit provides some of the theory covered at KS4 in both computer science and iMedia. This includes units on data representation in computer systems and working to a client brief.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Purpose and audience	Assets	You can practice editing and manipulating graphics using Pixlr.com. There are also many other similar websites such as photopea. Photoshoppessentials.com has many tutorials if you wish to further your skills You will also be provided with links to further learning in lesson and may wish to continue your media product at home	BBC bitesize covers many of the theory elements of this unit at https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zcis3qt#z4qfb7h Pupils may bring in their own images for use in their media product. They can email any suitable images to their school email address.
Lesson 2	Vector and Bitmap	Bitmap Brief		
Lesson 3	Photoshop Skills	Colour theory		
Lesson 4	Brief and Moodboard	Digital Editing		
Lesson 5	Editing Images	Lasso		
Lesson 6	Media Creation	Magic Wand		
Lesson 7	Media Creation	Mood board		
Lesson 8	Assessment	Pixel Resolution Selection Toolbar Vector		

MATHS

Ratio and Proportion 2				
Prior Learning	Current Learning	Subsequent Learning		
This topic revisits and then builds on Y7 where you were introduced to ratio in Ratio and Proportion 1.	In this unit you will use proportional reasoning skills in scale-based calculations in context such as maps, speed and percentages.	Proportional reasoning is a key skill that mathematicians use within all their work therefore you will revisit this topic frequently in KS3 and in higher level work with ratios in KS4.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: • Write a ratio • Simplify a ratio • Share in to a ratio • Use multipliers • Calculate with speed • Calculate with density	Multiplier Density	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Pigs in the Pantry: Fun with Math and Cooking by Amy Axelrod Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: • <u>MathsWatch</u>- to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated.	

MATHS

Geometry 2				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on KS2 skills where you will have learnt to measure accurately.	In this unit you will work with time before focussing on angles and solving problems within angles.	You will revisit these skills in Y8 and KS4, using algebra to reach higher level problems with shape.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: • Convert between digital and analogue clocks • Convert between 12 and 24 hours clocks • Measure, estimate and name angles • Calculate missing angles around a point and lines • Calculate missing angles in triangles and quadrilaterals	Acute Obtuse Reflex Estimate	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Ensure your child has their own protractor as part of their equipment. Support your child's progress through: • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated.	

Year 8 Learning Map

Topic Number: 3

Las Vacaciones: Holidays						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on from what was learnt before half term where you gained confidence giving opinions and creating conversations. It also includes previously learnt vocabulary linked to describing others.		In this topic you will learn to talk about holidays in Spanish. You will be able to talk about different types of transport and compare them, talk about accommodation on holiday, and also describe holiday activities. You will also develop an understanding of how to put together a conversation to make a reservation.			This topic will prepare you for becoming a more confident speaker of Spanish as the reservation work that we do will help you to produce Spanish in a common real life situation. After this unit of work we move on to talking about past holidays and activities in the past so the vocabulary for this unit will be useful.	
Lesson Sequencing		Vocabulary	Extended learning		Ways in which parents/carers can support	
Week 1	Transport	El avión – plane El coche – car	Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class. Further learning may focus on extra revision of the present tense, which can be found on the BBC Bitesize website.		To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Mafalda- la película If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'	
Week 2	Accommodation	El hotel – hotel El mar – the sea				
Week 3	The near future	La piscina – the swimming pool Nadar – to swim				
Week 4	Hotel facilities	Quiero reservar – I want to reserve Tomar el sol – to sunbathe				
Week 5	Holiday activities	Una habitación – a room				
Week 6	Holiday storyboards					

Year 8 Learning Map

West African Drumming					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on your understanding of reading note values and performing and reading rhythmic patterns.		In this topic, you will learn about the social, historical and cultural context of this style. You will develop your understanding of common musical elements and techniques that feature in this style through a series of whole class performance activities on a Djembe drum.	This topic will support your rhythmic development both in performance and through composing. Your ensemble skills will develop, as you will feel more confident to perform in front of others.		
The topic also builds on your understanding and awareness of traditional styles of music from around the world.		You will then create your own authentic, drumming inspired group composition.	This topic will enhance your understanding of the area of study 'Traditional music' that includes styles such as Reggae, Blues and Latin. This will support your wider listening at later key stages.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Lesson 1	To develop and understanding of African Drumming techniques.	Improvisation	You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account. Alternative reading opportunities: BBC Bitesize The Music of Africa	Watch a live African drumming performance. Go to BBC iPlayer or search on BBC Sounds or YouTube.	
Lesson 2	To be able to understand polyrhythm and cross rhythm.	Djembe		Join a local drumming ensemble. Contact Doncaster Music service who offer a range of children musical activities and ensembles. Encourage children to improvise on their own instrument/s.	
Lesson 3	To apply different African techniques to a composition	Polyrhythm			
Lesson 4	To develop an understanding of African drumming techniques.	Cross Rhythm			
Lesson 5	To understand structure in African Drumming	Unison			
Lesson 6	To develop an understanding of the assessment criteria for your African Drumming piece. To be able to complete and make final improvements to African Drumming piece	Syncopation Communication Cue Master Drummer			

Physical Education

Year 8 Learning Map

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
In Y7, you learned the basic skills needed to play a competitive game of badminton. You should be able to identify different areas and lines on the court as well as set up and take down a net safely. You will have some experience of the serve, overhead/underarm clear, drop and smash shot techniques. You should be able to hold a rally and have a competitive game with a partner.		In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective badminton player. You will continue to practice shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. There is a bigger emphasis on outwitting your opponent in Y8 and you will look a shot placement/positioning to give you an advantage within competitive games. Again, you will end the scheme of work looking at the specific rules for singles and doubles gameplay. More confident students might be able to umpire matches.	In Y9, you will look at the following: - Developing the backhand short serve to begin a rally. - Anticipating the serve. - Capitalising on poor serves. - Continuous development of shots on both the forehand and backhand. - Moving your opponent around their court (outwitting your opponent). - Evaluating both your own and others' performance, analysing strengths and weaknesses. - Developing strategies and tactics to produce high levels of performances and high-quality techniques. - Rules needed for doubles and singles play so that you can umpire competitive games.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Low Forehand Serve	1. Serve	https://www.masterbadminton.com/badminton-basics.html https://www.badmintonskills.net/badminton-techniques-for-the-beginner/ http://www.badminton-information.com/badminton-techniques.html https://www.bbc.co.uk/bitesize/guides/z3712p3/revision/3
Week 2	Overhead Clear Technique Underarm Clear Technique	2. Forehand 3. Backhand	
Week 3	Drop Shot Technique	4. Court Lines 5. Net 6. Rally	
Week 4	Smash Shot Technique	7. Overhead/Underarm Clear 8. Drop Shot	
Week 5	Shot Positioning Doubles Gameplay	9. Smash 10. Singles/Doubles	
			Ways in which parents/carers can support: If possible, give students as many opportunities to play net/wall games: - Badminton - Tennis - Table Tennis - Squash This will help develop a skill set which should be transferable between these types of sports.

Physical Education

Year 8 Learning Map

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
In Y7, you learned the basic skills needed to play a competitive game of handball. You will have some experience of the rules of handball, passing, shooting, defensive/offensive formations and tactics. You should be able to play a competitive game within a team.		In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective handball player. You will continue to practice the various passing and shooting techniques as well as the dribbling technique. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at formations and tactics that can be used to try to gain the advantage over the competition. More confident students might be able to take on an officiating role within matches.	In Y9, you will develop the skills learned in Y7 & 8 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 independence and leadership in Y9 and teachers will be looking for students to demonstrate this throughout this scheme. You will continue to 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 a coaching/managerial role.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Recap of rules Passing recap	- Free throw - Time-out - Offensive foul - Goalkeeper throw - Steps - Dribble fault - Throw in - Officiating - Goal area - Centre line	- IHF - What is handball? (thesubath.com) - team handball Game, Rules, & Facts Britannica - Home - England Handball Association - Handball - News, Athletes, Highlights & More (olympics.com)	If possible, give students as many opportunities to play invasion games: - Rugby - Football - Basketball - Hockey This will help develop a skill set which should be transferable between these types of sports. If interested in rugby, join a local handball club.
Week 2	Dribbling & shooting recap			
Week 3	Defensive formations			
Week 4	Attacking formations			
Week 5	Gameplay			

Physical Education

Year 8 Learning Map

Topic: Basketball

Health Related Fitness (HRF)				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the different skills you have learnt previously, such as throwing and catching. Team play and communication will also play a huge part. If you have done any basketball at primary school or in an afterschool club you may have already learnt the basics of dribbling and shooting, this will help within this unit of work.		In this topic you will learn the basic rules of Basketball and how to play the basic version of the game successfully. You will develop your skills of passing, dribbling and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.	Many of the skills learnt in basketball are transferable across the different activities. You will also revisit basketball again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Ball familiarisation Dribbling	Chest pass Bounce pass Overhead pass	British Basketball League (BBL). Rules of the game http://www.bbl.org.uk/rules-of-the-game/ BBC Sport – Learn dribbling skills: http://news.bbc.co.uk/sport1/hi/other_sports/basketball/4183616.stm How to play basketball: https://www.breakthroughbasketball.com/basics/basics.html	* Practice throwing and catching games at home using a size 6 – basketball or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local basketball club. Link to some local clubs: Danum Eagles: https://www.facebook.com/DanumEaglesBasketballClub/ Hatfield fliers: https://www.facebook.com/hatfieldfliersbasketball/
Week 2	Passing and receiving	Possession Foul Violation		
Week 3	Shooting: Set shot	Set shot Man – to – man defence		
Week 4	Shooting: Lay up	Travelling Lay up		
Week 5	Game play & competition			

Physical Education

Year 8 Learning Map

Topic: Football

Prior Learning		Current Learning	Extended learning	Subsequent Learning
This topic builds on the different skills you have learnt in year 7, such as passing, dribbling and shooting. You may play 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, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. 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 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support	
Week 1	Ball control Turns and outwitting a defender	Penalty Defender Midfielder Attacker Space Cryuff Outside hook Inside Hook Chest	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Fancy skills to learn https://www.wemakefootballers.com/top-10-best-football-skills-2/ The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=oPtXLmHOKew How to improve your heading https://www.youtube.com/watch?v=D i kHxu94k Top skills during a game https://www.youtube.com/watch?v=kjNcnqj8vmg	* Get them to practice doing "keepy uppies" * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local football club (when they are back up and running). Link to some local clubs: *Watch "Take me home" on Amazon
Week 2	Passing and first touch			
Week 3	Shooting with power			
Week 4	Defending Two vs One Heading			
Week 5	Game play and assessment			

Physical Education

Year 8 Learning Map

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
You will have a developing knowledge and understanding of the game. Having performed and progressed through the basic skills of Netball such as; <i>Passing, Receiving, pivoting, stopping and moving. You will have a basic knowledge of the main rules and laws within the game</i> regarding these skills and in the game; and to understand why they warm up and cool down when performing.		In this unit you will learn to perform, develop and incorporate the skills of <i>passing, footwork, pivoting, outwitting opponents, shooting, re-bounding, dodges, attacking skills, and defending skills</i> in Netball. You will start to develop your knowledge and understanding of the tactics and strategies used in Netball when attacking and defending and learn how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics. You will develop an understanding for the main laws of the game and recognise the importance of responding to changing situations within the game.	In year 9 you will develop your skills to perform, develop and incorporate the basic fundamental skills of Netball including; passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting within a more competitive environment. You will develop your knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and in the game and your ability to evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Pivot	* Practice throwing and catching games at home using a size 5 netball (or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local netball club (when they are back up and running). Link to some local clubs: http://www.southyorkshirennetball.com/27364/27385.html
Week 2	Advanced dodging	Outwit Obstruction Possession Penalty	
Week 3	Shooting	Closing-down	
Week 4	Rebounding and defending a shot	Goal side Keeping space Intercepting Rebound	
Week 5	Games and positional play		
		Extended learning The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnl-Dis BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm England Netball: https://www.englandnetball.co.uk/	

Physical Education

Year 8 Learning Map

Topic: Rugby League

Prior Learning This topic builds on the different skills you have learnt in year 7, such as tackling, passing and game play to outwit apponents. You may play rugby during school or outside of school.	Current Learning In this topic you will learn the basic rules of Rugby League and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. In addition, you will develop your teamwork, communication and leadership skills.		Subsequent Learning All skills learnt in rugby are transferable across the different team activities. You will also revisit rugby again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Drive Tackle	Rugby League rules – Beginner Friendly Rugby League Rules realbuzz.com 10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube The Rules of Rugby League - EXPLAINED! The Rules of Rugby League - EXPLAINED! - YouTube Creating a rugby league player The Perfect Rugby League Player - YouTube	* Get them to practice doing “keepy uppies” * Go to watch friends/family or local clubs play. * Encourage your child to join after school practices, or a local rugby club (when they are back up and running).
Lesson 2	Passive Tackle		
Lesson 3	Passing		
Lesson 4	Creating space		
Lesson 5	Kicking		
Lesson 6	Kicking		
Lesson 7	Play off the ball		
Lesson 8	Game play and assessment		

Year 8 Learning Map

Physical Education

Topic: Gymnastics

Gymnastics				
Prior Learning: Students should already be able to use a variety of techniques and skills in gymnastics. They are able to perform individual 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 basic rolls and other rotations. Students are able to perform in solo and duet performances. Students can observe performance and give constructive feedback using praise and next steps.		Current Learning: By the end of this unit students should be able to accurately replicate different types of balances both as an individual and with a partner. They will develop their abilities for rolling and linking movements. Students will develop the skills necessary to develop fluent routines as an individual and in pairs. Body tension, control and aesthetics will be developed through compositional ideas. Students will demonstrate high quality performances, techniques and routines. They will be able to evaluate and be able to suggest praise and next steps to improve their own performance and the performance of others.		Subsequent Learning: In Y9, students will go on to accurately replicate basic balance, rotation and flight-based movements. They will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne developing the skills necessary to develop fluent routines. Body tension, control and aesthetics will be developed through compositional ideas whilst they demonstrate high quality performances, techniques and routines. Students will be able to link each of the methods of travel learned during the scheme into individual and partner sequences both on the floor and on low apparatus and be able to evaluate their own performance and the performance of others.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Types of balance and levels	Aesthetically pleasing Sagittal plane Frontal plane Axis Mount/dismount Execution Straddle Pike Tuck Extension Tension	https://www.british-gymnastics.org/ Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104	Watch videos of gymnastics performances. Encourage your child to join the afterschool club or a gymnastics club. Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104
Week 2	Balance and rolls (with partner)			
Week 3	Sequence development			
Week 4	Head stand and handstands			
Week 5	Performance and assessment			

Physical Education

Year 8 Learning Map

Topic: Rugby

Prior Learning		Current Learning	Subsequent Learning
In Y7, you learned the basic skills needed to play a competitive game of rugby. You should be able to recap safety elements when tackling and falling to the floor. You will have some experience of how to create space and the correct passing technique. You should be looking to develop confidence when taking the ball into a tackle and understand the importance of moving forward due to the passing backward rule.		In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective rugby player. You will continue to practice tackling, passing, creating space and kicking. There is a bigger emphasis on outwitting your opponent in Y8 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.	In Y9, you will continue to gain confidence in the skills learned in Y8 to allow you to become a better/more effective rugby player. You will continue to practice techniques such as: • Tackling • Passing • Creating Space • Kicking Y9 students should be confident when carrying the ball and tackling. There will be a bigger emphasis on how to improve performance as a team.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Tackling recap	1. Scoot	If possible, give students as many opportunities to play invasion games: • Rugby • Football • Basketball • Hockey If interested in rugby, join a local rugby club.
Week 2	Passing and creating space	2. Space	
Week 3	Kicking	3. Communication	
Week 4	Play of the ball and game play	4. Technique	
Week 5	Play of the ball and game play	5. Passive Tackle	
		6. Drive Tackle	• https://passport.worldrugby.org/?page=beginners • https://www.rugbyhow.com/basic-rugby-rules.html • https://ruckscienc e.com/learn/first-rugby-practice/
		7. Passing (Lateral, Switch, Pop)	
		8. Offside	
		9. Defensive Line	
		10. Kicking (Grubber, chip, Bomb and Punt)	
		Ways in which parents/carers can support:	

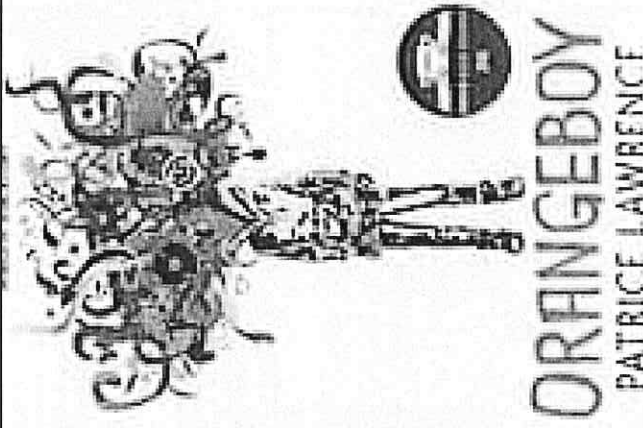
Topic Number: 2

Mental Health and Wellbeing						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on; Work that you have studied in year 7 looking at having a healthy and balanced lifestyle. This module will help you develop the knowledge you have on what healthy means and how having a balanced lifestyle impacts this. You will develop your skills on how to further manage a balanced lifestyle.		In this topic you will learn; Key information about what is meant by the term mental health and how our mental health and emotions are linked. You will develop an understanding of the different things that may impact our mental health and what some effective ways to deal with this are. This topic is important to further build on the knowledge gained in year 7 of how to ensure you have a happy and healthy lifestyle from now into adulthood.	This topic will prepare you for; The 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. It will enable you to 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. You will develop the skills to reflect and understand how actions have consequences and how to manage these positively and effectively.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	What is mental health?	Balanced diet	You can use independent study opportunities to engage with the following websites. Look at the information provided on how to maintain a healthy lifestyle and coping mechanism a person can use. <u>Looking after yourself - YoungMinds</u> <u>Live Well - NHS (www.nhs.uk)</u>	Explore what different coping and support mechanisms can be used to help in times of stress. Create a toolkit of activities to turn to, to help in difficult times include enjoyable activities e.g. play football, paint your nails. Take part in exercise together as a family – this could be a walk. Record how you feel before and after the exercise.		
Lesson 2	Talking about our emotions	Psychological				
Lesson 3	Physical exercise, diet and mental health	Mental Wellbeing				
Lesson 4	Changing body/body image	Emotional				
Lesson 5	Positive and negative impacts on mental health	Stress				
Lesson 6	Stress, anxiety and self-harm	Anxiety				
Lesson 7	Assessment – letter to the Headteacher	Body image				

Year 8 Learning Map

RE

HT3: Relationships and Families				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your knowledge of key Christian and Buddhist beliefs from Year 7 and allows you to apply this knowledge to moral issues surrounding relationships and families. It will also utilise the knowledge gained in Year 7 from your PSHE lessons, surrounding different types of relationships and families. Throughout this topic you will continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to moral issues and beliefs.	In this topic you will learn about a variety of religious and non-religious beliefs about different types of relationships and families. You will learn about different types of families and why society is changing. You will also consider different religious responses to these changes. You will explore how religion has framed society's views on gender roles and sexuality and look at ways in which these traditional ideas are changing in the modern world. Your skills of evaluation and debate will also be enhanced discussing issues such as whether marriage is necessary in the 21st century and whether we should support religious ideas surrounding moral issues such as divorce and remarriage.	You can use independent study opportunities to engage with the following websites and articles about religious and non-religious views relating to marriage and the family: <u>Me and my community</u> <u>Christian weddings</u>	This topic will initially introduce you to key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE, in topics such as Medical Ethics (exploring issues such as IVF and Saviour Siblings) and also the GCSE topic of Relationships and Families. It will also support you to further develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood. You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.	Parents/carers could support by researching and discussing their own family tree with their children and the different types of families and relationships within it. They could also talk about the different traditions and celebrations that may have happened at weddings within the family.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
- Human Sexuality- different types of relationships - What is marriage? why do people get married? - Christian marriage service - Cohabitation- is marriage out of date? - Polygamy vs Monogamy - Divorce - Same sex relationships - Different types of families - Religious views on family life - The roles of men and women	Sexuality Heterosexuality Homosexuality Marriage Divorce Cohabitation Sexism Traditional Monogamy Polygamy Bigamy	You can use independent study opportunities to engage with the following websites and articles about religious and non-religious views relating to marriage and the family: <u>Me and my community</u> <u>Christian weddings</u>	This topic will initially introduce you to key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE, in topics such as Medical Ethics (exploring issues such as IVF and Saviour Siblings) and also the GCSE topic of Relationships and Families. It will also support you to further develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood. You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.	Parents/carers could support by researching and discussing their own family tree with their children and the different types of families and relationships within it. They could also talk about the different traditions and celebrations that may have happened at weddings within the family.

Orangeboy		
What is the Reading Curriculum?	What is the book about?	What is the book about?
 The reading curriculum is currently delivered to Y7 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.	Sixteen-year-old Marlon has made his mum a promise - he'll never follow his big brother, Andre, down the wrong path. So far, it's been easy, but when a date ends in tragedy, Marlon finds himself hunted. They're after the mysterious Mr Orange, and they're going to use Marlon to get to him. Marlon's out of choices - can he become the person he never wanted to be, to protect everyone he loves? Winner of the Waterstones Children's Book Prize for Older Readers Shortlisted for the Costa Children's Book Award Shortlisted for the Ya Book Prize	Encourage students to loan books from our library and support reading at home. 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. Actively discuss what they are reading with them.
Themes raised in the book	Genre	Why this book?
Gang culture Urban realities Drugs Race relations Diversity Crime	Young Adult Contemporary fiction	Cross curricular link with PSHCE – themes raised in the PSHCE curriculum focusing on mental health and wellbeing and drugs and the law. This book focuses on 'life choices' and making the right decision which allows students to reflect and discuss the character's choices.
		Ways in which parents/carers can support
		Encourage students to loan books from our library and support reading at home. 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. Actively discuss what they are reading with them.

P2- Electromagnets and magnets						
Prior Learning		Current Learning	Subsequent Learning		Ways in which parents/carers can support	
This topic builds on the Year 7 lessons from P2 where students learn about potential difference and resistance. They should also know circuit symbols and be able to draw circuit diagrams.		In this topic you will learn how magnetic fields exist around magnets and electrical wires. You will learn how to make and test an electromagnet.	This topic will prepare you for GCSE Physics, topic P6 where students will use their knowledge of magnets and electromagnets to the applications of magnets and electromagnets, such as motors.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning			
Lesson 1	P2 - Magnetic Force	Electromagnet Solenoid	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Biology Study & Question Book - Higher (CGP KS3 Science) by CGP Books Nick and Tesla's High-Voltage Danger Lab: A Novel with Electromagnets, Burglar Alarms, and Other Gadgets You Can Build Yourself: by Steve Hockensmith and Bob Pflugfelder		Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft teams to complete work directed by their teachers.	
Lesson 2	P2 - Magnetic Field around a magnet	Core Magnetic force				
Lesson 3	P2 - How electromagnets work	Permanent magnet Magnetic poles				
Lesson 4	P2 - Applications of Electromagnets					
Lesson 5	P2 - Planning - electromagnets investigation					
Lesson 6	P2 - Electromagnetics Investigation					
Lesson 7	P2 - Skills Graph Drawing					

P3- Work, heating and cooling				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on P3 from the Year 8 scheme of learning. In this, students will have learned about energy transfers in different objects. They will also have learned how electricity is generated.	In this topic you will learn how Levers and pulleys are used as force multipliers to make work easier. You will also learn the different methods of energy transfer through heating. You will investigate ways to reduce heat energy transfer.	This topic will prepare you for the GCSE Physics P1 topic. In this you will apply your knowledge of energy transfers to calculations of energy transfers. You will also apply your knowledge to look at how to reduce the loss of heat energy through insulating the home.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Work Done	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Biology Study & Question Book - Higher (CGP KS3 Science) by CGP Books Machines: Gears * Levers * Pulleys * Engines (Exploring Science): With 20 Easy-To-Do Experiments and 300 Exciting Pictures by Chris Oxlade 507 Mechanical Movements: Mechanisms and Devices (Dover Science Books) by Henry T. Brown	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft teams to complete work directed by their teachers.	
Lesson 2	Moments (+Levers and Pulleys)			
Lesson 3	Thermal Energy and Transfer			
Lesson 4	Conduction			
Lesson 5	Convection			
Lesson 6	Radiation			
Lesson 7	Reducing Heat Loss 1			
Lesson 8	Reducing Heat Loss 2			

Technology

HT3

Year 8 Learning Map

Own Branding 3						
Prior Learning		Current Learning	Subsequent Learning		Ways in which parents/carers can support	
This topic builds on students understanding of branding, marketing and product development. Students will learn to develop their colour knowledge, drawing and use of materials and techniques.		In this topic you will learn to create your own branding for your street food company. You will start with exploring logo design, and apply this to merchandise.	This topic will prepare you for developing your brand across a number of outcomes.			
Week Sequencing		Tier 3 Vocabulary	Extended Learning			
Week 1	Exploring successful logo design.	Branding Consumerism	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products.		Discuss ideas and class work. Collect examples of logo and packaging designs that students might find inspirational to work from. Discuss how this work might influence your own work.	
Week 2	Own logo design	Colour Culture				
Week 3	Own logo design	Design Icon				
Week 4	Application of logo to various merchandise	Loyalty Marketing				
Week 5	Exploring successful packaging design.	Recognition Typography				
Week 6	Own packaging design					
Week 7	Own packaging design					