



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y11

HALF TERM 4



RIDGEWOOD
SCHOOL

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Y11 Learning Maps – Half Term 4

Dear parent/carer,

I am pleased to enclose 'Learning Maps' for every subject that your son/daughter will study this year. These will be sent home to parents every half term, so that you are fully informed about the topics your child is studying. The Learning Maps are shared in lessons with students at the start of each new topic, so they are aware of how their knowledge, understanding and skills will develop. The Learning Map also makes it clear to students how the topic will build on prior learning and prepare them for subsequent learning, therefore enabling them to make progress. Please note, as we move towards the end of Y11, some subjects have not included full learning maps where they have finished the course content and are now revising.

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

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

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

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

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

Yours faithfully,

Andy Bridge

Associate Headteacher

Year 11 Learning Map

Topic Number: HT4

Exam Preparation				
Prior Learning	Current Learning	Subsequent Learning		Ways in which parents/carers can support
The exam builds on learning and preparation of art and design investigations you have utilised over the duration of the course.	You will respond to the externally set examination paper. You will have a number of starting points to choose from to investigate in the same way you have explored coursework projects over the GCSE course. Use the week-by-week guide given in lessons to support your weekly schedule and home learning.	The exam preparation will continue up to the exam on the 16 th and 17 th April. You will apply prior learning to your own investigations and ensure you show a development of ideas, media experimentation and drawing leading to a planned final piece.		
Sequencing	Tier 3 Vocabulary	Extended Learning		
Mind mapping.	Composition	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors Outstanding High School Sketchbooks. Amiria Gale		
Initial artist investigations	Final piece			
Artist investigation	Investigate			
Experiments related to artist.	Observe/observation			
Secondary artist	Research			
Artist investigation	Respond			
Experiments related to artist.				
Refine idea development.				

Topic Number: R067 - TA3 and TA4.

Topic Title: TA3 - Financial viability and TA4 - Marketing Mix.				
Prior Learning You will have learnt and been assessed on R069 topic 1 and 2; this will be some of the potential questions that appear in the written examination.		Current Learning In this topic you will continue with more of the theory content for R067. In this topic you will cover how finance is important in the success of a business and the marketing mix.	Subsequent Learning Following topic 3 and 4, you will be moving onto the final topic, topic 5: factors to consider when starting up and running an enterprise.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Cost of producing the product.	Fixed	External videos for each topic can be found on YouTube: <u>R067 - 3.1 - Cost of producing the product - YouTube</u> <u>R067 - 3.2 - Revenue generated by sales of the product (youtube.com)</u> <u>R067 - 3.3 - Profit/loss (youtube.com)</u> <u>R067 - 3.4 - How to use the formula for break-even as an aid to decision making (youtube.com)</u> <u>R067 - 3.5 - Importance of cash (youtube.com)</u> <u>R067 - 4.1 - The marketing mix elements for a good/service (youtube.com)</u> <u>R067 - 4.2 - How the elements of the marketing mix work together (youtube.com)</u>	<u>Cambridge Nationals - Enterprise and Marketing Level 1/Level 2 – J837 - OCR</u> <u>OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing specification</u>
Lesson 2	Revenue generated by sales of the product.	Variable		
Lesson 3	Profit/loss and Break-even.	Total cost		
Lesson 4	The marketing mix elements for a good/service.	Calculate Break-even		
Lesson 5	Types of advertising.	Point		
Lesson 6	Sales promotion techniques.	Cash		
Lesson 7	Public relations.	Profit		
Lesson 8	DIRT improvements on topic 3 and topic 4.	4 P's		
		Digital		
		Non-Digital		
		BOGOF		
		Point of Sale		
		Sponsorship		
		Product		
		Placement		
		Endorsement		

			<u>R067 - 4.3 - Types of advertising medium used to attract and retain customers (youtube.com)</u> <u>R067 - 4.4 Sales promotion techniques (youtube.com)</u> <u>R067 - 4.5 - Public relations (youtube.com)</u> To support students understanding of the content in preparation for their written examination, a weekly catchup session will run Wednesday and Thursday between 3-4pm.	
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Drama

Year 11 Learning Map

Topic Number: 3

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

Year 11 Learning Map – Half Term 4

Non-Fiction Reading and Writing: Eduqas English Language Component 2 Section B				
Prior Learning	Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning
Prior Learning Building on non-fiction writing skills from Year 10, you will enhance your ability to write a range of engaging non-fiction texts. This topic will focus on planning and writing: speeches, articles, reports, reviews and letters. You will continue to develop the persuasive writing skills generated through Key Stage 3. It is important that you draw upon your ability to use a range of sophisticated vocabulary, punctuation for effect and varied sentence structures within your writing.	Lesson Sequencing Week 1: Planning and writing a formal letter. Week 2: Planning and writing a persuasive speech. Week 3: Planning and writing a lively article. Week 4: Planning and writing a persuasive review. Week 5: Planning and writing an informative report.	Tier 3 Vocabulary Metaphor Simile Modal Verbs Alliteration Direct Address Facts Opinions Rhetorical Questions Emotive Language Statistics Triplification Hyperbole Anecdote Imperatives Repetition	Extended Learning A great way to practice reading non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access. Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts. Useful websites: • Home - BBC News • News, sport and opinion from the Guardian's UK edition • The Guardian • BBC Bitesize	Subsequent Learning In your mock exams, you will be completing a full Component 2 exam paper. It is imperative that you manage your time effectively and ensure that you complete both transactional tasks in 30 minutes each.
			Ways in which parents/carers can support • YouTube is a wonderful resource for English revision. • Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. • The BPC English website also provides videos, resources and PowerPoint slides that you can access and download: www.bpcenglish.wordpress.com • Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas	

Year 11 Learning Map – Half Term 4

English Literature Paper 1 Section A: <i>Macbeth</i>		
Prior Learning This topic builds on the analysis skills you have developed across a range of texts in Year 10 and 11 (<i>A Christmas Carol</i>, <i>An Inspector Calls</i>, and <i>Power and Conflict Poetry Anthology</i>). You will be furthering your ability to: select relevant evidence, understand writer's choices, and analyse language and structural devices used by writers.	Current Learning In this topic you will revise how to effectively analyse dramatic techniques, characters, themes, and language within a Shakespearean play. You will also learn how the context of a text (what is happening at the time) can influence a writer when creating fiction. This topic will enhance your understanding of text analysis and your ability to produce extended pieces of essay-style, fiction, and non-fiction writing. You will also learn how to use one-word analysis to analyse dramatic techniques used by Shakespeare. You will be assessed on the following skills: • AO1: Your understanding of the novel. You will need to make points about the novel and use evidence from the novel to support your interpretations. • AO2: Your ability to analyse language, form and structure used by the writer to create meanings. • AO3: Your ability to make links between the novel and the time it was written. • AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Subsequent Learning: This unit will be particularly important in supporting your preparation for both of your GCSE English Literature exams, where you will be asked to analyse 3 fictional texts, one of which will be a play by Shakespeare. As well as this, in your English Language Component 1 exam, you are required to analyse one fictional source and pay specific attention to the language and structural features used by a writer to create effect.
Lesson Sequencing Week 1: Revision of plot and analysis of Act 1. Week 2: Revision and analysis of Act 2. Week 3: Revision and analysis of Act 3. Week 4: Revision and analysis of Act 4. Week 5: Revision and analysis of Act 5.	Tier 3 Vocabulary Tragedy Circular structure Themes Symbolism Tone Foreshadowing Monologue Juxtaposition Pathetic fallacy Foil Paradox Antithesis Dramatic Irony Blank verse Soliloquy Semantic Field	Ways in which parents/carers can support Explore the Royal Shakespeare Company's guide to <i>Macbeth</i>: RSC Guide to Macbeth Read the <u>play together</u> and discuss the plot, themes and characters. Watch the play: Royal Shakespeare Company Macbeth Production Visit the Theatre: The Globe Theatre

Y11 Geography AQA–Bespoke Revision	
Students studying towards GCSE Geography AQA examinations have completed the full course content, apart from the pre-release for Paper 3- Issue evaluation which will be released over Easter by the exam board and delivered in lessons over the first two weeks back after Easter. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.	
Key exam information	
Exam board: AQA	
Wednesday 14 th May- Paper 1- Physical Environment (<u>Challenge of natural hazards, The living world and Physical landscapes -Coasts and Rivers</u>) – 1hr 30min	
Friday 6 th June- Paper 2- Human Environment (<u>Urban Issues and Challenges, Changing economic world, The challenge of resource management (Q5 Water)</u>) – 1hr30min	
Thursday 12 th June- Paper 3 Geographical Applications (<u>Issue Evaluation Pre-release and Geographical Skills-Fieldwork</u>) – 1hr30min	
Every topic can be assessed on any paper, a list of all possible topics can be found here: AQA GCSE Geography Specification at a glance	
Ways in which parents/carers can support	
• Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for geography by completing practice questions, creating revision resources such as mind maps, flashcards or self-quizzing. • Encouraging students to attend after school revision sessions every Tuesday (in N4) • Ensuring all set homework is complete	
Recommended resources for revision	
• Using the past papers that we cover in lessons and can also be accessed on - • Using BBC Bitesize: GCSE Geography - AQA - BBC Bitesize • Using Physics Maths Tutor: AQA GCSE Geography Revision (physicsandmathstutor.com) • Using Physics Maths Tutor-Past Papers (AQA): GCSE / IGCSE Geography Past Papers - PMT (physicsandmathstutor.com) • Using Internet Geography: AQA GCSE Geography - Internet Geography • Students attending after school intervention will be able to use department revision guide and exam practice books with additional revision booklets and knowledge organisers.	

Elizabeth I (Part 2)				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the content you learned about early Elizabethan England, and the weak position the Virgin Queen found herself in. It also builds upon your knowledge of the supposed 'Golden Age' of Weimar Germany. Finally, it builds upon your ability to explain and evaluate arguments, using the PFE and ADE structures you have been honing throughout your time at Ridgewood.	In this topic you will learn about the causes, events and consequences of the Spanish Armada, and whether Elizabeth oversaw a 'Golden Age' of English society and culture. This topic is important for you to develop your historical skills and knowledge because it will help you write extended, nuanced essays. You will learn how to set relevant criteria in your introduction, and provide sophisticated judgements.	This topic provides the basis/starting point for those wishing to pursue an A-Level in History. In Key Stage Five, you will study the Tudors as one of your two topics, and this unit will provide you with the hinterland, foundational knowledge required for success. You will continue to develop your abilities to write extended, evaluative essays which follow the TRADEC structure throughout Key Stage Four and Key Stage Five. The topic will also equip you with the skills you need to be successful in Papers 1 and 2 of your History GCSE.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Why did England go to war with Spain?	Arable farming	Students will be set retrieval or revision homework every week. Please encourage your child to complete this.	You could watch the following documentaries with your son/daughter:	
Why was the Armada defeated?	Colonists		Netfix:	
How did Elizabeth improve English education?	Dissolution of the monasteries	Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge.	Elizabeth: The Golden Age	
How did Elizabeth improve English leisure?	Fourth Sort	These books are engaging and fascinating reads:	Netfix:	
How did Elizabeth treat the poor?	Nobility		Mary, Queen of Scots	
Why did England want to explore overseas areas?	Parish	The Virgin Queen by Christopher Hibbert	YouTube:	
How significant were the voyages of Raleigh and Drake?	Pastimes	Elizabeth by David Starkey	England's Greatest Queen	
	Pastoral farming			
	Petty Schools			
	Rack			
	Rhetoric			
	Treaty			

Year 11 Computer Science Learning Map

Exam Technique and Revision					
Prior Learning		Current Learning	Subsequent Learning		
This term builds upon the knowledge, understanding and practical work from all of the other units.		You will be revising the key components from Paper 1 and Paper 2 developing your exam technique. This will include answering algorithmic questions as well as the longer-style essay questions. Throughout you will be tested on various aspects of the specification through recall. You will also be given time to reflect on your mock exams from both units looking at key areas for development.	This topic will prepare you for future work in project management, coding, developing projects and applications, as well as managing projects.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Wk1	Exam Technique Systems Architecture	List	Pupils are encouraged to use Seneca learning where activities will be set in line with lesson content: https://senecallearning.com/en-GB/ Isaaccomputerscience.org has an excellent overview of the OCR course https://www.bbc.co.uk/bitesize/gui-des/z433rwx/revision/1 https://www.bbc.co.uk/bitesize/gui-des/z788ity/revision/1 https://www.gcsepod.com	Pupils will have completed all of the theory for this course. The specification here lists the topics for pupils to revise https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/	
Wk2	Exam Technique Primary and Secondary Storage	Define			
Wk3	Exam Technique Units	Explain			
Wk4	Exam Technique Networks	Algorithm			
Wk5	Exam Technique Algorithms	Explain			
Wk6	Exam Technique Algorithms	Compare			
		Evaluate			
		Inputs, Processes, and Outputs			
		Trace tables			
		Error checking			
		Application			
		Test			
		Refine			
		Solve			
		Write/Rewrite			

Year 11 Creative iMedia Learning Map

Topic Number: 4

Topic Title: R093: Creative iMedia in the media industry				
Prior Learning		Current Learning		Subsequent Learning
		In this term, pupils have submitted their final pieces of coursework and taken the January theory exam. Pupils may choose to resit the exam in the summer. Revision will be provided to these pupils. A bespoke revision timetable has been created for pupils to study other subject areas.		
Lesson Sequencing		Tier 2 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Bespoke revision timetable		You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Wider Reading Opportunities <u>R093 - Creative iMedia in media industry sample question paper (ocr.org.uk)</u> <u>New R093 Creative iMedia in the Media Industry Course (knowitallninja.com)</u>	<u>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</u>
Week 2				
Week 3				
Week 4				
Week 5				

Y11 Foundation Maths –Bespoke Revision	
Students studying towards GCSE Foundation Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.	
Key exam information Exam board: OCR Thursday 16 th May- Paper 1- Calculator – 1hr30min Monday 3 rd June- Paper 2- Non-Calculator – 1hr30min Monday 10 th June- Paper 3- Calculator – 1hr30min Every topic can be assessed on any paper, a list of all possible topics can be found here: https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Foundation-Checklist-1.pdf This year students are provided with a formulae sheet: https://www.ocr.org.uk/Images/673234-foundation-tier-formulae-sheet.pdf	
Ways in which parents/carers can support • Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working • Encouraging students to attend after school revision sessions every Thursday • Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out • Ensuring all set homework is complete	
Recommended resources for revision • Using the past papers that we send students home with once a week • Using https://corbettmaths.com/5-a-day/gcse/ to complete 'little and often' revision (choose Numeracy, Foundation or Foundation Plus) • Using https://www.mathsgenie.co.uk/papers.html to access past papers (any exam board is applicable) • Using https://corbettmaths.com/2019/04/01/gcse-practice-papers/ to access practice papers • Using Corbett Maths for extra support videos and work on topics • Using Maths Genie for exam questions, videos and solution on the topics • Using MathsWatch to complete homework and access further revision	

Y11 Higher Maths –Bespoke Revision	
Students studying towards GCSE Higher Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.	
Key exam information Exam board: OCR Thursday 16th May- Paper 1- Calculator – 1hr30min Monday 3rd June- Paper 2- Non-Calculator – 1hr30min Monday 10th June- Paper 3- Calculator – 1hr30min Every topic can be assessed on any paper, a list of all possible topics can be found here: https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Higher-Checklist.pdf This year students are provided with a formulae sheet: https://www.ocr.org.uk/images/673235-higher-tier-formulae-sheet.pdf	
Ways in which parents/carers can support • Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working • Encouraging students to attend after school revision sessions every Thursday • Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out • Ensuring all set homework is complete	
Recommended resources for revision • Using the past papers that we send students home with once a week • Using https://corbettmaths.com/5-a-day/gcse/ to complete 'little and often' revision (choose Foundation Plus, Higher or Higher Plus) • Using https://www.mathsgenie.co.uk/papers.html to access past papers (any exam board is applicable) • Using https://corbettmaths.com/2019/04/01/gcse-practice-papers/ to access practice papers • Using Corbett Maths for extra support videos and work on topics • Using Maths Genie for exam questions, videos and solution on the topics • Using Sparx Maths to complete homework and access further revision	

Year 11 Learning Map

Topic Number: 4: Revision

Revision				
Prior Learning		Current Learning	Subsequent Learning	
Students have now studied all topics on the GCSE specification. This half term will focus on revising all previous topics.		Students will now begin revising all previous topics, as they have studied all of the topics. Learning will focus on one theme at a time (themes are 1: <i>Identity and Culture</i> and 2: <i>Local, national, international and global areas of interest</i>). Key grammar will also be revisited to ensure that students are able to confidently understand and produce work in several tenses.	In the next half term, students will complete the speaking exam and so lessons will cover all previous topics as students may be expected to talk about any topic in their exam.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Revision	Ya que = as/since	Wider reading opportunities could focus on researching Spanish music, film, geography, history or culture. <i>Kwiziq</i> offers a range of short stories and articles for students to practise their reading skills. <i>LyricTraining.com</i> is a good website for students to practise listening skills. <i>News in Slow Spanish</i> also offers podcasts with optional transcripts on a range of current affairs. Watch Netflix in Spanish with subtitles on.	To build listening and speaking skills, parents can encourage pupils to listen to Spanish resources. Suggested resources are as follows: • Memrise or Quizlet to practise vocabulary • Grammar practice - www.bbc.co.uk/bitesize • Listening to Spanish radio or watching Spanish Netflix
Week 2	Mocks	Vale la pena = it's worth is		
Week 3	Mocks	Estoy de acuerdo = I agree		
Week 4	Praise and next steps	Estoy en contra = I disagree		
Week 5	Revision	Que yo sepa = as far as I know Pore so = therefore/so Por desgracia = unfortunately Por otro lado = on the other hand Por lo general = in general Hoy en día = nowadays Estar harto/a de = to be fed up with A veces = sometimes A mi juicio = in my opinion Cuando sea mayor = when I'm older Diría que = I would say that		

Music Technology Y11 – HT4&5 Preparation for written exam assessment

Prior Learning	Current Learning	Subsequent Learning
This period ends your synoptic assessment window and you begin to revise for your written examination in June. You will combine your learning from the 5 units that you have studied across Year 10 and Year 11. 1: Introduction to music technology and the music business 2: The digital audio workstation 3: Music elements, music styles and music technology 4: Sound creation 5: Multitrack recording	The exam will contribute 40% towards the overall qualification grade and therefore it is important that you prepare by revising all of the content from Units 1-5 and completing past papers. In lessons we will be going through all unit content, practising short and extended questions responses and improving our analytical listening skills in readiness for the examination.	You can continue to study for this qualification at post 16.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning
Lessons will be sequenced so we focus on a topic area each week and this will include working through 1-mark questions, 2 mark questions and extended 4,6,9 and 12 mark questions.	Development of music technology Music business DAW software functions Musical elements Musical style Sound creation Multitrack recording	Access your Teams account and the lesson material to refresh your understanding of key terminology. Access the Knowledge Organisers for each topic. Work through the past paper questions on Teams and the paper copies we have provided. Access the WAGOLLS and WABOLLS to understand how to achieve higher band responses for extended questions.
Ways in which parents/carers can support		
Support your child's progress by: Encouraging your child to attend the revision sessions on Thursday from 3-4pm Encouraging your child to revise using the Teams resources and past paper materials Accessing <u>Focus on Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics		

KS4 Learning Map

Topic: Alternative Games

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

KS4 Learning Map

Topic: Boys' Games

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

KS4 Learning Map

Topic: Dance Fitness

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

KS4 Learning Map

Topic: Fitness

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

KS4 Learning Map

Topic: Girls' Games

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

Year 11 Learning Map

Topic Number: B5

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

Topic Number: C6

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

Topic Number: C7

Quantitative chemistry				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of the conservation of mass.	In this topic you will learn about: what the conservation of mass is; how to balance symbol equations; what moles are and how to calculate moles; and then apply your new knowledge of moles to a variety of different problems.	This topic will prepare you for physical chemistry should you choose to study A level Chemistry		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
1	Conservation of Mass	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides https://www.britannica.com/biography/Amedeo-Avogadro	Support your child's progress through:	
2	Balancing symbol equations		<u>Educake</u> - to complete homework and access further revision	
3	Mr		<u>myGCSE science</u> - for extra support videos and work on the topics stated	
4	Moles		GCSEpod- for extra support videos and work on the topics stated	
5	Amounts of substances in equations		Accessing their Microsoft Teams work for directed exercises on current topics	
6	Using moles to balance equations			
7	Limiting reactants			
8	Concentration of solutions			
9	Percentage yield			
10	Atom economy			
11	Using concentrations			
12	Titrations			
13				
14	Use of amount of substance in relation to volumes of gases			

Year 11 Learning Map

Topic Number: P6

Physical interactions				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge of forces from KS3 and KS4 alongside improving students' knowledge of space and the interactions that led to the formation of the universe.		In this topic students will learn that Magnetism is due to the magnetic fields around magnets. The fields can be investigated by looking at the effects of the forces they exert on other magnets and magnetic materials. Students will also learn that in the past century, astronomers and astrophysicists have made remarkable progress in understanding the scale and structure of the universe, its evolution and ours, and what is causing the universe to expand ever faster?	This topic will support students' knowledge of the interaction of objects and their environments. Students will also be equipped to answer questions about the origin and development of the universe.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson	Spec	Electromagnetism	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Britannica - https://www.britannica.com/science/momentum - Nature research - https://www.nature.com/subjects/space-physics	Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
1	4.5.4.1	Gears		
2	4.5.5.1	Generator effect		
3	4.5.5.2	Induced potential		
4	4.5.5.3	Levers		
5	4.5.7.1	Magnetic fields		
6	4.5.7.2	Moments		
7	4.5.7.3	Momentum		
8	4.7.1.1	Motor effect		
9	4.7.2.1	Pivot		
10	4.7.2.2	Pressure		
11	4.7.2.4	Satellites		
12	4.7.3.1	Solar system		
13	4.7.3.2	Star life cycle		
14	4.7.3.4	Transformers		
15	4.8.1.1			
16	4.8.1.3			
17	4.8.1.4			

SPORT

Year 11 Learning Map - HT4

Topic: R183: Nutrition and sports performance & R180: Reducing the risk of sports injuries and dealing with common medical conditions				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
R180: Students have completed all topics R181: Students have now completed 40% of their final grade. The information learnt in this topic can be used to support their exam work and coursework for R183. R183: Topic 1, Topic 2 and Topic 3.		R183 Coursework - Topic 4: How nutritional behaviours can be managed to improve sports performance R180: Revision	R181: Some students are completing improvements for R181 to resubmit. R183: Coursework improvements. FINAL COURSEWORK DEADLINE: Friday 25 April. EXAM - R180: Revision FINAL EXAM R180: 22nd th May	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1	R180: Revision – Topic 4 R183: 4.1 The effect of overeating on sports performance	Cardiopulmonary Resuscitation Dehydration Epilepsy Glucose <u>Hypoglycaemia</u> <u>Hyperglycaemia</u> Hypothermia Insulin Ketogenic diet Nebuliser Seizures	All students have access to The PE Classroom and are encouraged to work through the unit quizzes and exam questions weekly. Wider reading: - My Revision Notes: Cambridge National Level 1/2 Sport Science. - Cambridge National in Sport Science Student Book with Digital Access: Level 1/Level 2 (Cambridge Nationals)	
Week 2	R180: Revision – Topic 4 R183: 4.2 The effects of undereating on sports performance			
Week 3	R180: Revision – Topic 5 R183: 4.3 The effect of dehydration on sports performance			
Week 4	R180: Revision – Topic 5 R183: Type up CWK			
Week 5	R180: Revision techniques R183: Type up CWK			



WJEC Hospitality and Catering

KS4 Learning Map

Term: Half Term 4

Year 11- Hospitality & Catering	
Unit 1	
Aim and purpose: The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provisions to meet specific needs.	
Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering sector and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.	
Current Learning Learning the content and re-vising unit one ready for external exam in June 2025. Pupils will get the results from their January exam during this term. If pupils reach their target grade, they will be able to complete independent revision in these lessons. Pupils who do not achieve will spend these lessons preparing for the resit exam. The topics covered will depend on how the class preformed in the external exam. Topics will be selected from the course specification and re-visited.	

Lesson Sequencing		Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support
		Unit 1 Describe- Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail State- Express clearly and briefly Explain/Clarify - Provide details and reasons for how and why something is the way it is. Give reasons, make (an idea or situation) clear by describing it in more detail Record -Obtain and store data and information Compare -Identify and comment on/explain similarities and differences Discuss- Examine an issue in detail in a structured way, taking into account different ideas Justify- Show or prove something to be right	<u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackev, Yvonne: 9781510473331: Books</u> <u>Conditions needed for bacterial growth - Food safety – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u>  <u>Food safety advice when purchasing food - Food safety 2 – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u> 	<u>Unit 1- support and encourage your child to revise and prepare for taking the unit 1 exam on 15th January 2024. Additionally some sections of BBC bitesize have content in common with our specification so can be used for extra revision.</u> <u>GCSE Hospitality (CCEA) - BBC Bitesize</u>  <u>Introduction - Food allergy and food intolerance – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u>  <u>Mandatory and voluntary information - Food labelling – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u> 
Lesson number				
1	Revision (targeted) - EHO			
2	Revision – (targeted) EHO			
3	Revision – (targeted) - EHO			
4	Revision – (targeted) – food poisoning			
5	Revision – (targeted) – food poisoning			
6	Practical cookery – bolognaise bake			
7	Revision – (targeted) – three Rs			
8	Revision – (targeted) – three Rs			
9	Practical cookery – brownies			
10	Revision – (targeted) – three Rs			
11	Revision – (targeted) – media			
12	Practical cookery- pasties			
13	Revision – (targeted) – technology			
14	Revision – (targeted) – communication			
15	Practical cookery- shortbread			
16	Revision and exam technique for unit 1 exam walk through			
17	Revision and exam technique for unit 1 exam walk through			
18	Revision and exam technique for unit 1 long mark questions			