



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 4



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS3 Learning Maps – Half Term 4

Dear parent/carer,

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

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

Associate Headteacher

Year 9 Learning Map

HT4

Self Portraits						
Prior Learning		Current Learning		Subsequent Learning		
This topic builds on the theme of identity within students' own work. Students will develop drawing language, skills within core drawing, painting methods including colour mixing. Using the work of others to inspire and influence personal responses.		In this topic you will learn how to draw faces, facial features using tone and texture to create a realistic likeness to yourself. You will also, through looking at the work of Charlotte Caron, use symbolism to demonstrate characteristics of yourself.		This topic will prepare you for using symbols to identify narratives. Be able to identify how artists use methods to convey a message. How artists use a combination of materials and techniques in an individual way.		
Sequencing		Tier 3 Vocabulary		Extended Learning		Ways in which parents/carers can support
1	Pencil portraits: application of skills – refining facial features	Construction Experiment Feature Identity Media Portrait Symbolism Texture Tone		Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. https://www.artpedagogy.com/self-portraits-pt1-about-face.html https://www.artpedagogy.com/self-portraits-pt2-more-than-just-a-pretty-face.html		Discuss the work of Charlotte Caron; what animal would each family member be? https://www.artandsciencejournal.com/post/27908016596/charlotte-caron-in-this-series-of-portraits Work alongside your child following the video: https://classroom.thenational.academy/lessons/people-the-face-68upac
2	Pencil portraits: application of skills- final portrait					
3	Pencil portraits: application of skills- final portrait					
4	Pencil portraits: application of skills- final portrait Review of work.					
5	Experimentation with the work of Charlotte Caron.					
6	Experimentation with the work of Charlotte Caron.					
7	Experimentation with the work of Charlotte Caron.					

Drama



Year 9 Learning Map: HT4

Topic Number: 5

Let Him Have It			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on previous knowledge of performance styles and techniques (Missing Dan Nolan in Y8, Pantomime in Y8) and introduces you to new techniques that can be used to create effective performance pieces. You will build on your knowledge of non-naturalistic and naturalistic performance styles and apply key features of these performance styles to new material.	In this topic you will learn about the key features of various performance styles, including naturalistic and non-naturalistic to stimuli related to life of Derek Bentley. You will develop key terminology linked to these performance styles and independently explore a range of factors that would motivate different characters and their decision making. This topic is important for you to develop your knowledge of how to create effective, original drama in preparation for KS4. You will consider the impact of different performance styles on our ability to communicate a message to the audience. You will consider the impact your application and development of the performance techniques and characterisation such as body language, gestures, vocal skills and facial expressions when creating a character.	This topic will prepare you for further performance style exploration throughout key stage, particularly in Y9 where we explore Physical Theatre and other performance styles. It will equip you with the skills to be successful at future exploration and development of original drama. You will be required to demonstrate the ability to create original drama work as part of Component 3: Responding to A Brief and develop effective characterisation in different performance styles as part of Component 2: Developing Skills and Techniques in the Performing Arts.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1: Derek Bentley: Who was he?	Conscience Alley	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 - The Theatre: A Concise History of – Phyllis Hartnoll - 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. Here we would suggest watching the following productions: Things I Know – Frantic Assembly 15 Heroines: The War 15 Heroines: The Labyrinth You may also want to go and see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/
Lesson 2: The trial of Derek Bentley	Cross-Cutting		
Lesson 3: The childhood of Derek Bentley	Cross-Cutting		
Lesson 4: Derek's childhood: Flashback	Devise		
	Flashback		
	Juxtaposition		
	Marking The Moment		
	Monologue		
	Stimulus		
	Thought-Tracking		
Lesson 5: Derek's Execution: Dramatic Pause			
Lesson 6: Creation of original drama: Capital Punishment			
Lesson 7: Creation of original drama: Performance			

Year 9 Learning Maps – Term 2 HT4

Power and Conflict – War Poems			
Prior Learning This topic builds on your knowledge of poetry, as studied throughout Year 8 when studying Social and Political Poetry. You will revisit and apply your knowledge of poetic devices through the in-depth study of both language and structural features. You will also be able to use your understanding of how context impacts the content of the poems. From learning about the impact of the two World Wars on society and the individual, to understanding the reasons why people want to write about war.	Current Learning In this topic you will extend your knowledge of how to effectively analyse poems and make comparisons to other poems. You will also learn how to structure your ideas using the 'what-how-why' analytical process, to develop a sophisticated and fluent writing style. This topic will also allow you to develop your knowledge of the ways in which literature can be used to display how social and political issues from the past are still relevant today, in contemporary warfare. Furthermore, you will have the opportunity to develop a deeper understanding of poems through the in-depth study of each poem individually and in making links to similarities and differences with other poems. Exploring the context, and how it links to others in the collection is essential to success with this section of your GCSE exam.	Subsequent Learning This topic will prepare you for further literature study in Years 10 and 11. You will continue to study the Poetry Anthology next year (the remaining non-war poems) ready for GCSE. You will be required to demonstrate the ability to analyse quotations and language/structural devices used in poems, by showing your understanding of how the poet wants the reader to feel, and the ways in which the context of the time the poem was written influences the issues writer explores. This unit will be particularly important to supporting your preparation for both English Literature papers, as they require you to be fluent with your analysis of language/structure, whilst also retaining knowledge of how contextual links can influence a text and the writer's intentions.	Parental/carer support: Search for Mr Bruff on YouTube to see his detailed analysis of all of the Power and Conflict poems.
Lesson Sequencing Week 1: Introduction; Bayonet Charge Week 2: Charge of the Light Brigade; Comparative Writing Week 3: Exposure; Remains Week 4: Kamikaze; Poppies Week 5: War Photographer; Comparative Writing Week 6: Ozymandias; London	Tier 3 Vocabulary Anaphora Assonance Caesura Consonance Enjambment Epistrophe Form Futility Irregular rhyme Onomatopoeia Sibilance Stanza Structure	Extended Learning Similar topics are displayed in these books and poems: • Home – Warsan Shire • Listen – Gillian Clarke • War on Terror – Fred D'Aguiar • Battle Lines – Carole Satyamurti • Traitor By Amanda McCrina • The Librarian of Auschwitz by Antonio Iturbe • GCSEPod – Short revision Pods (video clips) that cover all aspects of each poem in the anthology: GCSEPod	

Year 9 Learning Map: HT4

Topic Number: 4

Important Populations			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
In Y9 students have already explored global issues and solutions to future problems such as waste management in fast fashion, the implications of resource extraction and use on populations. Population has been a huge focus in Y7 where students studied settlements and the opportunities and challenges of living in urban areas. The first Y7 scheme of work "Important places" showed students why different countries hold global value, and how populations such as the Rapanui and the Incas live and important locations such as the seed vault. The success of that scheme of work led to development of this one.	This scheme of work provides students with a different perspective on how different populations around the world live and how social issues such as gender equality, crime, health and education are addressed differently around the world. This scheme of work equips students with fundamental knowledge of important legislation and the behaviours, traditions and cultures of global populations. It embraces British values such the rule of law, individual liberty and tolerance of different faiths and beliefs. Students will engage in topics such as media censorship in North Korea, the legalisation of drugs in the Netherlands and topics closer to home such as the quality of education and universities in the UK. These contrasting topics and the variety of countries studied will provide a contrasting view of the world and help them form their own opinions and beliefs by having a sound knowledge of the wider world. Students enjoy the breadth of a scheme of work that encompasses different countries as much as they enjoy focussing on a single location as a case study.	This scheme of work follows with a topic that focusses on Africa, here students will change their perspective of Africa and understand that this huge continent offers more than mud huts and droughts. It explores the rapid development of urban cities such as Nairobi and Lagos but also the accessibility of water in rural areas. At the end of Y9 students will learn about Nigeria and study the variations in quality of life which links well with the important population topic. In Y10 and Y11 topics such as Rio and urbanisation also allow students to explore similar themes and develop their vocabulary on key themes such crime, education and health.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	
Lesson 1	Norway - Prisons	If students wish to extend their knowledge on populations that live differently, there are you tube channels such "Best Ever Food Review Show" who explores diets and cultures around the world. The Netflix series Dark Tourist (PG16) looks at different cultures such as voodoo festivals in Cambodia and the behaviour towards nuclear disasters in Japan.	Watching international news and keeping up to date with local policy changes allows students to understand these issues at local and global scales. On holidays you can direct your child's attention to the differences in quality of life for people around the world. There a number of different documentaries and docuseries on Netflix/Now TV such as "Explained."
Lesson 2	Uganda – Gender Equality		
Lesson 3	El Salvador – Crime		
Lesson 4	China – Population Policy		
Lesson 5	UK - Education		
Lesson 6	Monaco – Wealth and Health		
Lesson 7	North Sentinel Island - Tribes		
Lesson 8	North Korea - Censorship		
Lesson 9	Netherlands – Law on drugs		
Lesson 10	Bhutan – Measuring happiness		

South African Apartheid

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

Year 9 Learning Map: HT4

Topic Number: 4

Programming - Python					
Prior Learning	Current Learning		Subsequent Learning		
This topic builds on: Scratch programming and sequencing instructions.	In this topic you will learn: An introduction to programming techniques and how programming uses algorithms. You will learn the fundamentals of programming using a text-based language; python. This will include inputs and outputs, sequence, and selection. You will learn how to debug code and stop syntax errors.		This topic will prepare you for: • Using Python Idle and Shell • Sequencing lines of code in the correct format • Checking code for errors • Using correct syntax • How to use iteration with sequencing and user inputs.		
Lesson Sequencing	Tier 3 Vocabulary		Extended Learning		
Lesson 1	Introduction to Programming	Algorithm	Use the following websites to extend your coding knowledge: Python Programming: https://www.w3schools.com/python/ General coding including block-based and text-based https://code.org/	Ways in which parents/carers can support Use the following websites to develop Python skills: https://www.w3schools.com/python/ https://stackoverflow.com/questions https://www.youtube.com/user/thenewboston/videos	
Lesson 2	Sequencing Instructions	Debugging Else Idle			
Lesson 3	Python Syntax and Sequencing	IF Iteration			
Lesson 4	Python Syntax Errors	Logical Programming			
Lesson 5	Python Data Types	Python Selection			
Lesson 6	Python Selection	Sequence Shell Syntax			

Number 5 Fractions and Percentages				
Prior Learning: You will have worked with fractions and decimals throughout Years 7 and 8.	Current Learning: In this topic you will learn to take fractions and percentages to higher levels, including compound interest.	Subsequent Learning: Calculating a percentage change is a frequent skill required for Geography students.		
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 students' needs: • Calculate percentage change • Use multiplier to increase and decrease by a percentage • Calculate the original amount for reverse percentages • Calculate compound interest	Compound Multiplier Mixed Number	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Mathematics: The New Golden Age by Keith Devlin 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: • MathsWatch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Maths Genie - for exam questions, videos and solution on the topics stated	

Number 5 Ratio and Proportion				
Prior Learning: You will have focused on ratio in Years 7 and 8.	Current Learning: In this topic you will deepen your understanding of ratio and move to higher level problems.	Subsequent Learning: The ratio work in this topic will be applied to numerous units in Years 9-11, including similarity. Ratio is the basis of most mathematics - successful mathematicians will have a deep understanding of ratio and proportion.		
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 students' needs: - Solve higher order ratio problems - Solve problems by combining two ratios	Combine Equivalent Ratio	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Mathematics: The New Golden Age by Keith Devlin 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. <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Ratio and Proportion 3 Percentages				
Prior Learning	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
Prior Learning This topic builds on your prior knowledge from Key Stage 2 and Years 7 and 8; deepening your understanding of percentages through reasoning and extending to higher order problems.	Tier 3 Vocabulary Decrease Increase Reverse	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. - Fractions in Disguise: A Maths Adventure by Edward Einhorn - Mathematics: The New Golden Age by Keith Devlin - Murderous Maths- The Mean and Vulgar Bits by Kjartan Poskitt (available in the school library) Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secon-dary-books/ks3/maths	Subsequent Learning You will work with percentages at a higher level in Years 10 and 11, focusing on compound percentages.	Support your child's progress through: - MathsWatch - to complete homework and access further revision. - Corbett Maths - for extra support videos and work on the topics stated. - Maths Genie - for exam questions, videos and solution on the topics stated
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the students' needs: - Increase and decrease by a percentage - Calculating percentage change - Calculating with reverse percentages				

Year 9 Learning Map: HT4

Topic Number: 4

Ven a Madrid: A trip to Madrid					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on previously learnt information from previous years. It will include previously learnt vocabulary linked to holiday and travel. It will also build on knowledge of the future and conditional tenses.		In this topic you will learn to write and talk about a trip to Madrid. You will gain cultural knowledge of the capital city of Spain and will think about travelling to Madrid and how you would get there. You will also develop a deeper understanding of grammar and continue to use the simple future and conditional tenses.		This topic will prepare you for becoming a more confident speaker of Spanish as the tasks that we will be doing will allow you to use Spanish in a situation that visitors often need to use it. After this unit of work we move on to talking about wellbeing so knowledge of different tenses and giving opinions will be crucial to later learning.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can support
Week 1	Introduction to Madrid- modes of transport	De ida – single De ida y vuelta - return	Students will be provided with a Knowledge Organiser to revise key vocabulary. They will also be given lists of key vocabulary to learn throughout the half term. Further learning may focus on extra revision of the present tense, which can be found on the BBC Bitesize website.		To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. The link below will take you to a video to find out about the Spanish city of Granada https://www.bbc.co.uk/bitesize/clips/zdrrwmn
Week 2	Buying train tickets	En avión – by plane En barco – by boat			
Week 3	Future holiday plans	Es cómodo – it is comfortable			
Week 4	Directions	Está cerca – it is near Está lejos – it is far			
Week 5	Assessment week	Mis vacaciones – my holidays Un billete – a ticket			

Year 9 Learning Map: HT4

Song Writing			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on your understanding of popular band instruments from the previous academic year, while providing the challenge to compose your own pop song by using a 4-bar chord structure with lyrics.	In this topic, you will learn to create your own pop song, then perform your composition to the class on typical band instruments in an ensemble. This topic will also develop your understanding of common elements of music in the Popular style.	This topic will develop your skills in both performance and composition, as you begin to understand the musical features of a pop song. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. This topic will enhance your understanding of the area of study 'Popular Music' which includes styles such as Rock, 90's Pop, and Gaming Music as GCSE terminology are discussed. This will support your wider listening at later key stages.	
Lesson Sequencing		Extended learning	Ways in which parents/carers can support
Tier 3 Vocabulary			
Lesson 1 & 2	To develop an understanding of popular song structure and chords. Plus, the creation of bands.	You have access to our subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account. Alternative reading opportunities: BBC Bitesize - Popular Music Styles Useful BBC link to support writing your own song	Listen to different pieces of Popular music on YouTube or Spotify and try to identify the instruments in the piece. Which part is the verse/chorus etc. Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.
Lesson 3 & 4	To develop an understanding of song writing focusing on lyrical writing and apply this in your band.		
Lesson 5 & 6	To develop an understanding of song writing considering song structure and apply this in your band.		
Lesson 7	To deepen an understanding of popular instruments and understand what makes an effective rehearsal.		
Lesson 8	To continue to deepen an understanding of popular instruments and understand what makes an effective rehearsal.		
Lesson 9	To develop an understanding of the assessment criteria to provide peer feedback.		
Lesson 10	To complete a listening assessment using practical knowledge from rehearsals and respond to peer feedback from Lesson 6.		
Lesson 11	To perform to a live audience and review the outcomes based on the assessment criteria.		

Year 9 Learning Map: HT4

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
In Y8, you continued to practise shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. You started to focus on outwitting your opponent, looking at shot placement/positioning to give you an advantage within competitive games. You ended the scheme of work looking at the specific rules for singles and doubles gameplay and some may have had experience umpiring matches.		In this unit, you will look at developing the backhand short serve to begin a rally. After two years of learning about badminton, you will learn to anticipate the serve and capitalise on poor serves. You will continue to practise shots on both the forehand and backhand side with an emphasis on moving your opponent around their court. You will also look at how to evaluate both your own and others' performance, analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high quality techniques. By the end of the scheme you should know the basic rules needed for doubles and singles play and therefore be able to umpire competitive games.	You will continue to develop your knowledge of badminton in Y10/11 core PE. This time will be used to continue to practise badminton skills/techniques. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support:
Lesson 1	Backhand serve	1. Analyse	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.
Lesson 2	Push shot	2. Anticipate	
Lesson 3	Backhand drive	3. Drive	
Lesson 4	Net play	4. Evaluate	
Lesson 5	Net play 2	5. Forehand/Backhand	
Lesson 6	Backhand clear	6. Outwit opponent	
Lesson 7	Singles gameplay	7. Push	
Lesson 8	Doubles gameplay	8. Singles/Doubles 9. Strategy 10. Umpire	
		Extended learning	
		• 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/z37j2p3/revision/3	

Year 9 Learning Map: HT2

Topic: Year 9 Dance

Dance				
Prior Learning		Current Learning: In this topic students will develop and understanding and appreciation of different styles of dance from around the world. Students will be perform a variety of dance style and choreograph a routine to demonstrate a medley of the dances from different countries. They will develop their choreography skills to perform as a group in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine your ability to observe performances and give constructive feedback using praise and next steps.	Subsequent Learning: This topic will develop our students' ability to work in a group and lead or follow others to produce a dance routine that incorporates learning throughout the whole unit of dance. It will give them the opportunity to express their personality through dance and allow them to enjoy and learn about movement around the world. It may enhance their knowledge and understanding of nationality, culture and dress in other countries which may support their learning in subjects such as Geography, History and English.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Bollywood	Actions Choreography	Bollywood: https://www.youtube.com/watch?v=-FrbcVyXud8	Allow them the opportunity to practise their dance at home and perform.
Week 2	African	Dynamics Formations	African: Start from 4 minutes 40 seconds until 5 minutes 10 seconds https://www.youtube.com/watch?v=eFgBhMVgLTg	Encourage your child to watch You tube videos focused on choreographic devices.
Week 3	Irish	Medley Musicality	Irish: https://www.youtube.com/watch?v=HgGAzBDE454	Encourage your child to join the afterschool club, or a dance school.
Week 4	Rock and roll	Relationships (canon/unison)	Rock and Roll: https://www.youtube.com/watch?v=azLFvQsVwvcQ	
Week 5	Rehearsal and performance	Sequence Space		

Year 9 Learning Map: HT4

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
In Y8, you continued to practise the basic skills needed to play a competitive game of handball. You started to focus on outwitting your opponent, looking at formations and tactics that can be used to try to gain the advantage over the competition. Some students may have experience officiating matches.		In this topic you will develop the skills learned in Y7 and 8, to allow you to become a better/more effective handball player. After two years of learning about handball, you will study being able to take on more of a leadership role. If leadership does not come naturally to you, you will be challenged towards being a more independent learner. You will also look at how to evaluate both your own and others' performance, analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high quality techniques. By the end of the scheme you should know the rules of handball and therefore be able to officiate competitive games.	You will continue to develop your knowledge of handball in Y10/11 core PE. This time will be used to continue to practise handball skills/techniques. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Recap of rules Passing recap	Centre Line Dribble Fault Free Throw Goal Area Goalkeeper Throw Offensive Foul Officiating Steps Throw In Time-Out	- 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 9 Learning Map: HT4

Topic: Football

Prior Learning This topic builds on the different skills you have learned in year 8, such as passing, dribbling and shooting. You may play football during school or outside of school.		Current Learning In this topic you will learn more advanced techniques and tactics of football and how to implement them in the game successfully. You will develop your skills of pressing, counter attacking, shooting and attacking the box to improve your performance and ability to support others. You will learn how spacing is important when attacking and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills.	Subsequent Learning All skills learnt in football are transferable across the different team activities. You will learn and advance these skills if you join a football team. In KS4 you will revisit football where you will learn more about game play and have more opportunities to develop the skills learnt.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1 Attacking/ Defending 2 v 1	Attacker Counter Defender Drive Midfielder Press Sharp movement Space	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Pressing in football https://www.youtube.com/watch?v=40crCs6TcbM Counter attacking https://www.youtube.com/watch?v=6q6DOJcdQeg You know the drill (soccer am) https://www.youtube.com/watch?v=VbuWvHNkSOA	- Get them to practise 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. - Watch “Take me home” on Amazon. - Watch a live game and talk about tactics. - Ask them to evaluate a single player’s performance.
Week 2 Passing out from the back/ possession			
Week 3 Press/Counter			
Week 4 Shooting/ attacking the box			
Week 5 Game play and assessment			

Physical Education

Year 9 Learning Map: HT4

Topic: Rugby League

Prior Learning		Current Learning		Subsequent Learning	
In Y8, you continued to practise techniques/skills such as tackling, passing, creating space and kicking. You started to focus on outwitting your opponent, look at how to gain an advantage within games – creating space, dummies, passing/running at speed. You ended the scheme of work looking at the specific rules and tactics of gameplay.		In this topic you will learn more advanced techniques and tactics of rugby and how to implement them in the game successfully. You will develop your skills of attacking, defending, kicking and general game play to improve your performance and ability to support others. You will learn how spacing is important when attacking and defending and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills. 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.		You will continue to develop your knowledge of rugby in Y10/11 core PE. The time will be used to continue to practise rugby skills/techniques and put these into matches. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Tackling recap	Deep line Defensive line Drive tackle Drop kick Flat pass Flat pass Knock on Off-side Passive tackle Place kick	10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube Creating a rugby league player The Perfect Rugby League Player - YouTube Tackle Technique in Rugby League TACKLE TECHNIQUE in rugby league with Barry Eaton and Chev Walker (Leeds Rhinos) - YouTube	If possible, give students as many opportunities to play invasion games: Rugby Football Basketball Hockey	
Week 2	Passing and creating Space		- Rugby World Magazine - Eddie Jones – My Life and Rugby - The Lions – When the Going Gets Rough	Watch a live game and talk about tactics - ask them to evaluate a single player's performance.	
Week 3	Kicking			If Interested in rugby, join a local rugby club.	
Week 4	Play of the ball and game play				
Week 5	Play of the ball and game play				

Physical Education

Year 9 Learning Map: HT4

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
Students should have an understanding of and be able to play and make up small-sided games and simplified versions of competitive/ invasion team games. They should also be capable of sending, receiving and travelling with a ball in these games. Students should also know how to plan, use and adapt strategies and tactics in all types of game situations, keeping them going and organised.		Students will be taught to perform, develop and incorporate the basic fundamental skills of Netball e.g. <i>passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting</i> . Students will also develop their knowledge and understanding of these skills and the major rules and laws within the game relating to these skills. There will be a focus on how to outwit opponents, 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.	All skills learnt in netball are transferable across the different activities. Students may also revisit netball again in year 10 where they will continue to learn more about tactical game play.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Analyse	Netball rules – Simple netball https://www.rulesofsport.com/sports/netball.html BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm Netball presentation https://www.youtube.com/watch?v=WGaYDvaZ4No The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnl-Dis
Week 2	Running footwork, breaking, turning in the air and pathway of pass	Disguise	
Week 3	Shooting – with steps and higher net	Dummies	
Week 4	Tactics at centre pass	Evaluate	
Week 5	Tactics at side-line & back-line pass	Footwork	
		Outwit Opponent	Ways in which parents/carers can support • Practise 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. • Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html
		Overlaps	
		Pivot	
		Possession	
		Umpire	

Year 9 Learning Map

HT4

Sexual Health					
Prior Learning This topic builds on: Work that you have looked at in year 8 and topic 4 in year 9 on healthy relationships. It builds on the knowledge and understanding you have gained on understanding emotions and the benefits of being in happy, safe and healthy relationships.		Current Learning In this topic you will learn: Key important information on understanding the different emotions that come with being in a relationship and how to deal with these emotions. You will know and understand the different methods of contraception available and be able to evaluate the different methods. You will develop a knowledge and understanding of what is meant by gender and gender identity and how this may impact people in a variety of ways. This topic is vital in ensuring you are able to make fully informed decisions to keep all relationships healthy and safe. It also allows you to gain an understanding of different people's views and how to form your own opinion whilst respecting other people's way of life.		Subsequent Learning This topic will prepare you for: The further learning in PSHCE including a topic in Y10 and 11 on sexual health and relationships. You will develop the skills to enable you to make informed decisions in adult life and have the basis to build your knowledge and understanding on different types of relationships and the responsibilities that come with being in a relationship.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	What is love?	Consent	You can use independent study opportunities to engage with the following websites: https://www.nhs.uk/conditions/contraception/ https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexuality-sexual-orientation/	To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate this.	
Lesson 2	Benefits of emotions and relationships	Contraception			
Lesson 3	Contraception	Discrimination			
Lesson 4	STIs	Gender			
Lesson 5	Meet Emma- Pregnancy	Gender fluid			
Lesson 6	Gender identity	Pregnancy			
Lesson 7	Assessment – Full Assessment Sheet	Prejudice Sexual Health Sexually transmitted infections Transgender			

Year 9 Learning Map: HT4

Crime and Punishment				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your knowledge of Christian and Buddhist beliefs and teachings from Year 7 and 8, and allows you to apply your knowledge to moral issues surrounding crime and justice. You will utilise knowledge gained in Year 8 surrounding justice and forgiveness from the Social Justice topic. Key religious teachings, such as the Sanctity of life, which you have already learned, will be key when discussing issues such as Capital Punishment. Throughout this topic you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them as you evaluate moral issues linked to crime.	In this topic you will learn a variety of religious and non-religious beliefs about why people commit crime, and the different punishments in the UK and worldwide. You will learn about different types of crime and why society punishes those who commit crime. You will debate controversial issues such as the use of corporal and capital punishment and discuss whether we have a duty to forgive those who commit crimes. Your skills of evaluation and debate will also be enhanced when discussing issues such as whether we should bring back the death penalty in the UK, and whether prison is an effective punishment.	You can use independent study opportunities to read about the work of Amnesty International who work to ban the death penalty across the world.	This topic will prepare you for other Key Stage 3 and 4 topics in RE, such as 'war' later in Year 9, where you'll consider war criminals and how justice can be achieved through war. You will also study Crime and Punishment in more depth at GCSE. You will develop and hone your evaluative skills further as you learn to reach justified judgments about moral issues within RE. 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 the work of famous Christians such as Elizabeth Fry who reformed prisons due to her religious beliefs. You could watch the following BBC teach clip together and discuss why Elizabeth did the work she did: Elizabeth Fry They could also talk about the different reasons why some people choose to forgive criminals for example the mother of Anthony Walker. There is a BBC class clip you can watch about this: Gee Walker
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
- What is Justice? - What are the causes of crime? - Why do we punish? Aims of punishment. - Prisons - Corporal Punishment - Capital Punishment - How should we punish young criminals? - Punishing young criminals- case study - Religion and punishment - Hate Crimes - Forgiveness of criminals	Capital Punishment Community Service Corporal Punishment Crime Forgiveness Hate crimes Justice Prison Punishment Reform	You can use independent study opportunities to read about the work of Amnesty International who work to ban the death penalty across the world.	This topic will prepare you for other Key Stage 3 and 4 topics in RE, such as 'war' later in Year 9, where you'll consider war criminals and how justice can be achieved through war. You will also study Crime and Punishment in more depth at GCSE. You will develop and hone your evaluative skills further as you learn to reach justified judgments about moral issues within RE. 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 the work of famous Christians such as Elizabeth Fry who reformed prisons due to her religious beliefs. You could watch the following BBC teach clip together and discuss why Elizabeth did the work she did: Elizabeth Fry They could also talk about the different reasons why some people choose to forgive criminals for example the mother of Anthony Walker. There is a BBC class clip you can watch about this: Gee Walker

Born a Crime			
Themes raised in the book	Genre	Why this book?	What is the book about?
A sense of belonging Ambiguity Apartheid Fear Injustice Power Racism	Autobiographical comedy non fiction	Widening experiences of students through literary choices as students have less experience of autobiographical / non-fiction writing compared to narrative. Cross curricular links - History	Noah was born a crime, son of a white Swiss father and a black Xhosa mother, at a time when such a union was punishable by five years in prison. Living proof of his parents' indiscretion, Trevor was kept mostly indoors for the first years of his life, bound by the extreme and often absurd measures his mother took to hide him from a government that could, at any moment, take him away. A collection of eighteen personal stories, <i>Born a Crime</i> tells the story of a mischievous young boy growing into a restless young man as he struggles to find his place in a world where he was never supposed to exist. <i>Born a Crime</i> is equally the story of that young man's fearless, rebellious and fervently religious mother - a woman determined to save her son from the cycle of poverty, violence and abuse that ultimately threatens her own life. Winner of the Thurber Prize for American Humour Winner of two NAACP Image Awards: Outstanding Literary Work by a Debut Author and Outstanding Literary Work in the Biography/Auto-Biography category
What is the Reading Curriculum? The reading curriculum is currently delivered to Y9 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.			
What is the book about? Noah was born a crime, son of a white Swiss father and a black Xhosa mother, at a time when such a union was punishable by five years in prison. Living proof of his parents' indiscretion, Trevor was kept mostly indoors for the first years of his life, bound by the extreme and often absurd measures his mother took to hide him from a government that could, at any moment, take him away. A collection of eighteen personal stories, <i>Born a Crime</i> tells the story of a mischievous young boy growing into a restless young man as he struggles to find his place in a world where he was never supposed to exist. <i>Born a Crime</i> is equally the story of that young man's fearless, rebellious and fervently religious mother - a woman determined to save her son from the cycle of poverty, violence and abuse that ultimately threatens her own life. Winner of the Thurber Prize for American Humour Winner of two NAACP Image Awards: Outstanding Literary Work by a Debut Author and Outstanding Literary Work in the Biography/Auto-Biography category			
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.			



Year 9 Learning Map: HT4

Topic Number: P1

Energy		Current Learning	Subsequent Learning
Prior Learning This topic builds on students' prior knowledge of energy types and transfer from year 7 & 8.		In this topic you will learn how to calculate Elastic potential energy, gravitational potential energy, specific heat capacity & Power. Students will also use their prior understanding of energy types and transfers to draw Sankey diagrams.	This topic will underpin the physics course when students begin their GCSE studies and our students will use this topic to build on their maths skills of rearranging equations for later topics.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson Sequencing	Lesson number	Chemical energy Electrical energy Energy Energy transfer Gravitational potential energy Specific heat capacity Thermal energy Work done	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 - Accessing their Microsoft Teams work for directed exercises on current topics
	1	Energy Stores and systems	
	2	Energy Transfers	
	3	Efficiency	
	4	Exam Question Practice	
	5	Kinetic Energy	
	6	kinetic energy and practice calculations	
	7	Elastic Energy	
	8	Elastic energy and practice calculations	
	9	GPE	
	10	GPE and practice calculations	
	11	Exam Question Practice	
	12	Power	
	13	Power equation and practice calculations	
	14	SHC Equation	
	15	RP 1 Animated	
	16	RP 1 Practical	
		All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.	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 - Accessing their Microsoft Teams work for directed exercises on current topics
		Wider reading: - CGP revision guides - Where Stuff Comes From, H. Molotch, Routledge (2005) - A Brief History of Time - Stephen Hawking	

17	Exam Question Practice			
18	Energy dissipation			
19	RP 2 Animated			
20	RP 2 Practical			
21	Non Renewable Energy Sources			
22	Renewable Energy Sources			
23	Moja Island			
24	Moja Island 2			
25	Revision : EPE, GPE, & KE			
26	Revision: SHC & RP 1			

Year 9 Learning Map: HT4

Topic: 4 Food Borne Illness

Food Technology				
Prior Learning		Current Learning	Subsequent Learning	
Pupils will have a good understanding of food hygiene and safety through practical cookery and taught lessons during year 7, 8 and 9. This half term, we will now be drawing upon knowledge this knowledge whilst changing the perspective from domestic to industrial.		In this topic students, will learn about how to use their existing knowledge of food hygiene and safety to carry out a risk assessment as well as a HACCP flowchart. Students will learn about food hygiene legislation and the consequences of not following such guidance. Students will learn about different types of pathogenic bacteria, conditions for growth and consequences of poor food hygiene for both the customer and the establishment.	This topic will enable students to understand why hygiene rules are implemented. Students will gain a foundation knowledge of the food industry to prepare them for the key stage 4 qualification.	
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support	
Lesson 1	Food poisoning	Commercial E. coli HACCP Industrial Industrial Legislation Listeria Pathogens Salmonella Staphylococcus aureus	Leisure time: food programmes such as ‘The Food Inspectors.’	
Lesson 2	Curry		Shopping: Challenge your child to explain the difference between ‘use by’ and ‘best before’ dates.	
Lesson 3	Pathogens		Dinner time: Support your child in planning and preparing dinner for the family.	
Lesson 4	Chow mein			
Lesson 5	Food borne illness			
Lesson 6	Macaroni cheese			