



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 6



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 6

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 you to 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: HT5

HT6

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	Experimentation with the work of Charlotte Caron.	Construction Experiment Feature Identity Inspired 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	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	
2	Application of artist techniques creating drawings of animals.				
3	Application of artist techniques creating drawings of animals.				
4	Start final piece of merged artists' work.			Work alongside your child following the video: https://classroom.thenational.academy/lessons/people-the-face-68upac	
5	Final piece of merged artist's work.		https://www.artpedagogy.com/self-portraits-pt2-more-than-just-a-pretty-face.html		
6	Final piece of merged artist's work.				

Drama



Year 9 Learning Map

Topic Number: 6

Practitioners With Skills			
Prior Learning	Current Learning	Extended Learning	Subsequent Learning
This topic builds on previous skills from units where you have focused on developing facial expressions, body language, your physical reactions, status, eye contact, exaggeration, pause, body language, mime	In this topic you will learn about the key features of various performance style, including naturalistic and non-naturalistic styles of theatre. You will develop key terminology linked to these performance styles and independently explore a range of styles techniques and their response to different stimuli. This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience. You will 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. You will consider the impact your performance will have on the audience and the message you are communicating to an audience.	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of the history of theatre: - National Theatre – All About Theatre - The Theatre: A Concise History of – Phyllis Hartnell - Hard To Swallow – Mark Wheeler - The Frantic Assembly Book of Devising – Scott Graham - Taking Stock: The Theatre of Max Stafford-Clark – Max Stafford-Clark and Phillip Roberts	It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts. You will be required to demonstrate the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts and Component 2: Developing Skills and Techniques in the Performing Arts
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1: Stanislavski	Naturalistic Objective	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 Hartnell - Hard To Swallow – Mark Wheeler - The Frantic Assembly Book of Devising – Scott Graham - Taking Stock: The Theatre of Max Stafford-Clark – Max Stafford-Clark and Phillip Roberts	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 To Be True – Frantic Assembly Interviews: On Directing: Scott Graham 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: Brecht	Super-Objective Epic Theatre		
Lesson 3: Berkoff	Political Theatre Physical Theatre Non-Naturalistic		
Lesson 4: Paper Birds	Exaggeration Berkoff Verbatim Movement		
Lesson 5 and 6: Frantic Assembly (Assessment Week)	Spect-actor Theatre of the oppressed		
Lesson 7: Boal			

ENGLISH

Year 9 Learning Maps: HT6

An Inspector Calls			
Prior Learning	Current Learning	Extended Learning and Wider Reading Opportunities	Subsequent Learning
This topic begins preparation for your GCSE English Literature studies and is one of your set texts for Literature. The skills you developed in half term one of year 9: analysing extracts of 19th century novels will be built upon in this unit. Also, your understanding of the importance of social and historical contextual factors will help you to understand similar factors which are relevant to the play.	This term, you will study J.B. Priestley's play 'An Inspector Calls' which was written in 1945 but set in 1912. The play centres on the Birling family and critiques the class system at the beginning of the twentieth century, in addition to highlighting the importance of social responsibility. 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.	Tier 3 Vocabulary Act Capitalism Character Cliff hanger Dialogue Dramatic irony Entrances and exits Foreshadowing Interruptions Monologue Setting Socialism Stage directions Symbolism Tension Theme Timings Extended Learning and Wider Reading Opportunities - You can use independent study opportunities to research the life and work of J.B. Priestley. The British Library website is a good place to start. - Other texts that explore social class in the Twentieth Century: Blood Brothers by Willy Russell A Kestrel for a Knave by Barry Hines The following study guides are useful sources of revision material and are specifically focused on linking content to exam skills: - An Inspector Calls: York Notes for GCSE - CPG GCSE English Text Guide - An Inspector Calls	An Inspector Calls is one of the set texts for the GCSE English Literature exam. In the exam, you will have 45 minutes to answer one essay question on the play. This is a 'closed book' exam, which means that you will not have access to a copy of the play in the exam. Following your study of An Inspector Calls, you will further enhance your interpretative and analytical skills by studying a collection of poetry from the AQA Power and Conflict poetry anthology.
Lesson Sequencing	Ways in which parents/carers can support:		
Week 1: Introduction to context, start of Act 1/first impressions, analysis of Mr Birling and Inspector Goole Week 2: Essay question and extended writing Week 3: Analysis of Sheila and overview of Act 1 Week 4: Analysis of Gerald and Mrs Birling Week 5: Analysis of Eric and Inspector Goole Week 6: Tracking key themes and extended writing Week 7: The end of the play Week 8: Assessment	ACCESS THE EXTENDED LEARNING MAPS VIA THE LINK: KS3 Extended Learning (ridgewoodschool.co.uk)		

Topic Number: 6

Is the Middle East having a resource crisis?			
Prior Learning		Current Learning	Subsequent Learning
Students in Y7 are introduced to Dubai where they learn about urban change, economics and tourism. Prior learning about access to water in drought prone regions and deserts (Las Vegas) will support the students understanding of large-scale water projects in the Middle East in this topic. In Y8 the Exhausted Resources topic students explore issues with the use of water in Chile and how the pollution of water sources and climate change can lead to water insecurity.		This topic aims to give knowledge of the location and broader context of development in the Middle East. This is done through exploring why it is called the Middle East, how we talk about this region and the opportunities and challenges they face. It begins with map skills and graphs skills (population pyramids) identifying population, economic and development trends. The conflict of the Middle East is taught by assessing the influence of oil in the region, which leads onto an evaluation of the impacts of water insecurity and water management projects. This is all linked to the challenges of developing in extreme environments and a politically hostile area. There are links to climate change, resources, development and conflict, providing a broad and balanced scheme of work that includes elements of human and physical geography.	In their GCSE learning, students study development in detail in Paper 2, identifying causes of unequal development and the influence that this has on socioeconomic factors. Paper 2 also has a resources topic which address water insecurity and food production.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning
Lesson 1	Where is the Middle East?	• Aquifer • Conflict • Dam • Desalination • Developed • Developing • Emerging • Hydroponics • Insecurity • Irrigation • Resource management • Stakeholders • Sustainability	You child will be set one homework on resource insecurity and management in the Middle East and its development. Further details about the homework will be given in lesson.
Lesson 2	Climate and population		
Lesson 3	Development in the Middle East		
Lesson 4	Conflict, resources and oil		
Lesson 5	Water insecurity		
Lesson 6	Tigris and Euphrates location		
Lesson 7	GAP Project		
Lesson 8	Desalination		
Lesson 9	Improving water sustainability		
Lesson 10	Food insecurity		
Lesson 11	Hydroponics		
Lesson 12	Aid and food insecurity		
		Ways in which parents/carers can support	
		Watch the news for any issues relating to different levels of global development and conflict in the Middle East. Holidays to Dubai or areas in the Middle East are good ways to expose your child to development and countries that manage resources sustainability.	

HISTORY

Cambodia's 'Killing Fields'				
Prior Learning	Current Learning	Subsequent Learning		
This topic continues to develop your knowledge of global history. In Years 8 and 9, you have seen the actions of Hitler and Stalin. In this unit, you will draw links between the actions of those dictators and Cambodia's Pol Pot. Also, you have discovered examples of discrimination suffered by people around the world in Years 8 and 9. This topic will build upon that knowledge. Finally, these lessons build upon the source analysis and essay writing skills you have learned throughout Key Stage 3.	In this topic you will learn about the motivations and actions of Pol Pot, the leader of the Khmer Rouge regime in Cambodia. Under his orders, a mass genocide was conducted; you will learn about the victims and consequences of the Killing Fields. This topic is important for you to develop your historical skills and knowledge because it will help you develop your ability to retrieve key information and embed precise facts into your extended written and verbal responses.	In GCSE History, you will learn about the discrimination faced by black people in the USA during the 20th Century. You will draw parallels back to this topic during further study. You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 3, 4 and 5. At GCSE, Paper 3 is a source-based examination. You will use the skills gained in this unit in that assessment.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Why was there a revolution in Cambodia? What really happened during the Cambodian revolution? What were the consequences of the Cambodian revolution? Why was life so harsh for Cambodians living under the Khmer Rouge Regime? What were the actions of Pol Pot motivated by? Who were the victims of the Killing Fields? What was the legacy the genocide? - Narrative Focus - Source Focus	Aid Corrupt Dictator Genocide Humanity Labour camps Mass graves Refugee Seize	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. The following books are very engaging and interesting: First They Killed My Father by Luong Ung Alive in the Killing Fields by Nawuth Keat	You could watch the following documentaries with your son/daughter: YouTube: The Lost World of the Khmer Rouge Pol Pot: Anatomy of a Nightmare Netflix: First They Killed My Father	

Year 9 Learning Map: HT6

Topic Number: 6

Programming - Finance						
Prior Learning		Current Learning	Subsequent Learning		Ways in which parents/carers can support	
Pupils have been taught the fundamentals of finance as part of the excel unit of work in Year 8 and have considered finance as part of the business unit.		In this topic, you will consider different areas from the world of finance. You will be taught the difference between good debt and bad debt, income, deductions and sources of finance. Following this you will be using UniFrog to learn about the different pathways that you can take in education at different levels that are suitable for you. You will learn about different and exciting job roles and what qualifications and skills are needed for them. On the UniFrog software you will record your findings and to keep a record of your interests.	Real world applications finance, both for personal learning and for applications in GCSE Business. In GCSE Business pupils are required to create financial forecasts in the planning of their businesses. Other KS4 options such as iMedia and Computer Science require mathematical calculations and deductions to be made from case studies.		Pupils are encouraged to use https://idea.org.uk/ to work through different projects relating to ICT. This website will record pupil progress.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning			
Lesson 1	Debt and Credit	Credit	Your Money Matters - England Edition - Young Enterprise & Young Money (youngenterprise.org.uk)		Barclays Life Skills has a number of activities for pupils: https://barclayslifeskills.com/help-others/lessons/planning-your-finances-for-the-future/ https://www.unifrog.org/	
Lesson 2	Income and Deductions	Debt				
Lesson 3	Sources of Finance	Gross income				
Lesson 4	Mortgages	Interest				
Lesson 5	Income and Savings	Investment				
Lesson 6	UniFrog	Loss				
Lesson 7	UniFrog	National Insurance				
		Net Income				
		Mortgage				
		Profit				
		Savings				
		Tax				

Algebra 6 Algebraic linear, quadratic and cubic graphs – set 1 and 2

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of plotting coordinates and read scales as well as the work they have already done on substituting into a formula.	In this topic you will learn to use, draw, label and scale diagrams, understand, plot and use coordinates in all 4 quadrants. You will also learn to draw, label and interpret graphs including those with negative values.	This topic prepares you to be able continue learning of distance, speed and time graphs which is also vital for real life situations.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lessons will address the following learning objectives in the order most effective for the students' needs: • Coordinates and straight lines on graphs • Substitution • Plotting straight line graphs with estimating • Recognise and plot quadratic, cubic and reciprocal graphs • $y = mx + c$ • Gradients • Drawing a line from its equation • Equations of parallel lines	• Coordinate • Function • Gradient • Graph • Intercept • Linear • Parallel • Quadrant	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbbooks.co.uk/secon dary-books/ks3/maths
Ways in which parents/carers can support		
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 4 (Real life Graphs) – set 1 and 2

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of plotting coordinates and read scales as well as the work they have already done on substituting into a formula. It builds on the previous topic.	In this topic you will learn to apply those skills from the previous topic to real-life situations.	This topic prepares you to be able continue learning of distance, speed and time graphs which is also vital for real life situations.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lessons will address the following learning objectives in the order most effective for the students' needs: • Real life graphs • Distance – time graphs • Velocity – time graphs	• Distance • Gradient • Graph • Real life graph • Solution • Time	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths
Ways in which parents/carers can support		
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		

Geometry 4 – Angles – sets 3 - 5

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your prior learning from Year 7, Unit 4, on angles and aims to deepen then extend this work to higher level problems.	In this topic you will learn how to find missing angles for all types of polygons and within angles in parallel lines.	This topic will prepare you for higher order angle problems later in Years 10 and 11, so that you can access problems with multiple topics.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lessons will address the following learning objectives in the order most effective for the students' needs: • Properties of angles and lines in quadrilaterals • Angles on a line and around a point • Angles in triangles and quadrilaterals • Interior and exterior angles in polygons • Angles in parallel lines	Acute Alternate Corresponding Exterior Interior Obtuse Opposite Parallel Polygon Reflex Supplementary	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Why do buses come in threes? By Rob Eastaway and Jeremy Wyndham • 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
Ways in which parents/carers can support		
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		

Year 9 Learning Map: HT6

Topic Number: 6

El mundo hispano: The Hispanic world				
Prior Learning This topic builds on previously learnt information from previous years. It will include previously learnt vocabulary including music, film, food and festivals. It will also build on cultural knowledge of Spanish speaking countries.	Current Learning In this topic you will learn to write and talk about what different Spanish speaking countries. You will learn about the similarities and differences between them and focus on traditions such as music, dance, food, festivals. You will also learn about some of the problems that these countries face.		Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. The unit will also give you further insight into more countries that speak the language that you are learning.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Spanish speaking countries – Argentina	Students will be provided with revision resources and a knowledge organiser to support them in lessons	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Zipi y Zape If you have Netflix, there is also a Disney-style Peruvian film called ‘Pachamama.’	
Week 2	Comparing 2 Latin American countries			
Week 3	Music and dance			
Week 4	Film / telenovelas			
Week 5	Social and environmental issues			
Week 6	Food			
Week 7	Festivals			

Year 9 Learning Map

Production Based Sampling (Continued)				
Prior Learning This topic builds on your Music Technology understanding using the features of Logic Pro X software. You will also develop your understanding of sampling which you covered in the HipHop unit.		Current Learning In this topic, you will learn to create your own composition using samples from existing music. You will use digital based samplers in Logic Pro X and develop your production skills.	Subsequent Learning This topic will develop your skills in composition and skill using a DAW. This topic will enhance your understanding of the area of study 'Popular Music' which includes styles such as HipHop and Rap. This will support your wider listening at later key stages and your compositional skills for Level 2 and 3.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Editing and mapping recorded sounds Create a structure Explore production techniques (balance, stereo field, automation) Understanding the success criteria and applying feedback CF2 Listening Understanding the success criteria and applying feedback Class showcase	Sample Mapping Zone Velocity Switching Audio Automation Panning Balance Sound Pack	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: Sampling Guide Music Production with Mark Ronson	Listen to different pieces of sampled music on YouTube or Spotify. Try to identify where the existing music is from. Encourage your child to use online free DAWs such as Sound trap to create new music using existing free Royalty based samples. 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 2				
Lesson 3				
Lesson 4				
Lesson 5				
Lesson 6				
Lesson 7				

Physical Education

Year 9 Learning Map: HT6

Topic: Striking and Fielding

Lesson Sequencing		Prior Learning:	Current Learning:	Subsequent Learning:
This topic builds on the different skills you have learnt in year 7 and 8 which are linked to striking and fielding games, such as catching, batting and fielding techniques. You may have played rounders, cricket or you may have developed hand eye coordination through sports such as badminton, netball and basketball.		In this topic you will advance your knowledge of the rules of striking and fielding games and how to play the game successfully. You will develop tactical skills to improve your performance and ability to support others. In addition, you will learn things such as how to organise the field and try and find gaps in the field when batting.		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Pre-assessment and ball familiarisation. Understanding the rules, techniques and tactics of bowling	Foul ball Full Half Leg side Overarm Run out Stump Underarm Wicketkeeper Wide	Rounders skills: https://www.sportplan.net/s/Rounders/skills.jsp Rounders fielding skills: https://www.youtube.com/watch?v=WC3kFvO8GRQ Batting techniques: https://www.youtube.com/watch?v=KD_1sQbnS4 Fielding in cricket: https://www.youtube.com/watch?v=2pz7dOn6CMU Different activities (download the PDF): https://www.playsport.net/skill/strikingfielding	- Practise throwing and catching games at home using a tennis ball (or any similar sized ball). - Go to watch friends/family or local clubs play. - Encourage your child to join the school team or see if you can play some mini games in the garden or at the park. - Watch a professional game - Watch a game on television - Travel to India and watch the IPL - Can you set up any of the activities in the garden?
Week 2	Understanding the rules, techniques and tactics of batting			
Week 3	Fielding rules and techniques			
Week 4	Fielding tactics and formations Tactics when batting			
Week 5	Development of techniques and tactics through game play			

Year 9 Learning Map: HT6

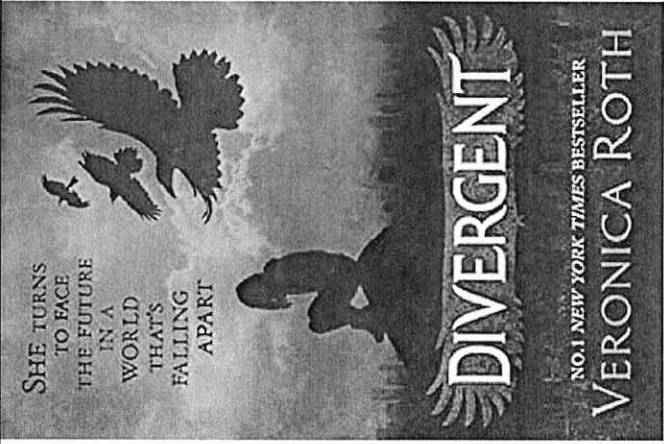
Topic Number: 5

Drugs and The Law						
Prior Learning This topic builds on: work that you have looked at in years 7 and 8 being able to understand the world around you, what the rules and laws are that make our country and how you can positively contribute to the community locally and on a wider scale.		Current Learning In this topic you will learn: key information about what is meant by the law and how the judicial system works within the UK at different levels, developing an understanding of the processes that take place. You will also gain knowledge and understanding of specific aspects of the law such as drugs and alcohol and what legalities exist around these. This topic is important to develop a firm understanding of what constitutes the British judicial system and how you as an individual can positively contribute to this.		Subsequent Learning This topic will prepare you for: The further learning in PSHCE right through to the end of year 11. It will allow you to gain a foundation of knowledge and understanding of drugs and the law. This will be further developed when we look at the module in year 10 on the Law and the judicial system and in year 11 on drugs and addiction. You will develop the skills to use knowledge and understanding to form opinions and understand how and why we have the laws in place within the UK. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, safe and healthy from now into adulthood.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	Justice system and the role of the police	Addiction	You can use independent study opportunities to engage with the following websites about UK law and addiction. <u>Addiction: what is it? - NHS</u> www.nhs.uk <u>Reporting crimes and getting compensation - GOV.UK</u> www.gov.uk	Explore the websites of different help and support charities which look at addiction and how addiction can be overcome, looking at the different ways addiction can impact on people individually and the wider impact on an individual's life. Watch documentaries such as police 24/7 to understand the role of a police officer and how they enforce the judicial system.		
Lesson 2	Criminal exploitation	Alcohol				
Lesson 3	The Law- the possession and supply of illegal drugs	Arrest				
Lesson 4	Alcohol addiction – the risks	Criminal				
Lesson 5	Smoking, the law and the effects	Exploitation				
Lesson 6	The effects of criminal record	Judicial system				
Lesson 7	Assessment – a bid for funding.	Justice				
		Nicotine				
		Possession				
		Prosecution				

Year 9 Learning Map: HT6

War and Peace				
Prior Learning: This topic builds on your knowledge base from topic 1, Medical Ethics and topic 2 Crime and Punishment, where you looked at how people make their moral decisions. You will now apply your knowledge and understanding to issues of War and Peace. You will use your knowledge gained of religious concepts (such as the Sanctity of Life and forgiveness) in previous topics and apply them to issues of warfare and Pacifism. 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 war and peace.	Current Learning: In this topic you will learn about both historical and recent wars, considering their causes. You will apply religious beliefs about care and compassion for victims of war. You will explore reasons why some religious people are against war and why others may accept war in very specific circumstances (Jihad and the theory of Just War). You will also work on your skills of evaluation and debate discussing issues such as whether weapons of mass destruction should be used or victims of war torture should forgive their enemies. This topic is important for you to develop your knowledge of religious beliefs and teachings about war and to understand the consequences of war in the modern world.	Subsequent Learning: This topic will initially introduce you to the key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE in topics such as KS3 Extremism, where you will develop your understanding of war and apply it to issues of Extremism and also the GCSE topic of Religion, Peace and Justice. 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.		
Lesson Sequencing 1. Justice and War- what are the causes of war? 2. Consequences of war 3. Just War theory and Jihad 4. Pacifism and Conscientious Objectors 5. Weapons of Mass Destruction 6. Should religious people go to war?	Tier 3 Vocabulary Civil war Conscientious Objectors Forgiveness Holy War Jihad Justice Just War Theory Pacifism Peace Prisoner of war War War Criminals Weapons of Mass Destruction	Extended Learning You can use independent study opportunities to engage with the following websites about religious views relating to War and Peace: <u>What is war?</u> <u>Forgiveness</u> You could also use the following websites to research the lives of Desmond Doss and Eric Lomax who had different experiences of war and who both led inspirational lives in spite of their experiences. <u>Desmond Doss: The Real Story</u> <u>Eric Lomax - The Forgiveness Project</u>	Ways in which parents/carers can support Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society and conflicts around the world. You could also spend some time researching charities such as <u>War Child</u> who work in war torn areas. They support children through education, healthcare and providing safety for them in times of warfare.	

Summer Term 1 – Book 3

Divergent			
Themes raised in the book	Genre	Why this book?	What is the Reading Curriculum?
Choice Identity Divergence Competition Power Rivalries Strength Selfishness and selflessness	Young adult science fiction and dystopia adventure	Wide range of narrators – different perspectives of storytelling adding challenge to the read. The form tutor will question the read to support comprehension of the text.	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?			
	In Beatrice Prior's dystopian Chicago world, society is divided into five factions, each dedicated to the cultivation of a particular virtue—Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful), and Erudite (the intelligent). On an appointed day of every year, all sixteen-year-olds must select the faction to which they will devote the rest of their lives. For Beatrice, the decision is between staying with her family and being who she really is—she can't have both. So, she makes a choice that surprises everyone, including herself. 2011 Goodreads Choice Award for Favourite Book Publisher's Weekly Best Book of 2011 Winner of YALSA 2012 Teens' Top Ten Winner for Favourite Book of 2011 Winner for Best Young Adult Fantasy & Science Fiction (2011) Nominee for Best Goodreads Author (2011)		
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

Topic Number: C2

Hydrocarbons and energy changes				
Prior Learning This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of organic compounds. Students will learn about crude oil & fractional distillation as well as energy changes, endothermic and exothermic reactions.		Current Learning In this topic you will learn about the structure and function of alkanes and alkenes. You will also learn how crude oil is separated and the different properties of the different fractions. You will also learn how the energy of chemical reactions changes depending on whether the temperature of the reaction increases or decreases. You will also investigate the tests for positive and negative ions.		Subsequent Learning This topic will prepare you for quantitative chemistry, environmental chemistry, Covalent bonding in further topics.
		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
		Alkanes Alkenes Anion Cation Ceramics Endothermic Energy changes Exothermic Fractional Distillation Hydrocarbons Hydroxides Polymers Reaction profiles Saturated Solubility Solute Solvent Unsaturated	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 - A Short History of Nearly Everything - BILL BRYSON - The Elements: A Visual Exploration of Every Known Atom in the Universe, Theodore Gray - BBC news homepage	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
Lesson number	Spec code	Lesson title		
1	4.7.1.1,4.7.1.3	Crude oil, Hydrocarbons and alkanes		
2	4.7.1.2,4.7.1.3	Fractional distillation		
3	4.7.1.4	Cracking alkenes		
4	4.8.1.1-2	Pure substances and formulations		
5	4.8.1.3	Chromatography + RP		
6	4.8.2	Gas tests		
7	4.8.3.1-2	Flame tests and hydroxides		
8	4.8.3.3-5	Carbonates, halides and sulfates		
9	4.8.3	RP		
10	4.8.3.6-7	Instrumental methods		
11	4.10.3.3	Ceramics, polymers and composites		
12 & 13	4.5.1.1	Exothermic and endothermic reactions & RP		
14	4.5.1.2	Analysis		
15 & 16	4.5.1.3	Bond energies		

Year 9 Learning Map: HT6

Topic: 6 Planning a Menu

Food Technology						
Prior Learning		Current Learning	Subsequent Learning			
Students have learnt about some specific factors affecting the planning of a menu including catering for specific dietary needs and the environmental impact of food choices through topics such as food miles, locally sourced produce, and organic farming.		This topic will enable students to fully consider all factors to consider when planning a menu; incorporating knowledge of special diets and environmental factors. Pupils will now learn to consider costs, sensory attributes and the establishment. Pupils will then learn to create a step-by-step production plan to demonstrate how they would produce their planned dish.	At level 2, pupils will need to plan a menu based on the needs of two customers at a specific establishment. Pupils will then need to create a dovetailed plan of production that includes detailed information about food hygiene and safety, quality control and any specific contingencies.			
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities			
Lesson 1	Halloumi curry	Target group	https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes Food safety - your responsibilities: Food hygiene - GOV.UK (www.gov.uk)			
Lesson 2	Design brief analysis	Design brief				
Lesson 3	Caramelised tart	Analysis				
Lesson 4	Factors affecting a menu	Mis en place				
Lesson 5	Beef enchiladas	Contingencies				
Lesson 6	Plan for production	Quality control				
Lesson 7	Swiss roll	Special diets Consumer Commodity				
			Leisure time: food programmes such as 'The Food Inspectors.' Shopping: ask your child to plan dinner including costing up the recipe and considering how ingredients can be used in different ways. Challenge your child to adapt the recipe to suit different groups of people. Dinner time: Support your child in planning and preparing dinner for the family.			