



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y11

HALF TERM 3



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS4 Learning Maps – Half Term 3

Dear parent/carers,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

Headteacher

Year 11 Learning Map

Topic Number: HT3

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

Year 11 Learning Map

Topic Number: R067 (TA1) Characteristics, risk and reward and **R067 (TA2)** Market research.

Topic Title: R069 Task 1 Branding Opportunities and Threats.					
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support	
You have now completed both R067 and R068 coursework units; this will contribute to 60% of your final grade.		In this topic you will start the theory for your written examination. In this topic you will cover entrepreneurs and market research.	Following topic 1 and 2, you will be moving onto topic 3, Finance and topic 4, Marketing Mix.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		
Lesson 1	Characteristics of successful entrepreneurs.	Innovation	External videos for each topic can be found on YouTube: <u>R067 1.1 - Characteristics of successful entrepreneurs (youtube.com)</u> <u>R067 - 1.2 - Potential rewards for risk taking (youtube.com)</u> <u>R067 - 1.3 - Potential drawbacks for risk taking (youtube.com)</u> <u>R067 - 2.1 - The Purpose of Market Research (youtube.com)</u> <u>R067 - 2.2 - Primary market research methods (youtube.com)</u> <u>R067 - 2.3 - Secondary market research sources (youtube.com)</u>		
Lesson 2	Potential risk and rewards for risk taking.	Negotiation			
Lesson 3	The purpose of market research.	Determination			
Lesson 4	Primary/Secondary market research methods	Independence			
Lesson 5	Types of data.	Satisfaction			
Lesson 6	Types of market segmentation.	Wellbeing			
Lesson 7	The benefits of market segmentation to a business.	Relationships			
Lesson 8	DIRT improvements on topic 1 and topic 2.	Decision making			
		Product development			
		Focus group			
		Consumer Trials			
		Quantitative			
		Qualitative			
		Occupation			
		Lifestyle			
		Retention			

		Market Share	<u>R067 - 2.4 - Types of data (youtube.com)</u> <u>R067 - 2.5 - Types of market segmentation (youtube.com)</u> <u>R067 - 2.6 - The benefits of market segmentation to a business (youtube.com)</u> To support students understanding of the content in preparation for their written examination, a weekly catchup session will run Wednesday and Thursday between 3-4pm.	
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Drama

Year 11 Learning Map

Topic Number: 3

Component 3: Responding To A Brief				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.	In this topic you will learn a range of performance techniques and apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.	This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course. You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to level 3 Performing Arts study.		
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Week 1-3: Brief released and initial ideas exploration	Stimulus Characterisation Narrative Practitioner Audience Performance Evaluation Reflection Skills Techniques Ideas	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/	
Week 4-6: Generating ideas and Ideas Log completion				
Week 7-9: Creation weeks				
Week 10-12: Creation weeks and Skills Log completion				
Week 13 and 14: Creation Week and Performances				
Week 15: Reflection and Evaluation Log completion.				

Year 11 Learning Map – Half Term 3

Eduqas English Language Component 2 Section A Revision				
Prior Learning	Current Learning	Subsequent Learning		
Building on your prior knowledge of Component two from Year 10, you will enhance your ability to read a range of engaging non-fiction texts. This topic will focus on engaging with analysis of non-fiction texts from a mixture of 21 st century and 19 th century sources. You will build on prior knowledge of textual analysis and the requirements to answer each of the reading questions on the Component two examination.	During your English lessons this half term, you will explore extracts from a range of non-fiction texts to cover a range of text types and contexts. The extracts studied in this topic have been selected from a vast array of sources, ranging from expeditions to the Antarctic to the exhilaration of cycling and sailing both in the 21st and 19th Century! You will be assessed on the following skills: • AO1: Identify and interpret explicit and implicit information and ideas • AO2: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references	You will continue to prepare for GCSE English Language in Half Term 3 where you will focus on English Language Component Two Writing Skills. By covering Component Two Writing Skills, you will emerge with a full understanding of the structure and skills required to successfully respond to Component Two of the exam.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1: Antarctic Expeditions of Ben Fogle and Captain Scott	Metaphor Simile Modal Verbs Alliteration Direct Address Facts Opinions Rhetorical Questions Emotive Language Statistics Tripartition Hyperbole Anecdote Imperatives Repetition	A great way to practice reading non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access. Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts. Useful websites: • Home - BBC News • News, sport and opinion from the Guardian's UK edition The Guardian • BBC Bitesize	YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. The BPC English website also provides videos, resources and PowerPoint that you can access and download: www.bpcenglish.wordpress.com Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas	
Week 2: Antarctic Expeditions of Ben Fogle and Captain Scott				
Week 3: Experiences of Cycling				
Week 4: Experiences of Cycling				
Week 5: Sailing Paper				

Year 11 Learning Map – Half Term 3

A Christmas Carol			
Prior Learning Building on analytical skills from Key Stage 3 and the start of Key Stage 4, you will enhance your ability to understand texts as a whole and also how to look for deeper meaning in extracts. Skills in this unit are comparable to analysis of poetry and fiction extracts you have studied: <i>Shakespeare's Romeo and Juliet</i> covered in Year 8, <i>An Inspector Calls</i> and war poetry from Year 9, <i>Power and Conflict Poetry Anthology</i> from Year 10, and <i>Macbeth</i> at the start of Year 11.	Current Learning You will study Dickens' iconic and festive novella about redemption, compassion and social responsibility for the Nineteenth century novel component of the GCSE English Literature Paper 1 exam. You will be assessed on the following skills: • AO1: This assesses your understanding of the novel. In the exam, you will need to make points about the novel and use evidence from the novel to support your interpretations. • AO2: This assesses your ability to analyse language, form and structure used by the writer to create meanings. • AO3: This assesses your ability to make links between the novel and the time it was written.	Subsequent Learning A <i>Christmas Carol</i> 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 novel. This is a 'closed book' exam which means that you will not have access to a copy of the novel in the exam. Following your study of <i>A Christmas Carol</i> , you will further enhance your interpretative and analytical skills by revising <i>Macbeth</i> and a collection of poetry from the AQA Power and Conflict poetry anthology.	
Lesson Sequencing Week 1: Plot, characters and context. Week 2: Themes and Symbols. Week 3: Scrooge's character development. Week 4: Essay writing skills and extracts from across the novella.	Tier 3 Vocabulary • Novella • Character • Theme • Bildungsroman • Parable • Third person omniscient narrator • Stave • Pathetic fallacy • Antithesis • Motif • Symbolism	Wider Reading Opportunities You can use independent study opportunities to engage with the following 19 th Century novels to further develop your knowledge of the Victorian period and skills of text analysis: • <i>Oliver Twist</i> by Charles Dickens A critique of the injustice, poverty and social discrimination in Victorian England. • <i>Frankenstein</i> by Mary Shelley A Victorian classic about the importance of responsibility. • <i>The Afterlife of Holly Chase</i> by Cynthia Hand A modern adaptation of <i>A Christmas Carol</i> .	Ways in which parents/carers can support • Watch one of the many films adaptations or the novella. • There is a breadth of knowledge online about the Victorian age - research the context and how it influenced Dickens' work. The British Library website is a good place to start: https://www.bl.uk/works/a-christmas-carol# • Dickens is a world famous novelist - research his work, his craft and his style. Find out what inspired him to write about the ideas and themes in <i>A Christmas Carol</i>: https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-a-christmas-carol • Visit York Castle Museum and explore the recreated Victorian street exhibition: https://www.yorkcastlemuseum.org.uk/exhibition/kirkgate-the-victorian-street/

Y10 AQA – 3.2.2 Challenges in the human environment– Section B: The changing economic world and Section C: The challenge of resource management

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your knowledge from KS3, particularly your knowledge of Population, Globalisation and Development from Y7 and Y9. It builds upon prior skills such as cartographic, statistics/maths and graphical skills linked to global urban trends. We will also be using demographic data to profile different countries (linked to economics, availability and consumption of resources), UK and global locations and areas.	In this topic, you will learn about human processes and systems and how they change both spatially and temporally. They are studied in a range of places, at a variety of scales and include places in various stages of economic development. We will be focussing on the UK's changing economy and then the challenge of resource management. This topic is important for you to develop your geographical skills and case study application in extended geographical writing. We will be building on skills of choropleth mapping of population and economic data, development figures and development data calculations	We will go on to explore the dynamic nature challenges in the human environment looking at human processes. We will go on to learn about urban sustainability and the challenges of a resource. The topic will also equip you with the skills you need to be successful in Paper 1, 2 and 3 of your Geography GCSE, and makes up a third of Paper 2.
Lesson Sequencing	Tier 3 Vocabulary	Ways in which home can support
The Changing Economic World 1. UK - Changing UK Economy 2. UK – Post-industrial economy 3. UK -Modern Industrial Development 4. UK -Changing UK infrastructure - 5. UK -Changing UK infrastructure - Transport 6. UK -The North-South Divide 7. UK -The UK in the wider world 8. Resource Management - Food 9. Resource Management - Water 10. Resource Management - Energy 11. Resource Management – Energy Demand 12. Resource Management – Energy Security 13. Resource Management – Energy Supply 14. Resource Management – Energy Strategies	Challenge Counter-urbanisation Deindustrialisation Economy Enterprise Zones High income country Inequality Lower income country Newley Emerging- Economy Opportunity Site Situation Trade Transport Urbanisation	Ensure your child is completing their weekly GCSE Exam question homework (Usually set every Monday unless otherwise told). <u>GCSEPod</u>
	Extended Learning Students will be set at least one piece of homework weekly. Recommended KS4 revision guides and workbooks can be found here: https://www.cgpbbooks.co.uk/secondary-books/gcse/humanities/geography Wider Reading: This book is an engaging and fascinating read: <u>Human Geography: The Basics</u> <u>Andrew Jones</u>	

Elizabeth I (Part 1)

Elizabeth I (Part 1)			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on the content you learned in Y7 about the key events of Elizabeth's reign, both at home and abroad. It also builds upon your knowledge of the impact of domestic rebellions you saw in the Apartheid, Age of Revolutions and Nazi topics. Finally, it builds upon your ability to explain and evaluate arguments, using the PFE and ADE structures you have been honing throughout your time at Ridgewood.	In this topic you will learn about the problems Elizabeth faced upon ascending to the throne, and how she tried to deal with them. This topic is important for you to develop your historical skills and knowledge because it will help you write extended, nuanced essays. You will learn how to set relevant criteria in your introduction, and provide sophisticated judgements.	This topic provides the basis/starting point for your future study of the end of Elizabeth's reign. This unit will help you understand why Elizabeth constantly seeks to improve English society and culture. You will continue to develop your abilities to write extended, evaluative essays which follow the TRADEC structure throughout Key Stage Four and Key Stage Five. The topic will also equip you with the skills you need to be successful in Papers 1 and 2 of your History GCSE	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
What was the situation like when Elizabeth became Queen? How effective was her Religious Settlement? Why was Mary, Queen of Scots a threat? How significant was the Revolt of Northern Earls? How significant was Ridolfi Plot? How significant was the Throckmorton Plot? How significant was the Babington Plot?	Abscond Accession Excommunicate Book of Common Prayer Catholic Legitimacy Papacy Protestant Puritans Shilling	Students will be set retrieval or revision homework every week. Please encourage your child to complete this. Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge. These books are engaging and fascinating reads: The Virgin Queen by Christopher Hibbert Elizabeth by David Starkey These are challenging, but captivating reads: Elizabeth by Alison Weir Elizabeth I by Helen Castor	You could watch the following documentaries with your son/daughter: Netflix: Elizabeth: The Golden Age Netflix: Mary, Queen of Scots YouTube: England's Greatest Queen

Year 11 Computer Science Learning Map

2.3 – 2.5 Defensive Design, Computational Logic and Translators					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on prior knowledge from KS4 Computer Science. In particular it builds upon programming techniques developed in the first term.		In this topic you will learn about designing programmes to run correctly and without errors. You will consider how testing should be carried out and what types of test data should be used. The unit finishes looking at why translators are necessary in programme development and the different types.	This topic will prepare you for future work in project management, coding, developing projects and applications, as well as managing projects.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Wk1	Defensive design considerations Validation Exam Technique	Anticipating misuse Authentication Input validation Maintainability Iterative Final/terminal Syntax and logical errors	Pupils are encouraged to use Seneca learning where activities will be set in line with lesson content: https://senecalearning.com/en-GB/ Isaaccomputerscience.org has an excellent overview of the OCR course https://www.bbc.co.uk/bitesize/guides/z433rwx/revision/1 https://www.bbc.co.uk/bitesize/guides/z788ity/revision/1 https://www.gcsepod.com	Pupils will have completed all of the theory for this course. The specification here lists the topics for pupils to revise https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/	
Wk2	Maintainability Testing Exam Technique	Normal Boundary Invalid Erroneous AND, OR, NOT Boolean Translator Compiler Interpreter Machine Code			
Wk3	Syntax and Logical Errors Test Data				
Wk4	Assessment				
Wk5	High-level and low-level languages Translators				
Wk6	The IDE Exam Technique				

Year 11 Creative iMedia Learning Map

Topic Number: 3

Topic Title: R093: Creative iMedia in the media industry				
Prior Learning		Current Learning		Subsequent Learning
This topic builds on prior knowledge taught in from the exam R093 content. However, this will specifically look at applying the knowledge to answer exam questions.		In this topic you will learn about the structure of the R093 exam look at specific command terminology used in exam questions so that students understand how to answer the questions to reach the highest mark possible.		This topic will prepare you for future work in the R093 Creative iMedia exam.
Lesson Sequencing		Tier 2 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Identify/ state questions Recall	Advantages Benefits Characteristics Disadvantages Drawbacks Effective Limitations Purpose	You will be given knowledge organisers for each topic or set work through 'OneNote' to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Wider Reading Opportunities R093 - Creative iMedia in media industry sample question paper (ocr.org.uk) New R093 Creative iMedia in the Media Industry Course (knowitallninia.com)	Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR
Week 2	Describe questions			
Week 3	Explain questions			
Week 4	Discuss the suitability questions (Extended writing) [9 marks]	Reasons for Requirements		
Week 5	Create an improved version [9 marks]			

Similarity, congruence and vectors				
Prior Learning This topic builds on students' prior learning where they have used vectors to translate shapes and scale factors to enlarge shapes in Unit 10 Transformations.	Current Learning In this topic you will learn to recognise congruent shapes and use similarity of shapes to find missing lengths. You will also learn how to perform calculations with column vectors.	Subsequent Learning Similarity can be used within Engineering and Construction in order to design scale models.		
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs: • Recognise and prove congruent triangles • Use similarity to find missing lengths • Prove that a shape is similar • Draw column vectors • Add and subtract column vectors • Use a scalar with a vector	Tier 3 Vocabulary • Similar • Congruent • Scale factor • Vector • Scalar	Extended Learning All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	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	

Further algebra				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior learning of algebra skills used in Unit 2 (Algebra: the basics), 5 (Equations) and 6 (Graphs).	In this topic you will develop your skills in algebraic manipulation by rearranging complex formulae. You will also learn to solve simultaneous equations and draw cubic graphs.	This topic will be used within AO3 problem solving questions.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: - Rearrange formulae/change the subject - Solve simultaneous equations - Draw cubic and reciprocal graphs	- Cubic - Rearrange - Subject - Simultaneous	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	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	

MATHS

Higher – Vectors

Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students' skills from vectors in the Transformation unit.	In this topic you will learn to use vector notation and apply this to vector geometry problems. You will use these skills for geometric proof.	Vectors are often used in higher educational studies such as Engineering and Quantum Mechanics.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: - Find a resultant vector - Add, subtract and multiply vectors - Solve geometric problems with vectors - Produce geometric proofs	- Prove - Resultant - Scalar	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Revision guides - higher tier</u>	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

Higher – Graph transformations and proportion

Higher – Graph transformations and proportion			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students’ skills from Graphs, Further Trigonometry and Transformations by combining these skills.	In this topic you will learn to perform and describe graph transformations on a range of functions. You will also develop your skills in direct and inverse proportion, as well as interpreting graphs to a higher level.	You will learn to interpret the gradient of a curve and area under a curve for any function in A Level Maths. This is a larger topic area called Differentiation and Integration. You will also revisit graph transformations in A Level Maths.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class’ needs: • Recognise types of functions on a graph • Sketch, understand and describe graph transformations • Direct proportion (algebraic) • Inverse proportion (algebraic) • Find and interpret the area under a curve • Find and interpret the gradient of a curve	• Directly • Function • Gradient • Inversely • Transformation	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Revision guides - higher tier</u>	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

Year 11 Learning Map

Topic Number: 3: Post-16 education and jobs

Post-16 education and jobs					
Prior Learning		Current Learning	Subsequent Learning		
Having recently studied school, students will now be able to apply this vocabulary to share opinions on university and further study. They will also reuse grammar learnt when talking about their ideal town or house to talk about their ideal job.		Students will continue to build on vocabulary learnt about school to share opinions about work and university. They will learn how to use advanced language and a variety of tenses in speaking and writing tasks, particularly the subjunctive. At the end of the unit they will focus on developing their writing skills in preparation for their mock exam.	This is the last unit of work that they will study as part of their GCSE curriculum. Future lessons will focus on revising all the topics, exam skills and grammar practise to consolidate their learning from the previous two years.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Week 1	School rules and uniform	El título = university degree	Wider reading opportunities could focus on researching Spanish music, film, geography, history or culture. <i>Kwiziq</i> offers a range of short stories and articles for students to practise their reading skills. <i>LyricTraining.com</i> is a good website for students to practise listening skills. <i>News in Slow Spanish</i> also offers podcasts with optional transcripts on a range of current affairs. Watch Netflix in Spanish with subtitles on.	To build listening and speaking skills, parents can encourage pupils to listen to Spanish resources. Suggested resources are as follows: • Memrise or Quizlet to practise vocabulary • Grammar practice - www.bbc.co.uk/bitesize • Listening to Spanish radio or watching Spanish Netflix	
Week 2	Life at school/college	Ganar = to earn			
Week 3	University or work	La promoción = promotion			
Week 4	Pros and cons of university vs. work	El repaso = revisión Vale la pena = it's worth it			
Week 5	Finding a job	El/la graduado/a = graduate			
Week 6	Speaking skills	El mundo laboral = world of work Bien pagado = well paid La capacidad = ability Trabajador = hard-working La empresa = Company/firm Esperar = to hope/expect Preocupar = to worry El resultado = the result			

Music Technology Y11 – HT3 Synoptic assessment				
Prior Learning	Current Learning	Subsequent Learning		
This period starts your synoptic assessment window. You will combine your learning from the 5 units that you have studied across Year 10 and Year 11. 1: Introduction to music technology and the music business 2: The digital audio workstation 3: Music elements, music styles and music technology 4: Sound creation 5: Multitrack recording	You will commence your synoptic project this term. This is a 17 hour non exam assessment. You will work independently and apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable you to demonstrate an integrated connection and coherence between the different elements of the qualification. The NEA will contribute 60% towards the overall qualification grade and therefore it is important that you produce work to the highest standard.	You will then focus on preparation for your written exam in June.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lessons will be sequenced so that you have preparatory planning time in lessons and then a period of formal assessment. We will continue to thread written recall workshops in preparation for your external exam in June.	Development of music technology Music business DAW software functions Musical elements Musical style Sound creation Multitrack recording	Access your Teams account and the lesson material to refresh your understanding of key terminology. Access the WAGOLs and WABOLs to understand how to achieve higher band responses. Create your draft synoptic responses linked to each task prior to the assessment lesson to be provided with feedback and next steps	Support your child's progress through: Encourage your child to practice using the DAW software by attending an afterschool session. Focus on <u>Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics	

KS4 Learning Map

Topic: Alternative Games

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

KS4 Learning Map

Topic: Boys' Games

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

KS4 Learning Map

Topic: Dance Fitness

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

KS4 Learning Map

Topic: Fitness

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

KS4 Learning Map

Topic: Girls' Games

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

Year 11 Learning Map

Topic Number: 1/2

Mental Health					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on: Work that you have looked at in year 8 understanding mental health and the importance of knowing symptoms of different ways people's mental health could be impacted. It will strengthen your understanding of where to get help if it is ever needed.		In this topic you will learn: What is meant by mental health and dispel any myths that are associated with mental health. This topic will allow you to depend your understanding on mental health and the signs and symptoms to different mental health conditions. You will discuss the different stresses which may impact an individual's life and the different strategies/support systems a person can use to help through difficult times.	This topic will prepare you for: The stresses of year 11 and life beyond Ridgewood School. This topic will equip you with strategies that you could turn to in a difficult time to help through stressful situations. You will develop the skills to use knowledge and understanding to identify signs and symptoms of different mental health conditions and where support can be sought. 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, healthy and safe from now into adulthood.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities		Ways in which parents/carers can support
Lesson 1	What is mental health	Stress	You can use independent study opportunities to engage with the following websites about mental health and exam stress. <u>Parents' Guide To Supporting Children At Exam Time</u> <u>YoungMinds</u> <u>Parents Mental Health Support</u> <u>Advice for Your Child</u> <u>YoungMinds</u>		Explore the websites such as Young Minds and Samaritans which explain different support networks and coping mechanisms for dealing with stress and anxiety Discuss the different ways mental health impacts people and where people can seek support if suffering with their mental health
Lesson 2	Exam stress	Anxiety			
Lesson 3	Anxiety	Depression			
Lesson 4 and 5	Eating Disorders	Mental health Coping strategy			
Lesson 6	Assessment	Time management Support network			

Year 11 Learning Map

Topic Number: 1

Importance of human life				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on work that you have looked at in year 9, understanding why religious people believe human life has value and how different ethical issues may impact the approach religious people take. It will strengthen your understanding to apply religious beliefs to key ethical issues.		In this topic you will learn: how religious people value life and the beliefs and teachings behind this. This topic will allow you to deepen your understanding on different ethical issues which surround the start and end of life from a medical and criminal/legal perspective. You will formulate your own opinions on these ethical issues and discuss and understand the beliefs and opinions of your peers and religious believers.	This topic will prepare you for: Understanding different ethical issues that may arise for you as individuals or those around you including being able to understand different topical issues that may arise both locally and globally. This topic will equip you with the knowledge and informed decisions to engage in meaningful conversation and make legal issues that impact life and also an understanding of where to seek help and information for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	When does life begin	Artificial insemination Capital punishment Imago Dei Infertility Involuntary euthanasia Precepts Sanctity of life Termination Voluntary euthanasia	You can use independent study opportunities to engage with the following websites which look at key topics covered in this module in the news. <u>US abortion debate - BBC News</u> <u>BBC - Ethics: Euthanasia and physician assisted suicide</u> <u>Esther Rantzen begs MPs to attend assisted dying debate - BBC News</u>	Explore the websites such as BBC News, ITV news, Sky News to look at topical issues that relate to medical issues and legal issues taught in this module, this can be both local and global news Discuss the different opinions shared in relation to the topics covered and also your own opinions and where the come from, encourage open conversation to share opinions and beliefs as a family.
Lesson 2	Fertility Treatment			
Lesson 3	Abortion			
Lesson 4	Euthanasia			
Lesson 5	Crimes against the person			
Lesson 6	Death penalty			
Lesson 7	Religion and mental health			
Lesson 8	Religion and addiction			
Lesson 9	Assessment			

Year 11 Learning Map

Christian Practices				
Prior Learning This topic builds on your knowledge base from Year 10 when you studied Christian beliefs using your knowledge of the different forms of Christianity to help you understand the different way in which Christians practice their religion. You will build on key terms and concepts you have already learnt such as Nature of God, Resurrection, Last Supper and Atonement explaining how religious belief influences religious practice. Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to the different ways in which Christians practice their religion.	Current Learning In this topic you will learn about a variety of Christian practices from Christianity including how different denominations may practice differently. You will be introduced to a number of key Christian practices such as different sacraments, prayer and worship and how Christians celebrate festivals. This learning will be underpinned by the beliefs you have previously studied and you will apply these beliefs to the different practices. You will also work on your skills of evaluation and debate by discussing whether or not these Buddhist practices and beliefs are still relevant in the 21 st century. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	Subsequent Learning This topic will initially introduce you to key Christian practices which can then be applied to many other moral issues throughout RE in Key Stage 4 such as Medical Ethics, and War and Crime; as a contrast to other religions such as Buddhism. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. In addition, this topic will help you to prepare for GCSE RE examinations as for this you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic. Fully understanding the religion of Christianity both beliefs and practices and how they fit together will give you a better knowledge and then basis for revision in preparation for your upcoming exams.		
Lesson Sequencing 1. Types of worship 2. Prayer 3. Sacraments 4. Holy communion 5. Pilgrimage 6. Festivals 7. Role of the Church 8. Mission and Evangelism 9. Church growth 10. Working for reconciliation 11. Persecution 12. Poverty	Tier 3 Vocabulary Liturgical Non – Liturgical Eucharist Holy Communion Baptism Evangelism Pilgrimage Sacrament Persecution Rosary	Extended Learning You can use independent study opportunities to engage with the following websites relating to Christian Practices: Sacraments in Christianity: <u>Sacraments – Ways of Christian living – Edexcel – GCSE Religious Studies Revision – Edexcel – BBC Bitesize</u> Pilgrimage in Christianity <u>Pilgrimage – Practices in Christianity – GCSE Religious Studies Revision – OCR – BBC Bitesize</u>	Ways in which parents/carers can support Watching clips and discussing articles on BBC religions will help develop an understanding of Christianity and its main beliefs	

Year 11 Learning Map

Topic Number: B5

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

Topic Number: C6

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

Year 11 Learning Map

Topic Number: P5

Forces				
Prior Learning	Current Learning		Subsequent Learning	
This topic builds on students' prior knowledge of forces from KS3.	In this topic students will learn that forces are responsible for all the interactions between particles and objects. They can be divided into two categories: contact forces and non-contact forces. In this topic students will look at these two categories of forces and be able to calculate the force exerted on objects from different sources.		This topic will support students' knowledge of the interaction of objects and their environments. It will enable students to understand how motion occurs as a direct result of the forces that act upon them.	
	Lesson Sequencing			
	Lesson	Spec	Lesson title	
	1	4.5.1.1	Scalar and vector quantities	
	2	4.5.1.2	Contact and non-contact forces	
	3	4.5.1.3	Gravity	
	4	4.5.1.4	Resultant forces	
	5	4.5.1.4	Parallelogram of forces	
	6	4.5.1.4	Resolution of forces	
	7	4.5.6.1.	Distance and displacement	
	8	4.5.6.2.	Speed	
	9	4.5.6.2.	Speed	
	10	4.5.6.1.	Velocity	
	11	4.5.6.1.	Acceleration	
	12	4.5.6.1.	Acceleration	
	13	4.5.6.2.	Newtons first law	
	14	4.5.6.2.	Newtons second law	
	15	4.5.6.2.	RP 7	
16	4.5.6.2.	Newtons third law		
17	4.5.6.3.	Stopping distance and reaction time		
18	4.5.6.3.	Factors effecting stopping distance		
Tier 3 Vocabulary		Extended learning	Ways in which parents/carers can support	
Scalar quantities Vector quantities Resultant force Balanced force Unbalanced force Displacement Velocity Acceleration Stopping distance Thinking distance Braking distance		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 - BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/ztmmtv4	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	

Year 11 Learning Map

Topic Number: P6

Physical interactions				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge of forces from KS3 and KS4 alongside improving students' knowledge of space and the interactions that led to the formation of the universe.		In this topic students will learn that Magnetism is due to the magnetic fields around magnets. The fields can be investigated by looking at the effects of the forces they exert on other magnets and magnetic materials. Students will also learn that in the past century, astronomers and astrophysicists have made remarkable progress in understanding the scale and structure of the universe, its evolution and ours, and what is causing the universe to expand ever faster?	This topic will support students' knowledge of the interaction of objects and their environments. Students will also be equipped to answer questions about the origin and development of the universe.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson	Spec	Lesson title	Electromagnetism Gears Generator effect Induced potential Levers Magnetic fields Moments Momentum Motor effect Pivot Pressure Satellites Solar system Star life cycle Transformers	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Britannica - https://www.britannica.com/science/momentum - Nature research - https://www.nature.com/subjects/space-physics
1	4.5.4.1	Moments levers and gears		
2	4.5.5.1	Pressure in a liquid 1		
3	4.5.5.2	Pressure in a liquid 2		
4	4.5.5.3	Atmospheric pressure		
5	4.5.7.1	Momentum		
6	4.5.7.2	Conservation of momentum		
7	4.5.7.3	Changes in momentum		
8	4.7.1.1	Poles of a magnet & magnetic fields		
9	4.7.2.1	Electromagnetism		
10	4.7.2.2	Fleming's left hand rule & electric motors		
11	4.7.2.4	Loudspeakers		
12	4.7.3.1	Induced potential		
13	4.7.3.2	Uses of the generator effect & microphones		
14	4.7.3.4	Transformers		
15	4.8.1.1	Our solar system & life cycle of a star		
16	4.8.1.3	Orbital motion, natural and artificial		
17	4.8.1.4	Red shift		

Year 11 Learning Map - HT3

Topic: R183: Nutrition and sports performance & R180: Reducing the risk of sports injuries and dealing with common medical conditions					
Prior Learning		Current Learning	Subsequent Learning		
R181: Students have now completed 40% of their final grade. The information learnt in this topic can be used to support their exam work and coursework for R183		R183 Coursework - Topic 4: How nutritional behaviours can be managed to improve sports performance	R183: Coursework improvements		
R183: Topic 1, Topic 2 and Topic 3			EXAM - R180: Revision		
R180: Students have completed all topic learning for the exam unit		R180: Exam preparation – Revision			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	Mon/Tue - Teaching content for topic 4 assignment. Thur - Exam preparation – Topic 4, 5 revision	Arrest Asthma Dehydration Diabetes Epilepsy Hyperglycaemia	All students have access to 'The PE Classroom' and are encouraged to work through the unit quizzes and exam questions weekly.	Support coursework deadlines ensuring there are opportunities to complete coursework at intervention where necessary.	
Week 2	Mon/Tue - - Teaching content for topic 4 assignment. Thur - Exam preparation – Topic 4, 5 end of topic exam	Hypoglycaemia Muscle Mass Nutrients Overeating Sudden Cardiac	Wider reading: - My Revision Notes: Cambridge National Level 1/2 Sport Science. - Cambridge National in Sport Science Student Book with Digital Access: Level 1/Level 2 (Cambridge Nationals)	Encourage students to complete extended learning using 'The PE Classroom'.	
Week 3	Mon/Tue - - Teaching content for topic 4 assignment. Thur - Exam preparation – Topic 4, 5 DIRT lesson			Make sure any missed work is caught up - All work is online via TEAMS.	
Week 4	Mon/Tue - - Complete CWK for topic 4 Thur - Exam preparation – Revision				
Week 5	Mon/Tue - - Complete CWK for topic 4 Thur - Exam preparation – Revision				

Year 11- Hospitality & Catering	
Unit 1	
Aim and purpose: The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.	
Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.	
Current Learning Learning the content and revising unit one ready for external exam on January 15 th 2024. The topics covered will depend on which class your child is in and how the class preformed in the mock exam. Topics will be selected from mock exam and re-visited.	

Lesson Sequencing		Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support
Lesson number 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Revision and exam technique for unit 1 exam walk through	Unit 1 Describe- Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail State- Express clearly and briefly Explain/Clarify - Provide details and reasons for how and why something is the way it is. Give reasons, make (an idea or situation) clear by describing it in more detail Record -Obtain and store data and information Compare -Identify and comment on/explain similarities and differences Discuss- Examine an issue in detail in a structured way, taking into account different ideas Justify- Show or prove something to be right	My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books Conditions needed for bacterial growth - Food safety – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize Food safety advice when purchasing food - Food safety 2 – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize	Unit 1- support and encourage your child to revise and prepare for taking the unit 1 exam on 15th January 2024. Additionally some sections of BBC bitesize have content in common with our specification so can be used for extra revision. GCSE Hospitality (CCEA) - BBC Bitesize Introduction - Food allergy and food intolerance – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize Mandatory and voluntary information - Food labelling – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize
	Revision and exam technique for unit 1 exam walk through			
	Revision and exam technique for unit 1 exam walk through			
	Revision and exam technique for unit 1 long mark questions			
	EXTERNAL EXAM			
	Revision			
	Practical cookery session- meatballs and spaghetti			
	Revision -1.1			
	Revision – 1.2			
	Practical cookery – cookies			
	Revision- 1.3			
	Revision – 1.4			
	Practical cookery- pizza			
	Revision -2.1			
	Revision -2.2			
	Practical cookery- Cheesecake			