



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y11

HALF TERM 1



RIDGEWOOD
SCHOOL

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KS4 Learning Maps – Half Term 1

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

Topic Number: HT1

Identity				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
Your independent investigation into the work of others on the theme of surroundings will support your methodology within this project.		You will investigate your own subtheme related to Identity, look at the work of others, investigate methods in using materials, record ideas and observations and ultimately present a planned final piece.	This topic will prepare you for the structure of how the GCSE Exam is taught, the overall process and the expectations of the type of work and quality work required from it.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1	Cultural exploration of Identity.	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. <u>500 self portraits by Liz Rideal</u> www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors https://www.tate.org.uk/art/women-art-tate https://www.tate.org.uk/search?q=identity	
Week 2	Recap on portrait drawing.	Concept Develop Drawing		
Week 3	Portrait experimentation.	Experiment		
Week 4	Student artist exploration involving identity.	Final piece Form		
Week 5	Student own response using themes of investigated artist.	Investigate Observe/observation Print		
Week 6	Media experimentation using one element of the face	Proportion, Representational, Research		
Week 7	Media experimentation using one element of the face	Respond Scale Still life		
Week 8	Collective mind map of identity theme			

Year 11 Learning Map

Topic Number: R069 (TA1) Branding and R069 (TA2) Create a promotional campaign.

Topic Title: R069 Task 1 Branding Opportunities and Threats.				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on prior competition of R068, leading to the start of R069. You will carry forward the same business scenario leading to a pitch of your business proposal.		In this topic you will learn how business can use the marketing mix to support the success of their business. For the assigned business, you will develop a brand identify to target a specific customer profile.	Upon completion of task 1 and 2, you will create a promotional campaign for a brand and product. This will conclude with you planning and producing a professional pitch in task 3.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Identification of a brand.	Audience	https://www.bbc.co.uk/bitesize/guides/z26btv4/revision/4	<u>Cambridge Nationals - Enterprise and Marketing Level 1/Level 2 – J837 - OCR</u> <u>OCR Level 1/Level 2</u> <u>Cambridge National in Enterprise and Marketing specification</u> <u>Cambridge National in Enterprise and Marketing Unit Recording Sheet R069 (ocr.org.uk)</u>
Lesson 2	Produce a competitor analysis.	Brand		
Lesson 3	Identify opportunities in the external environment.	Characters	https://www.bbc.co.uk/bitesize/guides/zkdc7nb/revision/5	
Lesson 4	Identify threats in the external environment.	Economic	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
Lesson 5	Planning a professional pitch.	Endorsement	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
Lesson 6	Development of verbal and non-verbal skills.	Ethical	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
Lesson 7	Practising a professional pitch.	Logo	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
Lesson 8	DIRT improvements on task 2.	Persuasion	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
		Pitch	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
		Social	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
		Strapline	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
		Strengths	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
		Technological	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
		USP	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	
		Weaknesses	https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1	

Drama

Year 11 Learning Map

Topic Number: 1 and 2

Component 3: Responding To A Brief MOCK				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
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.	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	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.	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/
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
Week 1-2: Devising from a Stimulus (Chosen by the Teacher)	Stimulus Characterisation Narrative Practitioner Audience Performance Evaluation Reflection Skills Techniques	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	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.	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 3-4: Generating ideas and Ideas Log Completion				
Week 5-7: Creation Weeks				
Week 8-9: Creation week and Skills Log Completion				
Week10: Performances				
Week 11-12: Reflection and Evaluation Report completed.				

Year 11 Learning Map – Half Term 1

Eduqas English Language Component 1 Section A and B: 20 th Century Language Reading and Writing				
Prior Learning	Current Learning	Subsequent Learning		
Building on your prior knowledge of Component one from Year 10, you will enhance your ability to read a range of engaging fiction texts. This topic will focus on engaging with analysis of extracts from 20th century Language texts. You will build on prior knowledge of textual analysis and the requirements to answer each of the reading questions on the Component one examination. In relation to section B, you will be revisiting the narrative you created during year 10. You will have the opportunity to redraft and perfect your narrative so it meets the requirements of the examination mark scheme.	During your English lessons, you will explore extracts from a range of 20th Century texts to help you prepare you for your GCSE English Language Component 1 exam at the end of Year 11. Once a fortnight, you will also be focusing on Section B – Narrative Writing English Language Component 1 consists of two sections: reading and writing. Section A consists of five questions on the reading of an extract from an unseen fictional text, while Section B is one question testing narrative writing skills. 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 - AO4: Evaluate texts critically and support this with appropriate textual references	You will continue to prepare for GCSE English Language in Half Term 2 where you will focus on English Language Component Two Reading Skills. The analytical skills required for success in on the Component One paper are also transferable to the reading section of your Component Two exam so it is important to recognise the similarities in skills you need to demonstrate across all aspects of English study.		
Lesson Sequencing	Key Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1 and 2: Exploration and revision of questions 1 – 5 of Section A Reading (Megan Paper). Narrative writing lesson. Week 3 and 4: Exploration and revision of questions 1 – 5 of Section A Reading (The Birds Paper). Narrative writing lesson. Week 5 and 6: Exploration and revision of questions 1 – 5 of Section A Reading (Obed Paper). Narrative writing lesson. Week 7 and 8: Exploration and revision of questions 1 – 5 of Section A Reading (Sadie's Party Paper). Narrative writing lesson.	Tracking Range Comment Evidence Inference Evaluation Impressions Writer's craft	For GCSE English Language Component 1, you can practise the reading section with any fiction text. Pick a page from a book, or find a short story and analyse how the writer has used language and structure to create specific effects and engage the reader. For narrative writing, you can practice writing your narrative in timed conditions. Useful revision websites: - Eduqas - Mr Bruff - 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: www.eduqas.co.uk Eduqas	

Y11 AQA – 3.2 – The Changing economic world – The Development Gap

Prior Learning	Current Learning		Subsequent Learning
Learning of Africa and Nigeria in Y9 prepares students to explore how development varies on local and global scales. Previous topics in Y10 such as Urban Issues and Challenges and Hazards also address how different levels of development can create both problems and opportunities.	This topic allows students to learn about the causes of unequal development and the ways that development can be measured. Alongside this, they will learn how population and economic structures change as a country develops by exploring the DTM and the use of population pyramids. The introduction of this topic ends with investigating methods of reducing the development gap, by encouraging fair trade, using debt relief and growing tourism. We revisit the Nigeria case study and build on the Y9 learning to enhance their understanding of emerging countries and the opportunities and challenges they face in our changing economic world.		The learning is succeeded through investigating our own changing economy in the UK where students can use the skills and knowledge of previous topics to assess and evaluate the impact of changes local to them such as HS, Science parks and environmental change. This is followed by a topic called "The challenge of resource management" . Students will have a thorough understanding of both physical and human geography which allows them to further explore why there is difficulty accessing food, water and energy in the UK.
Lesson Sequencing	Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Our unequal world	Development Indicators Infant Mortality Birth/Death rate GDP/GNI/HDI Literacy rate	"The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About it" by Paul Collier This book delves into the challenges faced by the world's poorest countries and discusses potential solutions, making it suitable for GCSE students interested in development economics.	Engage in Discussions and Talk About Current Events: Discuss news stories related to global economics and development. Relate these stories to the current learning.
Measuring development			
The Demographic Transition Model	The demographic transition model Economically active Dependents	"Development as Freedom" by Amartya Sen This book is an excellent introduction to the concept of development beyond economic growth, focusing on the broader aspects of human well-being and freedom.	Research Projects: Encourage your child to undertake small research projects on topics related to global economics. This can include researching a particular country's economy or a specific economic issue
Changing population structures	Trade Colonialism LIC/NEE/HIC Migration		Educational Trips: Visit museums, economic institutions, or cultural centres that offer exhibits or information on global economics and development.
Causes of uneven development	Transnational Corporations Intermediate technology Aid		Utilise Technology and Interactive Learning: Educational Apps and Games: Introduce apps and online games that teach economic principles in a fun and interactive way. Games that simulate economic scenarios can help children understand complex concepts.
Development - Health and Wealth	Free trade Fair trade Development gap Microfinance		
Development – International Migration			
Reducing the development gap			
Reducing the gap – Aid and Technology			
Reducing the gap – Debt relief and loans			
Example – Tourism in Jamaica			

Crime and Punishment (P1)

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the knowledge you gained in year 10 on the difficulties of policing Whitechapel and the methods the police used in the 1800s.		In this topic you will learn about the different types of crime that exist, and how societal changes led to criminality changing too. You will also learn about how policing methods have developed from being community focused into a professional role.	This topic provides the basis/starting point for a later study on the different punishments used in England throughout the ages.
It also builds upon your foundational knowledge of medieval crimes and policing, which you studied in KS3.		This topic is important for you to develop your historical skills and knowledge because it will introduce you to analysing similarities and differences between time periods.	You will continue to develop your use of explanation skills and the selection of accurate and precise evidence.
Finally, it builds upon the explanation skills you developed throughout year 10.			The topic will also equip you with the skills you need to be successful in Paper 1 of your History GCSE
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Types of crime	Beat	Students will be set retrieval or revision homework every week. Please encourage your child to complete this.	You could watch the following documentaries with your son/daughter:
How has crime changed over time?	Heresy		YouTube:
How did the medieval community police crime?	Justice of the Peace	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.	The History of Crime and Punishment in Britain: c1000- Present
Did the Church help or hinder justice in medieval times?	Parish constable		Conscientious Objectors Crime and Punishment GCSE History Mr Prior
How did policing change in the Early Modern Period?	Poaching	These books are engaging and fascinating reads:	Forest Laws Norman Law. King William. Poaching Crime and Punishment GCSE History Mr Prior
How did policing develop in the 18 th and 19 th centuries	Sanctuary		
What is policing like in modern Britain?	Tithing	These books are engaging and fascinating reads:	
	Treason	Revise Edexcel GCSE (9-1) History Crime and Punishment Revision Guide by Pearson	
	Vagabond		
	Wergild		

Year 11 Creative iMedia Learning Map

Topic Number: Section B

Topic Title: R093: Creative iMedia in the media industry				
Prior Learning This topic builds on prior knowledge from the coursework topics but putting them into exam content and relating them to the real life		Current Learning In this topic you will learn about the media in the industry. Students will be able to look into the house style, content and layout which are linked to the purpose as well as the media codes used to convey meaning.	Subsequent Learning This topic will prepare you for future work in Creative iMedia exam unit.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Workplans	Client	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
Lesson 2	Mind maps	Colour depth		
Lesson 3	Mood boards	Colour mode		
Lesson 4	Scripts	Compatibility		
Lesson 5	Storyboards	Compression		
Lesson 6	Visualisation diagrams	Mastheads		
Lesson 7	Assets	Scalability		
Lesson 8	Wireframes	Transparency Typography White space		

Computer Science



Year 11 Computer Science Learning Map

Topic Number 7			
Prior Learning	Current Learning	Subsequent Learning	
This topic is the start of Paper 2 content: Computational Thinking. Students have already begun programming in lesson but this unit focuses on the theory aspect.	In this topic you will learn about what algorithms are and how to computationally think about a problem. Pupils will break down algorithms and consider how to design them using flowcharts and pseudocode.	This topic will prepare you for future work in Project management, coding, developing projects and applications. It will also develop the skills required for managing projects.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1 Searching and sorting algorithms	Abstraction	You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Wider Reading Opportunities <u>Python Syntax - 101 Computing</u> <u>Trace tables - Designing, creating and refining algorithms - OCR - GCSE Computer Science</u> <u>Revision - OCR - BBC Bitesize</u> Pupils also have links to revision resources on the home page of OneNote.	Support pupils with their extended learning and class recap activities. <u>https://www.lucidchart.com/pages/what-is-a-flowchart-tutorial#:~:text=A%20flowchart%20is%20a%20diagram,essay%20to%20understand%20diagrams.</u> <u>Python Tutorial (w3schools.com)</u>
Week 2 Abstraction and decomposition	Algorithms		
Week 3 Flowcharts	Decomposition		
Week 4 Pseudo code	Flowcharts		
Week 5 Flowcharts and Pseudocode	Inputs		
Week 6 Trace Tables	Outputs		
	Pattern recognition		
	Pseudocode		
	Syntax		
	Trace Tables		

Quadratic equations – FOUNDATION TIER

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior learning from Unit 2 and 4 (Algebra and Equations). Students will use consistent methods in expanding and factorising from these topics.	In this topic you will learn to expand two brackets, factorise and solve a quadratic equation. You will also learn to draw quadratic graphs.	This topic will be interleaved with previous topics such as Area such that students can access AO3 problem solving questions.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lessons will address the following learning objectives in the order most effective for the class' needs: - Expand double brackets - Factorise quadratic expressions - Solve quadratic equations by factorising - Draw quadratic graphs	- Quadratic - Equation - Expression - Solve - Factorise - Expand - Parabola	All students have access to Sparx Maths 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: Sparx- 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		

Circles, cylinders, cones and spheres – FOUNDATION TIER

Circles, cylinders, cones and spheres – FOUNDATION TIER				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
This topic builds on students' prior learning from Y8 Area of circles as well as students' learning in Y9 Unit 2 as students will be applying their skills of substitution in to new formulae.	In this topic you will learn to find the area and circumference of circles and parts of circles. You will also apply with learning to volume and surface area of cylinders. Finally, you will use new formula to find the volume and surface area of cones and spheres.		This topic will be used within AO3 problem solving questions. You will continue to use the skills learnt within this topic in any further studies in Construction or Engineering.	
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: - Names of circle parts - Area of circles and circle parts - Circumference of circles and perimeter of circle parts - Surface area and volume of cylinders - Surface area and volume of cones and spheres	- Radius - Diameter - Circumference - Volume - Tangent - Chord - Arc - Sector - Segment	All students have access to Sparx Maths 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: Sparx- 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	

Higher – Further trigonometry

Higher – Further trigonometry			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students' prior skills using trigonometric ratios in right-angled triangles (SOHCAHTOA) and the Graphs unit.	In this topic you will learn to the Sine and Cosine rule and how to apply these formulae to non-right angled triangles. You will also be introduced to graphs of the three trigonometric functions and learn to use these to answer higher order problems.	Graphs of trigonometric functions are revisited and developed in the Graph Transformations unit as you will learn to transform the functions. Trigonometric graphs are applied in A Level Maths frequently.	
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: • Calculate a missing length or angle using the Sine rule • Calculate a missing length or angle using the Cosine rule • Calculate the area of any triangle using the Sine formulae • Draw, recognise and interpret trigonometric graphs	• Trigonometric • Ratio • Symmetry	All students have access to Sparx Maths 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>Sparx</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 – Cumulative frequency, Box Plots and Histograms

Higher – Cumulative frequency, Box Plots and Histograms			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students' prior skills in plotting graphs. Students will have also be revisiting Histograms from the Statistical diagrams unit in Y9.	In this topic you will learn to draw and interpret cumulative frequency graphs, histograms and box plots.	Histograms are used in A Level Maths. All the statistical diagrams could be used in future careers for presenting and interpreting data.	
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: • Draw and interpret cumulative frequency graphs • Draw and interpret box plots • Draw and interpret histograms • Calculate and interpret quartiles, median and interquartile range	• Cumulative • Histogram • Box plot • Quartile • Median • Range	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides - higher tier	Support your child's progress through: • Sparx- 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 – Further algebra				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior skills in manipulating linear and quadratic expression algebraic expressions and solving equations from multiple units in Y7-9, as well as work from the Graphs unit.	In this topic you will learn how to expand more than two brackets. You will learn to recognise, draw and interpret cubic and reciprocal functions on a graph.	Your skills in sketching graphs will later link to solving quadratic inequalities. Sketching graphs and being able to work with higher order expressions will support your work 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: - Expand three brackets - Sketch quadratic graphs - Draw and interpret cubic graphs - Draw and interpret reciprocal graphs	- Expand - Cubic - Roots - Reciprocal	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides – higher tier	Support your child's progress through: Sparx- 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	

Topic Number: 1: Global Issues

Unit 7: Global Issues				
Prior Learning		Current Learning	Subsequent Learning	
This topic follows on from previous learning about social issues and local area. Students will practise previously learnt vocabulary about helping others and consolidate grammar studied throughout Y10.		In this topic, you will learn about global issues such as the environment, poverty and homelessness. We will look at what we can do to help with these issues as well as the causes of environmental problems.	Students will use the grammar and vocabulary studied this half term throughout future units of work, allowing them to broaden their vocabulary for speaking and writing tasks.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Recycling	El medio ambiente = the environment Combatir = to fight/combat La contaminación atmosférica = air pollution Salvar = to save El calentamiento global = global warming La capa de ozono = ozone layer El efecto invernadero = greenhouse effect Alojarse = to stay Acabar de = to have just Me gustaría = I would like to Fui = I went El clima = the climate	Wider reading opportunities could focus on researching Spanish music, film, geography, history or culture. Spanish newspapers (such as <i>El País</i>) often have articles on this topic to practise reading 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	Helping the environment			
Week 3	Environmental issues			
Week 4	Poverty			
Week 5	Homelessness			
Week 6	Helping the needy			
Week 7	Assessment			
Week 8	Speaking skills			

Music Technology Y11 – HT1.2 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 WAGOLLS and WABOLLS 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 after school session. <u>Focus on Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics

KS4 Learning Map

Topic: Alternative Games

Pathway: Alternative Games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understanding and analysis of performance in some of the more traditional sports		Current Learning: Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practise and perfect techniques and game play whilst fostering a love for sport.	Subsequent Learning: This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: table tennis, dodgeball, badminton, tchoukball, volleyball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction of game and key rules linked to modified games	Analysis Attack Defence 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 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: Pooerna 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			

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	1. Too Many Reasons to Live: Rob Burrow	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects	Skeletal Respiratory	2. Why we kneel how we rise: Michael Holding	
Lesson 3	Opportunity to develop and create own routines or personalise training	Heart rate Anaerobic Aerobic	3. All in: Billie Jean King 4. Stronger: Poorna Bell	
Lesson 4	Opportunity to develop and create own routines or personalise training	Target zones Time under tension	5. My life: Queen of the court: Serena Williams	
Lesson 5	Reflect upon training and ideas for further development		6. Unbelievable: Jessica Ennis	

KS4 Learning Map

Topic: Fitness

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

KS4 Learning Map

Topic: Girls' Games

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

Topic Number: 1

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	Extended Learning	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 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	Assessment	Mental health Coping strategy 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 understanding to engage in meaningful conversation and make informed decisions on different moral and ethical issues. You will develop an understanding on different medical and 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

Theme B: Religion and Life				
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support	
This topic builds on your knowledge base of key religious beliefs and teachings from KS3 and your GCSE course so far and allows you to apply this knowledge to moral issues surrounding medical ethics and the issues of life and death. You will also use key teachings and ideas such as the sanctity of life, which you studied in the Year 9 Medical Ethics topic and on animal rights and the environment which you studied in Year 7, and apply these to issues such as abortion, euthanasia. You will also use knowledge gained from the Year 10 topics Christian and Buddhist beliefs to supplement your understanding of the different views on the afterlife and creation. 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 to the explanation of moral issues and beliefs. You will continue to develop your skill of evaluation through exam style questions and debates.	In this topic you will learn about a variety of religious and non-religious beliefs about issues such as what are the origins of the universe and human and life and consider how these beliefs impact religious belief and teaching surrounding abortion, euthanasia, the treatment of animals and caring for the environment. You will learn about the different social and moral implications of these issues. You will debate controversial issues such as whether humans have a responsibility to care for the natural world and animals. You will discuss the moral and ethical issues associated with humans taking control of the natural course of life and consider the impact of these on issues surrounding the afterlife. These debates will support the development of your evaluative skills.	This topic will develop your understanding of key religious beliefs and teachings such as the sanctity of life, creation and beliefs about the afterlife that you will use in both further Key Stage 4 RE topics and KS5 RE study. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood. Throughout the topic 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 - this is a skill that will continue to be developed throughout your RE studies.	Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society, to issues within medical ethics.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning		
1. Origins of the Universe 2. The Value of the world 3. The use and abuse of animals 4. The origins of human life 5. Abortion 6. Euthanasia 7. Life after death	Abortion Conception Conservation Euthanasia Evolution Hospice Quality of life Sanctity of life The Big Bang Vegetarian	Every 2 weeks you will be set an assignment on GCSE Pod which will consist of revision videos to watch and summarise and questions for you to complete. In addition, if you wish to complete further revision you can download revision activity booklets from Teams. These include retrieval tasks, exam style questions and revision notes to support your learning. A printed copy can also be collected from your teacher. Wider Reading: You can use independent study opportunities to engage with wider reading using the following websites about religious views relating to; Abortion: <u>What is an abortion? - Abortion - GCSE Religious Studies Revision - BBC Bitesize</u> The Environment: <u>Sustainability and unsustainability: some facts - Environment - GCSE Religious Studies Revision - BBC Bitesize</u> Animal Rights: <u>What is meant by animal rights? - Animal rights - GCSE Religious Studies Revision - BBC Bitesize</u> Euthanasia: <u>What is euthanasia? - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize</u>		

Year 11 Learning Map

Topic Number: B6

Ecology																																																															
Prior Learning This topic builds on students’ prior knowledge from Key stage 3. Students will have a basic understanding of food chains and what producers and consumers are. The water cycle (Biology 4.7.2.2) links to Chemistry 4.9.1.2 –The Earth’s early atmosphere. Waste management (Biology 4.7.3.2) links to Chemistry 4.9.3.1 – Atmospheric pollutants from fuels. The role of biotechnology (Biology 4.7.5.4) links to Biology 4.6.2.4 Genetic engineering.	Current Learning In this topic students will learn how organisms are classified based on their evolutionary relationships, are interdependent and show adaptations to their environment. Students will also learn the difference between the abiotic and biotic components of an ecosystem, and how materials are continually cycling through those components. Students will go on to understand how the distribution of organisms can be affected by different conditions as well as how to measure the number of different organisms.	Subsequent Learning This topic will support you with your understanding of photosynthesis and its importance.																																																													
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support																																																												
<table><tr><th>Lesson</th><th>Spec code</th><th>lesson title</th></tr><tr><td>1</td><td>4.6.4.1</td><td>classification of living things</td></tr><tr><td>2</td><td>4.7.1.1</td><td>communities</td></tr><tr><td>3</td><td>4.7.1.2-3</td><td>abiotic and biotic factors</td></tr><tr><td>4</td><td>4.7.1.4</td><td>adaptations</td></tr><tr><td>5</td><td>4.7.2.1</td><td>levels of organisation</td></tr><tr><td>6</td><td>4.7.2.1</td><td>distribution and RP 9</td></tr><tr><td>7</td><td>4.7.2.1</td><td>distribution and RP 9</td></tr><tr><td>8</td><td>4.7.2.2</td><td>how materials are cycled</td></tr><tr><td>9</td><td>4.7.2.4</td><td>impact of environmental change</td></tr><tr><td>10</td><td>4.7.3.1-2</td><td>biodiversity & waste management</td></tr><tr><td>11</td><td>4.7.3.3</td><td>land use</td></tr><tr><td>12</td><td>4.7.3.6</td><td>maintaining biodiversity</td></tr><tr><td>13</td><td>4.7.4.1</td><td>trophic levels</td></tr><tr><td>14</td><td>4.7.4.2</td><td>pyramids of biomass</td></tr><tr><td>15</td><td>4.7.4.3</td><td>transfer of biomass</td></tr><tr><td>16</td><td>4.7.5.1</td><td>factors affecting food security</td></tr><tr><td>17</td><td>4.7.5.2</td><td>farming techniques</td></tr><tr><td>18</td><td>4.7.5.3</td><td>sustainable fisheries</td></tr><tr><td>19</td><td>4.7.5.4</td><td>biotechnology & RP decay</td></tr></table>	Lesson	Spec code	lesson title	1	4.6.4.1	classification of living things	2	4.7.1.1	communities	3	4.7.1.2-3	abiotic and biotic factors	4	4.7.1.4	adaptations	5	4.7.2.1	levels of organisation	6	4.7.2.1	distribution and RP 9	7	4.7.2.1	distribution and RP 9	8	4.7.2.2	how materials are cycled	9	4.7.2.4	impact of environmental change	10	4.7.3.1-2	biodiversity & waste management	11	4.7.3.3	land use	12	4.7.3.6	maintaining biodiversity	13	4.7.4.1	trophic levels	14	4.7.4.2	pyramids of biomass	15	4.7.4.3	transfer of biomass	16	4.7.5.1	factors affecting food security	17	4.7.5.2	farming techniques	18	4.7.5.3	sustainable fisheries	19	4.7.5.4	biotechnology & RP decay	Classification Phylogeny Quadrat Transect Ecosystem Abiotic Biotic Predator Trophic level Food chain Food web Biomass	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 - Women in Science: 50 Fearless - Pioneers Who Changed the World – Rachel Ignatofsky - Peter Godfrey-smith Other Minds: The Octopus and the Evolution of Intelligent Life - Richard Dawkins the blind watchmaker	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	Spec code	lesson title																																																													
1	4.6.4.1	classification of living things																																																													
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18	4.7.5.3	sustainable fisheries																																																													
19	4.7.5.4	biotechnology & RP decay																																																													

Topic Number: C5

		Reactivity		
Prior Learning		Current Learning	Extended learning	Subsequent Learning
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of metals, the reactions undergone by metals, as well as what acids are and the reactions undergone by acids.		In this topic you will learn about: the reactions undergone by metals; the reactivity of metals; how to prepare a soluble salt from an acid and a metal oxide; the pH scale and neutralisation. Students will learn about common organic molecules as well.		This topic will prepare you for inorganic chemistry and biochemistry should you choose to study A level Chemistry
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
1	Metal oxides	Metal	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 - Janice VanCleave's Chemistry for Every Kid : 101 Easy Experiments that Really Work	Support your child's progress through: <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
2	Metals, water and acid	Ion		
3	The reactivity series	Reactivity		
4	Oxidation and reduction in terms of electrons	Acid		
5	Reactivity of acids with metals	Alkali		
6	Neutralisation of Acids and salt production	pH scale		
7	Soluble salts	Strong (acid)		
8	RP8	Weak (acid)		
9	RP8	Neutralisation		
10	The pH Scale and Neutralisation	Salt		
11	Strong and weak acids			
12	Structure and formulae of alkenes			
13	Reactions of alkenes			
14	Alcohols			
15	Carboxylic acids			
16	Addition polymerisation			
17	Condensation polymerisation			
18	Amino acids and DNA			

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	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - SuperSimple Chemistry: The Ultimate Bitesize Study Guide - Science Encyclopedia: Atom Smashing, Food Chemistry, Animals, Space, and More! Support your child's progress through: <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- 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	

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		Tier 3 Vocabulary	Extended learning
Lesson	Spec	Lesson title	Ways in which parents/carers can support
1	4.5.1.1	Scalar and vector quantities	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/zmtttv4 Support your child's progress through: <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
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	

Year 11 Learning Map – HT1 SPORT SCIENCE

Topic: R183: Nutrition and sports performance & R180: Reducing the risk of sports injuries and dealing with common medical conditions					
Prior 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. R180: Students have completed the learning for topic 1 (extrinsic and intrinsic factors), topic 2 (warmups and cool downs) topic 3 (different types and causes of sports injuries) topic 4 (reducing risk, treatment and rehabilitation of sports injuries and medical conditions)		Current Learning – R183: Topic 1 = Nutrients needed for a healthy, balanced nutrition plan. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions	Subsequent Learning – EXAM - R180: Topic Area 5: Causes, symptoms and treatment of medical conditions R183: Coursework - R183: Topic 2 - Nutrition and sports performance Topic 3 - Applying differing dietary requirements to varying types of sporting activity. Topic 4 - Developing a balanced nutrition plan for a selected sporting activity. Topic 5 - How nutritional behaviours can be managed to improve sports performance		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Week 1	R183: -Teaching content for topic 1 assignment. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions	Abrasion Achilles Acute injuries Anterior Cruciate Ligament (ACL) Chronic injuries Concussion Contusions Epicondylitis Fractures Lacerations Patellar Rotator cuff Sprains Strains Tendonitis	R180: Reducing the risk of sports injuries and dealing with common medical conditions <u>Types of sports injuries and treatments - Health and safety in sport - Edexcel - GCSE Physical Education Revision - Edexcel - BBC Bitesize</u> <u>Health and safety in sport - OCR test questions - OCR - GCSE Physical Education Revision - BBC Bitesize</u> R183: Nutrition and sports performance <u>What is a balanced diet? - BBC Bitesize</u>	Support coursework deadlines and ensuring there are opportunities to complete coursework at home/after school. Internal deadlines help us to support our students to complete the work to the best of their ability. All work is online via TEAMS.	
Week 2	R183: - Teaching content for topic 1 assignment. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions				
Week 3	R183: - Teaching content for topic 1 assignment. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions				
Week 4	R183: – Complete CWK for topic 1 R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions				
Week 5	R183: – Complete CWK for topic 1 R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions				
Week 6	R183: – Complete CWK for topic 1 R180: - Exam preparation – End of topic exam				

WJEC Hospitality and Catering



KS4 Learning Map

Term: Half Term 1

Year 11- Hospitality & Catering																				
Unit 1	Unit 2			Unit 2																
Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. 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 Pupils will be learning about the content for unit 1 in preparation for their written exam. Lesson Sequencing <table><tr><td>Lesson 1</td><td>Welcome back: course info</td></tr><tr><td>Lesson 2</td><td>Unit 1 – AC 2.1a kitchen operations</td></tr><tr><td>Lesson 3</td><td>Unit 1 – AC 2.1b documentation and records</td></tr><tr><td>Lesson 4</td><td>Unit 1 – AC 2.1c dress code</td></tr><tr><td>Lesson 5</td><td>Unit 1 – AC 2.1d technology</td></tr><tr><td>Lesson 6</td><td>Unit 1 – AC 2.2 front of house operations</td></tr><tr><td>Lesson 7</td><td>Unit 1 – AC 2.3 requirements of customers</td></tr><tr><td>Lesson 8-</td><td>Unit 1 – AC 3.1 personal safety</td></tr></table>	Lesson 1	Welcome back: course info	Lesson 2	Unit 1 – AC 2.1a kitchen operations	Lesson 3	Unit 1 – AC 2.1b documentation and records	Lesson 4	Unit 1 – AC 2.1c dress code	Lesson 5	Unit 1 – AC 2.1d technology	Lesson 6	Unit 1 – AC 2.2 front of house operations	Lesson 7	Unit 1 – AC 2.3 requirements of customers	Lesson 8-	Unit 1 – AC 3.1 personal safety	Current Learning Students have completed unit 2 unless they need to re-sit this module in spring 2024.			
Lesson 1	Welcome back: course info																			
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Lesson 8-	Unit 1 – AC 3.1 personal safety																			
		Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support																
		Unit 1 VAT Hospitality Establishment Commercial Non-commercial Residential Non-residential FIFO EHO Risk assessment	<u>WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide : Tull, Anita: Amazon.co.uk: Books</u> <u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books</u>																	