



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 5



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS3 Learning Maps – Half Term 5

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

Deputy Headteacher

Year 8 Learning Map

ART

HT 5

Wayne Thiebaud themed			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on students existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.</p>	<p>In this topic you will continue to learn the themes of Wayne Thiebaud's work, how to limit a colour palette, observed drawing related to the theme and abstraction techniques. You will learn 3D construction methods and apply resilience to an extended piece of work. You will learn how to abstract observed drawings.</p>	<p>This topic will prepare you for learning how to simplify drawings and painting, how to be selective in the use of colour and develop your ability in collating learning to create a personal final piece.</p>	<p>Visit Leeds/Doncaster Art Gallery and identify works created using similar methods or themes within the work.</p>
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Clay making and Painting, applying a colour palette and techniques similar to the artist.</p> <p>Clay making and Painting, applying a colour palette and techniques similar to the artist.</p> <p>Observed drawing of confectionary</p> <p>Observed drawing of confectionary</p> <p>Abstracting techniques</p>	<p>Abstract</p> <p>Collage</p> <p>Construct</p> <p>Clay</p> <p>Exaggerate</p> <p>Observational</p> <p>Palette</p>	<p>Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.</p> <p>Visit: https://www.acquavellagalleries.com/artists/wayne-thiebaud</p>	<p>Visit Leeds/Doncaster Art Gallery and identify works created using similar methods or themes within the work.</p>

Drama

HT5

Year 8 Learning Map



RIDGEWOOD
SCHOOL

Surrealism	
Prior Learning	Current Learning
<p>Prior Learning This topic builds previous knowledge of performance styles (key features of pantomime in performance, application of pantomime key features to a pantomime of your choice) and introduces you to the key features of a new performance style. You will build on previous characterisation skills such as facial expressions, body language, vocal skills, posture, and reactions from Y7 and Y8 to explore, develop and apply these skills to a range of characters in different practical tasks.</p>	<p>Current Learning In this topic you will learn about the key features of 'Surrealism'. You will explore some non-naturalistic performance techniques and apply these to a range of characters from Alice in Wonderland. This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience.</p>
Subsequent Learning	Extended Learning
<p>Subsequent Learning This topic will prepare you for further performance style exploration throughout the key stage, particularly in Y9 where we explore Physical Theatre and the work of John Godber. It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts. You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.</p>	<p>Extended Learning You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of the history of theatre:</p> <ul style="list-style-type: none"> National Theatre – All About Theatre Alice in Wonderland – Lewis Carroll The Theatre of Steven Berkoff – Autobiography – Steven Berkoff The Complete Nonsense of Edward Lear (Faber Children's Classic) by Edward Lear
Lesson Sequencing	Tier 3 Vocabulary
<p>Lesson 1: Introduction to Surrealism – Slow Motion/Physical Theatre/Exaggeration</p> <p>Lesson 2: Total Theatre – Physicality, Dialogue and Mime – The Queen of Hearts</p> <p>Lesson 3: Mirroring – Tweedle Dum and Tweedle Dee</p> <p>Lesson 4: Personification – Flamingos Dance</p> <p>Lesson 5: Essence Machine – A Very Unmerry Birthday to You! /Mad Hatter Tea Party</p> <p>Lesson 6: Montage – Application of non-naturalistic techniques in performance</p>	<p>Tier 3 Vocabulary Surrealism Slow Motion Physical Theatre Mirroring Personification Montage Total Theatre Berkoff Exaggeration Essence Machine</p>
Ways in which parents/carers can support	Ways in which parents/carers can support
<p>Explore our Digital Theatre+ package. www.digitaltheatreplus.com Login: username: student.ridgewood password: familiar@9781 All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following production: Metamorphosis Interview with George Dillion on Steven Berkoff It would also be You may also want to see some local live theatre at CAST https://castindoncaster.com/</p>	<p>Explore our Digital Theatre+ package. www.digitaltheatreplus.com Login: username: student.ridgewood password: familiar@9781 All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following production: Metamorphosis Interview with George Dillion on Steven Berkoff It would also be You may also want to see some local live theatre at CAST https://castindoncaster.com/</p>

War Writing		
<p>Prior Learning For the fifth topic, Y8 students will build on comprehension skills generated throughout Y6, Y7 and in the earlier topics of this year. They will be continuing to develop individual skills such as identifying information from a text and be able to comment on how this information informs the reader throughout an extract. Students will also develop their ability to evaluate a given statement and increase their confidence in planning and writing non-fiction texts.</p>	<p>Current Learning In this topic they will learn about how to effectively analyse a non-fiction extract from a range of war texts spanning from modern wars in Ukraine to 19th/20th century wars. During the study of this topic, students will: apply specific terminology to their answers, carefully select pieces of evidence to inform their responses, explicitly comment on the meaning created by writers in their writing and evaluate their own opinions of characters and plot events within an extract. Later in the topic students will also learn how to compare two non-fiction texts.</p>	<p>Subsequent Learning This topic will prepare them for further opportunities to analyse fiction and non-fiction throughout the rest of KS3 linking specifically to the War Poetry topic in Y9. This topic will give students excellent contextual knowledge into the background of modern and previous wars, allowing them to understand the poetry written during and after these wars. It will also equip students with knowledge relatable to their study of An Inspector Calls as they will have the knowledge of <i>why</i> authors choose certain language features, punctuation, and words to create effect having and the ability to select relevant information to prove this.</p>
<p>Lesson Sequencing</p> <p>Week 1: War speeches</p> <p>Week 2: War letters</p> <p>Week 3: Newspaper articles</p> <p>Week 4: Propaganda</p> <p>Week 5: Article writing</p> <p>Week 6: Diary entries</p>	<p>Tier 3 Vocabulary</p> <p>Analysis Conflict Effect Futility Military Power Track Writer's intentions</p>	<p>Extended Learning</p> <p>Students must complete 20 minutes of learning on Bedrock each week using the 'vocabulary' and 'grammar' sections.</p> <p><u>Bedrock Learning</u></p>
		<p>Parental/carer support:</p> <p>Watch the news and discuss current events. Read and research the following poems: War Photographer – Carol Ann Duffy Remains – Simon Armitage Exposure – Wilfred Owen Bayonet Charge – Ted Hughes Kamikaze – Beatrice Garland Charge of the Light Brigade – Alfred Lord Tennyson Poppies – Jane Weir</p> <p>Related films: War Horse Dunkirk Pearl Harbour</p>

HT5

Exhausted Resources	
<p>Prior Learning In KS2 students explore interrelations between the environment and people, exhausted resources are a way to develop their understanding of this. Using maps is encouraged at KS2 and this topic allows students to continue engaging with maps and infographics to enhance their learning. Their knowledge of global geography, continents and countries is also challenged in this topic.</p>	<p>Current Learning Exhausted resources is a new topic that address issues with resources on global scales, Y8 learning is about making choices and what better way to help students make choices than teaching them about how we use the natural materials beneath our feet. Not only does this topic question our understanding of resource supply and demand but it also has focus on the impacts of pushing our resources to the limit. From, water insecurity, food production, fossil fuels and overfishing students are exposed to the fragility of global supply chains and damaging extraction processes that happen around us and this will help students make their own choices to lead their own sustainable lives.</p>
<p>Subsequent Learning Understanding processes on global scales especially extraction and manufacturing harmonise with the globalisation and urbanisation topics in Y9 where students have the opportunity to learn about supply chains and resources management in detail. Global issues in Y9 allows students to link their knowledge of resources issues to themes addressed in this topic such as fast fashion and sustainable housing. When students learn about Conservation in HT3 there are many links to resources, transport and industry and they can affect the environment.</p>	<p>Ways in which parents/carers can support Talking with children about resource consumption, recycling and waste. Help keep up to date with news on supply chains and current affairs trade and global distribution of resources.</p>
<p>Lesson Sequencing</p> <p>Lesson 1 Where are our resources?</p> <p>Lesson 2 Supply and Demand</p> <p>Lesson 3 Behind Closed Doors</p> <p>Lesson 4 Not so fantastic plastic</p> <p>Lesson 5 Water insecurity</p> <p>Lesson 6 Fossil Fuels and deforestation</p> <p>Lesson 7 Mineral Extraction</p> <p>Lesson 8 Overfishing</p> <p>Lesson 9 Making Changes</p>	<p>Extended Learning <u>WWF conserves our planet, habitats, & species like the Panda & Tiger WWF</u> Information on Biodiversity loss from deforestation and use of land. <u>Sustainable food resources - KS3 Geography - BBC Bitesize - BBC Bitesize</u> Understanding food resources and impact on the environment.</p>
<p>Tier 3 Vocabulary</p> <ul style="list-style-type: none"> • Deforestation • Distribution • Extraction • Fossil Fuels • Microplastics • Overfishing • Resources • Supply Chains • Sustainability 	

HISTORY

Year 8 Learning Map

HT5

Nazi Germany			
Prior Learning	Current Learning	Extended Learning	Subsequent Learning
<p>This topic builds on the content you learned when you studied World War One, 1914-1918, and the Weimar Republic, 1919-1933.</p> <p>It also builds upon your chronological understanding of European History.</p> <p>Finally, it continues to develop the writing and source skills you have been learning throughout your time in Key Stage 3.</p>	<p>In this topic you will learn about the social, political, and economic conditions within Nazi Germany. You will learn how Hitler came to power and consolidated his position.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master writing extended essays and making evaluations.</p>	<p>Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content.</p> <p>These are engaging pieces of fiction:</p> <p>Boy in the Striped Pyjamas by John Boyne When Hitler Stole Pink Rabbit by Judith Kerr</p>	<p>This topic will prepare you for a future topic on the Holocaust, as it addresses the period leading up to this horrific event.</p> <p>It will also equip you with the skills to be successful in your exams in Key Stage 4 as you will develop your extended writing and analytical skills.</p> <p>Finally, one part of the Key Stage 5 course looks at Hitler's control of Germany, so this topic will prepare you for that.</p>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<ol style="list-style-type: none"> How did Hitler keep control of Germany using terror? How were young people educated under the Nazi Government? How did the Nazi's indoctrinate young people? How did the lives of women change under the Nazis? Did the Nazis improve the lives of the workers? Were the Nazis ever really under threat? How did Hitler start WW2? 	<p>Chancellor Decree Domesticity Nationalise Propaganda Putsch Totalitarianism Trade Unions Volk</p>	<p>Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content.</p> <p>These are engaging pieces of fiction:</p> <p>Boy in the Striped Pyjamas by John Boyne When Hitler Stole Pink Rabbit by Judith Kerr</p>	<p>You could watch the following documentary with your son/daughter:</p> <p>YouTube – Hitler: The Rise of Evil</p> <p>BBC – Rise of the Nazis</p> <p>You could read, watch, and discuss the Weimar Republic overview.</p>

Year 8 Learning Map

HT5

Probability 1			
Prior Learning This topic builds on some of your work with fractions, decimals and percentages from Number 3 in Y7 as you will use these to express probabilities.	Current Learning In this unit you will learn all about probability in theory and real life. The intention of this unit is to give you an overview of probability and be able to understand the concept in context.	Subsequent Learning You will revisit these skills in the KS4 Probability unit and develop further skills including using probability tree diagrams.	
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> ● Expressing a probability ● Probability on a number line ● Sample space diagrams ● Experimental frequency ● Theoretical probability ● Using Venn diagrams to express probability 	Tier 3 Vocabulary Likely Unlikely Certain Impossible Union Intersection	Extended Learning All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Murderous Maths- Do You Feel Lucky? by Kjartan Poskitt (available in the school library) Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Ways in which parents/carers can support Support your child's progress through: <ul style="list-style-type: none"> ● <u>MathsWatch</u>- to complete homework and access further revision. ● <u>Corbett Maths</u> - for extra support videos and work on the topics stated.

MATHS

Year 8 Learning Map

HT5

Algebra Part 3			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>Prior Learning This topic builds on your prior learnt algebraic skills built in Y7 and Y8 where you learnt to substitute into expressions and formula.</p>	<p>Current Learning In this unit you will learn about inequalities, expressing these and solving them. In the second part of the unit you will learn about sequences, connecting these to algebra.</p>	<p>Subsequent Learning This topic will be revisited and developed to higher level inequalities and sequences in KS4.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> • Represent inequalities on a number line • Solve inequality equations • Find the next term(s) of a sequence • Generate a sequence from the nth term • Find the nth term of a sequence 	<p>Inequality Substitute Term Nth term</p>	<p>All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> • The Code Book by Simon Singh • Mathematics: The New Golden Age by Keith Devlin <p>Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbbooks.co.uk/sec/ondary-books/ks3/maths</p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated.

MUSIC



RIDGEWOOD
SCHOOL

HT5

Year 8 Learning Map

		Musical Futures		
		Current Learning	Wider Reading Opportunities	Subsequent Learning
Prior Learning This topic builds on your understanding of reading various types of music notation, such as staff, tab, and notation for drum kit. This topic also builds on your understanding and awareness of the development of music from traditional styles to present day.		In this topic, you will learn to play the instruments of a typical pop band (electric guitar, bass guitar, drums, vocals and keyboard), while developing your understanding of common elements of music in the Popular Music genre. By the end of the unit, you will be able to perform a pop song with your band to an audience.		
Lesson Sequencing		Tier 3 Vocabulary		
Lesson 1	To develop an understanding of popular instruments, Guitar and Bass.	Chords Chord Progression Melody Harmony Drum Fill Vocal Timbre Style Intro/Outro Verse Chorus	You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account. Alternative reading opportunities: BBC Bitesize - Popular Music Styles	This topic will develop skills both in performance and through composing as you begin to understand the inner workings of a pop song. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. This topic will enhance your understanding of the area of study 'Popular Music' which includes styles such as Rock, 90s Pop, and Gaming Music as GCSE terminology are discussed. This will support your wider listening at later key stages.
Lesson 2	To develop an understanding of popular instruments, Vocals, Keyboard and Drums.			
Lesson 3-4	To deepen your understanding of popular instruments and understand what makes an effective band and rehearsal time			
Lesson 5	To perform to a peer group and complete a peer assessment.			
Lesson 6	Further practice to imbed feedback			
		Ways in which parents/carers can support Listen to different pieces of Popular Music on Youtube or Spotify and try to identify the instruments in the piece. E.g. Which part is the verse/chorus? Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.		

Year 8 Learning Map

Topic: Athletics

Prior Learning		Current Learning	Subsequent Learning
<p>In Y7, you learned the basic skills/techniques needed to compete in each event. You should be able to identify different areas and lines on a 400m track. You will have some experience of running, throwing and jumping events.</p>		<p>In this topic you will continue to develop the skills/techniques needed to compete in each of the track and field disciplines. Throughout the topic you will practice the correct techniques for throwing events (javelin, discus, shot put), jumping events (long jump, triple jump) and track events (sprinting and long distance running).</p>	<p>In Y9, you will continue to develop the skills learned in Y7&8 to allow you to become a better/more effective athlete. You will continue to develop:</p> <ul style="list-style-type: none"> • Running (Sprinting and Long Distance) • Throwing (Javelin, discus, shot put) • Jumping (Long jump, triple jump). <p>More confident students will start to look at providing feedback to other students to try to help them improve their technique.</p>
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Sprinting (Running Style, Sprint Starts, 100m/200m.)	Running Style	<ul style="list-style-type: none"> • World Athletics Home Page World Athletics • Athletics - BBC Sport • British Athletics • Athletics - News, Athletes, Highlights & More (olympics.com) • The History Of Track And Field - FloTrack <p>If possible, give students as many opportunities to get involved in running/jumping/throwing activities.</p> <p>Students can develop their running by doing this outside school in their own time.</p> <p>If they would like to practise a specific track and field discipline, students can join a local athletics club.</p> <p>Find An Athletics Or Running Club England Athletics</p>
Week 2	Jumps (L. Jump/T. Jump)	Baton Decathlon False Start Heptathlon Lane Staggered Start Drive Take off Grip	
Week 3 & 4	Throwing events (Discus/Javelin/Shot Put)		
Week 5	Distance Running		
Week 6	Relay		
Week 7	Fun Track		

Year 8 Learning Map

Topic: Striking and Fielding

		Striking and Fielding		
Prior Learning		Current Learning	Subsequent Learning	
<p>The topic builds on the basic rules of striking and fielding games and how to play the games successfully, skills of throwing and catching and game play, to improve your performance will have been worked on. In addition, you will have developed your teamwork, communication and leadership skills.</p>		<p>In this topic you will understand the rules and different techniques of bowling, the rules and different techniques of batting. You will develop batting and bowling techniques with control and the application of rules in a conditioned competitive game whilst developing formations in a conditioned competitive game.</p>	<p>All skills learnt in the Striking and Fielding unit are transferable across the different games activities. You will also revisit individual games again in year 9 where you will learn more about game play and specific techniques and have more opportunities to develop the skills learnt in year 7 and 8.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Pre-assessment and ball familiarisation	Attacking	Cricket rules: https://www.cricket-rules.com	Practise throwing and catching games at home using a tennis ball (or any similar sized ball).
Week 2	Understand the rules and techniques of bowling	Backstop Bases Bowling	Cricket skills: https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/	Go to watch friends/family or local clubs play.
Week 3	Understand the rules and techniques of batting	Defending Fielders	Rules of rounders: https://www.roundersengland.co.uk/play/rounders-rules/	Encourage your child to join the school team or see if you can play some mini games in the garden or at the park.
Week 4	Fielding Roles	Formations Rounders Wickets	Rounders skills: https://www.sportplan.net/s/Rounders/skills.jsp	
Week 5	Tactics and strategies demonstrated through games play		Softball rules: https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20Softball&text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible.	
Week 6	Tactics and strategies demonstrated through games play			
Week 7	Competition			

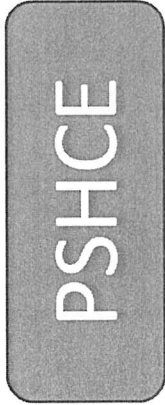
Year 8 Learning Map

Topic: Pickleball

Prior Learning	Current Learning	Subsequent learning
Students should have a basic understanding of pickleball grips, ready position, and the ability to sustain a short dink or groundstroke rally.	Students will develop their knowledge and understanding of skills like the "drop hit" and "punch volley". There will be a focus on how to outwit opponents by aiming for feet and using the diagonal crosscourt serve effectively.	Students will revisit pickleball in Year 9, where they will focus on advanced analysis of strengths and weaknesses and high-level tactical refinement.
Lesson sequencing	Wider Reading Opportunities	Ways in which parents/carers can support:
Week 1	Follow through Forehand/Backhand	If possible, give students as many opportunities to get involved in net wall games as possible.
Week 2	Grip Kitchen/NVZ	Students can develop their coordination by playing pickleball, paddle, tennis outside of school.
Week 3	Momentum Pendulum	If they would like to practise a specific track and field discipline, students can join a local club.
Week 4	Ready Position Service Box	
Week 5	Sideout Soft/Drop Two-Bounce Rule	
Week 6		
Week 7	Game play and assessment.	

Extended learning

How to get started playing Pickleball | LTA
Pickleball in Britain | Rules, courts & how to play | LTA



Year 8 Learning Map

Topic Number: 3

		Relationships		
		Prior Learning	Current Learning	Subsequent Learning
		<p>This topic builds on; Work that you have looked at in year 7 and in the safeguarding lessons. You will build on prior knowledge on what constitutes healthy relationships and how to ensure you and those you have relationships with behave in a safe and mature manner.</p>	<p>In this topic you will learn; Important information about why having relationships is important in your life and how you can ensure the relationships are happy and healthy. You will develop the skills and knowledge to be able to identify behaviour that is unhealthy and may put you at risk and will be equipped with the knowledge of how to deal with any issues. You will develop your understanding of the law and what is in place in the law to ensure you remain safe. This topic is important to help you to develop a foundation of how to ensure you have a happy and healthy lifestyle from now into adulthood.</p>	<p>This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. It will continue to build on your knowledge and allow you to be ready for subsequent learning on relationships and how you can spot the dangers of unhealthy relationships. It will enable you to begin to develop your knowledge of different types of relationships and the role of marriage and why some people feel this is right for them. You will develop the skills to reflect and understand other people's opinions and situations which contribute to your ability to make informed opinions.</p>
		Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lesson 1	Marriage and relationships	Homophobic	<p>You can use independent study opportunities to look at information produced by NSPCC and Barnardos on these sensitive topics. <u>Sexuality and sexual orientation</u> <u>NSPCC</u> <u>Sexting and sending nudes</u> <u>NSPCC</u> <u>Why Emmerdale's Jacob thinks he's in love with his abuser</u> <u>Barnardo's</u></p>	<p>To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate to this.</p>
Lesson 2	LGBTQAI+ and homophobia	Marriage		
Lesson 3	RLR consent	Consent		
Lesson 4	RLR grooming and CSE	Sexting		
Lesson 5	RLR- keeping safe	Grooming		
Lesson 6	RLR – Porn and Sexting	Child Sexual Exploitation		
Lesson 7	Sexting and the law	Civil partnership		
Lesson 8	Relationship Judge	Cohabitation Discrimination		

Year 8 Learning Map

HT5		Social Justice	
<p>Prior Learning This topic builds on your knowledge base from primary school, where you may have already learnt about issues of social justice and fairness: building on key terms such as discrimination and equality. You will be able to build on your own view of these matters, and compare your views to the views of others, both religious and non-religious.</p> <p>Throughout this topic you will 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 moral issues and beliefs.</p>	<p>Current Learning In this topic you will be introduced to matters of social justice in the UK, such as poverty, charity and racism. We think it is vital that you develop an understanding of the importance of equality, considering cases where equality may not be present and why it should be. We will then link these matters to real-life examples to illustrate this importance. As well as exploring how non-religious and religious people may respond.</p> <p>As a result, you will work on your skills of evaluation and debate by discussing these matters – exploring whether or not all people should work for equality, whether all people should give to charity, and whether all religions uphold ideas of equality or not.</p>	<p>Subsequent Learning The matters of social justice and equality that we explore in this topic, and the religious attitudes towards them, can be applied to many other moral issues throughout RE in Key Stage 3, such as Crime and Punishment and War and Peace. It will also support you to further develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood.</p> <p>In addition, this topic will help you to prepare for GCSE RE Key Stage 4 as these matters of social justice, equality and fairness are embedded in the philosophical and ethical themes that we study. You will continue to develop your ability to analyse and explain how key religious quotations and texts can link to matters of social justice.</p>	<p>Ways in which parents/carers can support Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society.</p> <p>You could also spend some time researching charities such as Amnesty International (AI), who work to bring about justice and fairness to people all over the world, by trying to uphold human rights for all people at all times.</p>
<p>Lesson Sequencing</p> <ol style="list-style-type: none"> 1. Social Injustice: Introduction 2. Prejudice and Discrimination 3. Malala 4. Religious responses to racism 5. Martin Luther King 6. Introduction to Poverty 7. Poverty and religion 8. Charities 9. Religious attitudes to wealth 	<p>Tier 3 Vocabulary</p> <p>Activism Discrimination Diversity Equality Homophobia Justice Oppression Prejudice Racism Stereotype Zakat</p>	<p>Extended Learning You can use independent study opportunities to engage with the following websites about religious views relating to social justice.</p> <p><u>The role of government in Human Rights – Social Justice – BBC Bitesize</u></p> <p><u>What is equality and social justice? – Social Justice – BBC Bitesize</u></p>	

Year 8 Learning Map

Topic Number: C1

		C1- Periodic table and elements		
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the C1 scheme of learning in Year 7 where students have learned about the particle model and used this to identify, solids, liquids and gasses, and elements mixtures and compounds.		In this topic you will learn how the periodic table contains all of the known elements. You will learn why they are arranged based on their chemical properties. You will also be able to write chemical formula for common compounds.	This topic will prepare you for GCSE Chemistry where in C1 you will learn about the periodic table, the electronic structure of elements, and link this to the arrangement of the periodic table and their chemical properties.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Atoms, Elements, Compounds	Periodic table	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.
Lesson 2	Chemical Formulae	Physical properties		
Lesson 3	Balancing Equations	Chemical properties	Wider reading: "Atomic Universe: The Quest to Discover Radioactivity" by Kate Boehm Jerome	KS3 Revision Guides and Workbooks are available on parent pay.
Lesson 4	Periodic Table	Groups		
Lesson 5	Patterns in Properties - Group 1	Periods		
Lesson 6	Patterns in Properties - Group 7	Elements		
Lesson 7	Patterns in Properties - Group 0	Atom	"The Elements: A Visual Exploration of Every Known Atom in the Universe" by Theodore Gray	Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.
Lesson 8	Sorting elements using chemical data	Molecules		
		Compound		
		Chemical formula		
		Polymer		

Year 8 Learning Map

Topic Number: C2

		C2- Chemical energy and types of reaction				
Prior Learning		Current Learning	Extended Learning		Subsequent Learning	
This topic builds on C2 from the Year 8 scheme of learning where you learned about metals and non-metals and their properties. You also learned about reactions of metals, alkalis and acids.		In this topic you will learn how chemical reactions happen energy changes take place causing reactions to heat up or cool down. You will also learn about different types of reactions such as thermal decomposition reactions.	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.		This topic will prepare you for GCSE Chemistry, where in C1 you will learn about factors which effect the rate of chemical reactions. You will also learn about metallic bonding in C3, and reactivity series in C5.	
Lesson Sequencing		Tier 3 Vocabulary	Wider reading:		Ways in which parents/carers can support	
Lesson 1	Chemical vs Physical Reactions	Catalysts Exothermic reaction Endothermic reaction Chemical bond pH Indicators Base Concentration	"Chemistry: Getting a Big Reaction" by Dan Green "The Book of Ingeniously Daring Chemistry" by Sean Connolly Why Chemical Reactions Happen Paperback by James Keeler		Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.	
Lesson 2	Energy Changes - Endo and Exo					
Lesson 3	Energy Level Diagrams					
Lesson 4	Combustion					
Lesson 5	Thermal Decomposition					
Lesson 6	Practical - Investigate changes in mass					
Lesson 7	Investigate if reactions are endothermic or exothermic					

Spanish



Year 8 Learning Map

Topic Number: 4

		La Vida Techno: Technology in life		
Prior Learning		Current Learning	Extended learning	Subsequent Learning
<p>This is a continuation to last half term's work. We will use previously learnt vocabulary linked to opinions, reasons and comparisons but in the context of describing how you use technology. In terms of grammar, this unit of work will also introduce students to using the preterite (past) tense.</p>		<p>In this topic you will continue learning to write and talk about films and technology in Spanish. You will be able to say how you use the internet, what films you like and why, and explain the advantages and disadvantages of technology. You will also develop a deeper understanding of when to use the present tense and how it is formed.</p>	<p>Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class.</p> <p>Additional learning could focus on vocabulary related to the topic. The following list contains vocabulary linked to the topic. https://quizlet.com/ie/154883572/la-vida-tecno-flash-cards/?i=ybbrx&x=1jqt</p>	<p>This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. After this unit of work, we build on our knowledge of this topic area by focussing on the key areas of learning from the year so far.</p>
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support	
Week 1	Online activities	Las películas – films Una comedia – a comedy Un dibujo animado – a cartoon Una película de acción – an action film	<ul style="list-style-type: none"> • Ziply Zape <p>If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'</p>	
Week 2	How you used technology last week	La tecnología – technology Lo bueno – the good thing Lo malo – the bad thing Fui – I went/I was		
Week 3	Types of film	Fue – it was Se trató de – it was about Me gustó – I liked Odié – I hated		
Week 4	Describing a film			
Week 5	Advantages and disadvantages of media			
Week 6	Revision week			

Technology

Year 8 Learning Map

		Own Branding 4				
Prior Learning		Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support	
<p>This topic builds on students' understanding of branding, marketing and product development. Students will learn to develop their colour knowledge, drawing and use of materials and techniques.</p>		<p>In this topic you will learn to apply your own branding to food trucks for your street food company. You will explore how to apply your brand using digital and traditional methods.</p>	<p>Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products.</p>	<p>This topic will prepare you for developing your brand across a number of outcomes.</p>	<p>Discuss ideas and class work. Collect examples of logo and packaging designs that students might find inspiration to work from. Discuss how this work might influence your own work.</p>	
Week Sequencing		Tier 3 Vocabulary				
Week 1	Food truck uses and considerations	Branding Cohesive Consumerism Colour Culture Design Icon Loyalty Marketing Recognition Typography				
Week 2	Food truck 'skins' designs					
Week 3	Food truck 'skins' designs					
Week 4	Google sketch-up food truck visualisations					
Week 5	Google sketch-up food truck visualisations					
Week 6	3d food truck making					
Week 7	3d food truck making					