



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y10

HALF TERM 1



RIDGEWOOD
SCHOOL

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Y10 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 key vocabulary lists to help 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.

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,

Nicola Watson

Deputy Headteacher

ART



Year 10 Learning Map

Topic Number: HT1

Prior Learning		Current Learning	Subsequent Learning
This start to the GCSE course will reaffirm some of the learning covered in KS3 and introduce you to new methods to secure evidence to fulfil the assessment objectives of the exam board.		In this topic you will learn the formal elements of art and design and how these can be applied to researching and understanding the work of others. You will respond to looking at artists through experimentation with materials and processes and create an outcome inspired by your learning.	This topic will prepare you for the structure of how GCSE Art is taught, and the expectations of the type of work and quality of work required from it. You will increasingly have more freedom in the way you explore work through your responses and subthemes.
Week Sequencing		Tier 3 Vocabulary	Extended Learning
Week 1	Observed drawing	Abstract	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. www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors https://www.saatchiart.com/account/artworks/1738386 https://www.saltsmill.org.uk/ https://qualifications.pearson.com/en/qualifications/edexcel-gcse/art-and-design-2016/exemplar-library.html
Week 2	Observed drawing	Colour	
Week 3	Investigate the theme of Sea life	Composition	
Week 4	Formal elements of art	Distort	
Week 5	Artist investigation applying formal elements	Exaggerate	
Week 6	Technique experiments	Experiment technique	
Week 7	Technique experiments	Investigate	
Week 8	Technique experiments	Line	
		Material	
		Observe/observation	
		Realistic	
		Research	
		Respond	
		Shape	
		Surrealistic	
		Texture	
		Tone	
		Ways in which parents/carers can support Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.	

Topic Number: R067 (TA2) Market research and R068 (TA1) Market Research.

Topic Title: R068 Task 1 – Market Research				
Prior Learning This topic builds on prior knowledge and understanding of how a business will run and the skills of an entrepreneur from year 8.	Current Learning In this topic you will analyse the exam brief set by OCR. This will set the foundations of the business that you will complete your R068 project for over year 10. In this half term, you will complete task 1, this is based upon market research and analysing the results.	Subsequent Learning This topic will then lead into R068 task 2, this is based on identifying a customer profile for the business.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1 Analysing the exam brief.	Risks Rewards Needs Wants Product development Goods Service Market Sampling Primary research Secondary research Quantitative Qualitative Market segmentation	<u>The purpose of market research - Market research - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u> <u>Cambridge National in Enterprise and Marketing Unit Recording Sheet R068 (ocr.org.uk)</u> To support students, a weekly catchup session will run on Thursday between 3-4pm.	<u>Cambridge Nationals - Enterprise and Marketing Level 1/Level 2 – J837 - OCR</u> <u>OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing specification</u> <u>Cambridge National in Enterprise and Marketing Unit Recording Sheet R068 (ocr.org.uk)</u>	
Lesson 2 Understanding market research.				
Lesson 3 Reviewing different sampling methods.				
Lesson 4 Primary vs secondary research.				
Lesson 5 Gathering research.				
Lesson 6 Presenting research using graphical tools.				
Lesson 7 Analysing the research to identify conclusions.				
Lesson 8 DIRT improvements on task 1.				

Topic Number: 1.1 Systems Architecture

Prior Learning		Current Learning	Subsequent Learning
This topic builds on prior knowledge from KS3 ICT. This includes processors, what they are and how they link to Computer Science.		In this topic you will learn about what a processor is and how it works. You will consider how computers carry out instructions and how embedded systems work. Alongside this you will begin to develop the fundamentals of programming using python programming language.	This topic will prepare you for subsequent topics in computer science including hardware and software and data representation.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Lesson 1	Computer Systems	Architecture	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. Extended reading https://www.bbc.co.uk/bitesize/guides/zbfny4j/revision/1 https://www.learnitwithdavo.co.uk/11---systems-architecture.html https://www.youtube.com/watch?v=a81usvLGkOA&ab_channe=WayneHamilton
Lesson 2	Purpose of the CPU	Cache	
Lesson 3	The CPU Architecture	Clock Speed	
Lesson 4	Performance of the CPU	CPU	
Lesson 5	Embedded Systems	Dedicated	
Lesson 6	Revision / End of topic test	Embedded	
		GHz	
		Input	
		Output	
		Performance	
		Performance	
		Processor	
		Registers	
		Systems	
		Systems	
			Ways in which parents/carers can support https://www.makeuseof.com/tag/cpu-technology-explained/

Dance

Year 10 Learning Map

Topic Number: Autumn Term 1

Component 1: Exploring The Performing Arts PSA1 – The Mad Hatter's Tea Party				
Prior Learning	Current Learning	Extended Learning	Ways in which parents/carers can support	
You have studied Alice in Wonderland and the style of Physical Theatre in your Y8 drama lessons. The characters in the performance we are studying are inspired by the original story, which will help you make connections with the main themes. This topic will introduce you to a new performance and the processes used by the industry to create new works.	In this topic you will study a Hip Hop production – The Mad Hatter's Tea Party by ZooNation: The Kate Prince Company. You will learn about the processes used to create the work. This will allow you to apply these techniques to a performance in a similar style. You will develop key terminology linked to these performances and the processes of creating them. This topic is important for you to develop your understanding – both practical and theoretical – of how the performing arts will create work. This component will help you to understand the requirements of being a performer and/or designer across productions selected by your teacher.	Subsequent Learning This topic will prepare you for further practitioner and production knowledge within key stage 4 and 5. It will equip you with the skills needed to critically observe a production and the processes that go in to creating an effective production across different performance styles. You will be required to demonstrate the ability to explore, describe and apply, research and communicate about practitioners and production across key stage 4 and 5. This exploration and application will be particularly useful with Component 3: Responding To A brief.	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	Ways in which parents/carers can support	
Week 1&2 - Intro to Comp 1 and PSA, narrative structure and character analysis Week 3&4 - Task 1: Stylistic qualities and Production elements Week 5&6 - Task 1: Creative Intentions – Assessment hours 1&2 Week 7 - Task 1: Influences, Skills and Roles and Responsibilities - Assessment hour 3	Hip Hop Popping Locking Breaking Contextual Influences Performance Style Director Lighting Designer Set Designer Rehearse Perform	You can support your child's progress by exploring our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following interviews: <u>Search: devising skills Digital Theatre+ (digitaltheatreplus.com)</u> As you complete the portfolio you will be asked to create a set of notes to support you. This will be set by your individual teacher. Wider Reading: You can use independent study opportunities to engage with the following references to further develop your knowledge and understanding of the production. <u>Home - ZooNation</u> <u>The Mad Hatter's Tea Party</u> <u>Videos - The Mad Hatter's Tea Party - BBC</u> <u>ZooNation in 2024 [Highlights]</u>	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/	

Drama

Year 10 Learning Map

Topic Number: 1 and 2

Component 1: Exploring The Performing Arts PSA1				
Prior Learning	Current Learning	Extended Learning	Tier 3 Vocabulary	Ways in which parents/carers can support
This topic builds on your knowledge of performance texts (such as Missing Dan Nolan and DNA) by examining a specific work in detail. This topic will introduce you to new performances and the processes used by the industry to create new works.	In this topic you will study a production in detail and learn about the processes used to create the work. This will allow you to apply these techniques to a performance in a similar style. You will develop key terminology linked to these performances and the processes of creating them. This topic is important for you to develop your understanding – both practical and theoretical – of how the performing arts will create work. This component will help you to understand the requirements of being a performer and/or designer across productions selected by your teacher.	Subsequent Learning This topic will prepare you for further practitioner and production knowledge within key stage 4 and 5. It will equip you with the skills needed to critically observe a production and the processes that go in to creating an effective production across different performance styles. You will be required to demonstrate the ability to explore, describe and apply, research and communicate about practitioners and production across key stage 4 and 5. This exploration and application will be particularly useful with Component 3: Responding To A brief.	Wider Reading: 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 - Verbatim: The Fun of Making Theatre Seriously: Mark Wheeler	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				
Week 1-2: Task 1: Stylistic features in relation to the theme.				
Week 2-3: Task 1: Key features, purpose and intentions in relation of the theme.				
Week 4-5: Task 1: Influence of others on the work in relation to the theme.				
Week 5-6: Task 1: Skills required to create the work in relation to the theme and roles and responsibilities.				
Week 7-8: Task 2: PRACTICAL: How do they create the work?				
Week 9-10: Task 2: PRACTICAL: How do they use the rehearsal process? The approaches to create work				
Week 11-12: Task 2: PRACTICAL: Their production process.				
Submission of portfolio covering Task 1 and Task 2.				

Year 10 Learning Map – Half Term 1

Non-Fiction Reading and Writing: Eduqas English Language Component 2 Section A				
Prior Learning Building on non-fiction reading skills from Key Stage 3, you will enhance your ability to read a range of engaging non-fiction texts. This topic will focus on engaging with analysis of speeches, articles, and letters. You will build on prior knowledge of transactional and persuasive language, exploring how writers use language to present their viewpoint.	Current Learning During your English lessons this half term, you will explore extracts from a range of non-fiction texts to cover a range of text types and contexts. The extracts studied in this topic have been selected from a vast array of sources, ranging from attitudes and experiences of gorillas in the 19 th and 21 st centuries, to mining accidents in Victorian times and the more recent rescue of the Chilean miners trapped underground for 69 days! You will be assessed on the following skills: • AO1: Identify and interpret explicit and implicit information and ideas • AO2: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references	Subsequent Learning You will continue to study non-fiction reading and writing in Year 11. GCSE English Language Component 2 requires students to analyse and compare non-fiction sources from the 19 th Century and 21 st century texts. The analytical skills required for success in your English Literature exam are also transferable to the reading section of your Language exam so it is important to recognise the similarities in skills you need to demonstrate across all aspects of English study.		
Lesson Sequencing Week 1: Introduction to GCSE English Language Component 2 Section A. Week 2: Exploration of questions 1 – 4 on the November 2020 exam paper. Week 3: Exploration of questions 5 and 6 on the November 2020 exam paper. Week 4: Exploration of questions 1 and 2 on the June 2019 exam paper. Week 5: Exploration of questions 3 and 4 on the June 2019 exam paper.	Tier 3 Vocabulary Metaphor Simile Modal Verbs Alliteration Direct Address Facts Opinions Rhetorical Questions Emotive Language Statistics Triplication Hyperbole Anecdote Imperatives Repetition	Extended Learning A great way to practise reading non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access. Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts. Useful websites: • Home - BBC News • News, sport and opinion from the Guardian's UK edition The Guardian • BBC Bitesize	Ways in which parents/carers can support • YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. • The BPC English website also provides videos, resources and PowerPoint that you can access and download: www.bpcenglish.wordpress.com • Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas	

Year 10 Learning Maps – Half Term 1

Literature: Power and Conflict Poetry Anthology			
Prior Learning This topic builds on your knowledge of poetry, as studied throughout Year 8 when looking at unseen poetry and the war poems you studied at the end of Year 9. You will revisit and apply your knowledge of poetic devices through the in-depth study of both language and structural features. You will also be able to use your understanding of how context impacts the content of the poems. From learning about the impact of attitudes in Victorian Society to 21st century conflict, you will rely on knowledge gained in KS3 from your study of An Inspector Calls, Romeo and Juliet and a range of poetry.	Current Learning In this topic you will extend your knowledge of how to effectively analyse poems and make comparisons to other poems. You will also learn how to structure your ideas using the 'what-how-why' analytical process, to develop a sophisticated and fluent writing style. This topic will also allow you to develop your knowledge of the ways in which literature can be used to display how social and political issues from the past are still relevant today, in contemporary warfare. Furthermore, you will have the opportunity to develop a deeper understanding of poems through the in-depth study of each poem individually and in making links to similarities and differences with other poems. Exploring the context, and how it links to others in the collection is essential to success with this section of your GCSE exam.	Subsequent Learning This topic will prepare you for further literature study in Year 11. You will study both Unseen Poetry and Poetry Anthology at GCSE. You will be required to demonstrate the ability to analyse quotations and language/structural devices used in poems, by showing your understanding of how the poet wants the reader to feel, and the ways in which the context of the time the poem was written influences the issues writer explores. This unit will be particularly important to supporting your preparation for both English Literature papers, as they require you to be fluent with your analysis of language/structure, whilst also retaining knowledge of how contextual links can influence a text and the writer's intentions.	
Lesson Sequencing Week 1: The Prelude by Wordsworth Week 2: Storm on the Island by Heaney. Week 3: Essay writing skills - comparison Week 4: My Last Duchess by Browning Week 5: Tissue by Dharmer Week 6: The Emigree by Rumens Week 7: Essay writing skills - comparison. Week 8: Checking out me History by Agard Week 9: Assessment	Vocabulary Tier 2 Patriarchal Identity Dominance Authority Fragility Oppression Tier 3 Stanza Irregular rhyme Enjambment Caesura Volta Semantic Field Symbolism	English Homework All students in Year 10 will have weekly homework set. Homework booklets will be provided for each topic. Students should complete the activities set by their class teacher. Wider learning: Search for Mr Bruff on YouTube to see his detailed analysis of all of the Power and Conflict poems if you would like further support. AQA 'Power and Conflict' Poetry - YouTube AQA GCSE English Section B: Power and Conflict Poetry Anthology - PMT	Parental/carer support: Learn about the industrial revolution: https://www.youtube.com/watch?v=vizSn5_uZNg Learn about the Troubles in NI: https://www.youtube.com/watch?v=IHLYeBtGvOg Learn about the Marriage Market in Victorian times: https://www.youtube.com/watch?v=WZY22yJhd_M Learn about the British Colonisation of the Caribbean: https://www.youtube.com/watch?v=qKqPoFbT9xE

Y10 AQA – 3.1 – The Challenge of Natural Hazards - Natural Hazards

Prior Learning		Current Learning	Subsequent Learning
This topic builds on your knowledge from KS3, particularly your knowledge of tectonic processes, Earth structure and volcanic and seismic activity. Finally, it builds upon map, statistics/maths and graphical skills linked to hazards.		In this topic you will learn about how natural hazards pose a risk to people and property, including earthquake and volcanoes with named examples/case studies of these hazards to then explore how they are managed. This topic is important for you to develop your geographical skills and case study application in extended geographical writing. You will also cover specific hazard mapping and hazard statistical analysis.	This topic provides the basis/starting point for living with the physical environment content. Exploring the dynamic nature of physical process and systems and how humans interact with these in a variety of places at a range of scales. The topic will also equip you with the skills you need to be successful in Paper 1 and 3 of your Geography GCSE
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Natural Hazards	Adaptation	Students will be given exam style questions or revision homework	You could watch the following documentaries with your child:
Earthquakes	Air Pressure	weekly to complete to help support retrieval and application of the course content learnt in lesson.	There are many documentaries on tectonic hazards mainly covered by the BBC.
Volcanic eruptions	Climate change	Please encourage your child to complete this.	For example - A perfect planet – a BBC documentary series with an episode on volcanoes.
Responses to tectonic hazards LIC	Conservative	Wider Reading Opportunities: These books are engaging and fascinating reads:	YouTube:
Responses to tectonic hazards HIC	Constructive	<u>The science of natural disasters</u> by Diane C Taylor	Any YouTube videos focused on tectonics, earthquakes/volcanoes.
Management of tectonic hazards	Destructive	These are challenging, but captivating reads:	BBC Bitesize supportive reading and quizzes, <u>The challenge of natural hazards - GCSE Geography Revision - AQA - BBC Bitesize</u>
Management of tectonic hazards	Earthquake	<u>At Risk: Natural Hazards, People's Vulnerability and Disasters</u> by Piers Blaikie	<u>Weather and Climate - Met Office - Learn About Weather - YouTube</u>
	Eruptions		Past climate and present and future climate change: <u>Time for Geography Climate Change</u>
Weather Hazards	Hazard		
Global atmospheric circulation	Monitoring		
Tropical Storms – Distribution	Plate Tectonics		
	Prediction		
	Primary effect		
	Protection		
	Responses		
	Risk		
	Saffir-Simpson Scale		
	Secondary effect		
	Tropical Storms		
	Typhoons		
	Volcanoes		
Tropical Storms – Links to global atmospheric circulation			

Health & Social Care

Year 10 Learning Map – Half Term 1

Year 10 BTEC Level 1/2 Health and Social Care: Human life span and development				
Prior Learning This is a new qualification where there will be no specific prior knowledge. However, from KS3, Science and PSHCE lessons in regard to the reproductive system, diet and nutrition and relationships will tie into the start of this course.	Current Learning In this topic you will be introduced to what H&SC is all about. Component 1 Learning Aim A provides students with a comprehensive overview of human development across the lifespan and the various factors that can influence an individual's growth and development. Students will gain further knowledge on the stages of development from infancy to later adulthood. Gaining an understanding of the physical, intellectual, emotional and social development during this time. Students will start to explore a range of factors that will affect growth and development, such as environmental and economic factors, serving as a foundation for understanding the complexities of health and social care needs at different life stages. Students will develop the skills and attributes needed to complete their component 1 task 1 PSA. They will develop the skills to interpret and determine the needs of case studies. Skills in application will start to develop during this time to ensure students are prepared for this completion. Pearson Set Assignment is 30% of students' overall grade contributing to their end of year 11 final grade	Subsequent Learning Students will continue to explore a range of factors that will affect growth and development, such as environmental and economic factors, serving as a foundation for understanding the complexities of health and social care needs at different life stages. Then moving on to Learning Aim B; understanding how individuals deal with life events. This will allow prior knowledge to continue and be applied to the effects of both positive and negative life events and the strategies in coping with these.		
Lesson Sequencing Introduction to Health and Social Care and the different life stages from infancy to later adulthood Physical development: Changes in body structure, motor skills, and physical capabilities throughout the lifespan Intellectual development: Cognitive changes, language development, and problem-solving skills across different life stages Emotional development: Development of feelings, emotional intelligence, and self-concept Social development: Formation of relationships, social skills, and interactions with others throughout life Completion of task 1 PSA Completion of task 1 PSA Factors affecting growth and development: Physical factors (diet, lifestyle choices), Social and cultural factors (family, education, religion)	Tier 3 Vocabulary Life stages Growth & development Classification Fine and Gross Motor Skills Milestones Menopause Oestrogen Testosterone Cognitive Linguistic Chronic Physiological Inheritance	Extended Reading A great way to prepare for the PSA (Internal Controlled assessment) is by practise typing skills and application of knowledge. Students will receive practice assessment questions to gain an understanding of how to apply knowledge within this setting. YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development. Wider reading opportunities link to the theories behind development: Piaget's stages of development Bowlby's attachment theory Bowlby's maternal deprivation	Ways in which parents/carers can support YouTube is a wonderful resource for H&SC revision. If you search H&SC Level 1/2 tech award, and a number of supportive tutorial videos are available. The following link allows you to explore through a range of videos the structure and expectations of the course, along with a breakdown of each component. BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com) You could also watch a number of documentaries of child development such as: Britain's poorest kids Britain's Poorest Kids (youtube.com) Britain's Homeless kids Britain's Homeless Kids Dispatches Channel 4 Documentaries (youtube.com) Homework All homework will tie in with preparation for the PSA, Students will develop a wider knowledge and understanding of the life stages and the PIES development in each key area.	

Civil Rights Movement (Part 1)

Civil Rights Movement (Part 1)			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on the knowledge you gained in Year 9 when you learned about discrimination faced by different groups in Britain, South Africa and Cambodia. It also builds upon your foundational knowledge of the experiences of enslaved black people in America. Finally, it builds upon the source inference and analysis skills you gained throughout Key Stage Three.	In this topic you will learn about the development of the Civil Rights Movement in the USA between 1954 and 1960. You will learn about the position of black Americans in the early 1950s, and how there was some progress in racial equality in this decade. You will also learn about the actions of some pro and anti-Civil Rights Groups and leaders. This topic is important for you to develop your historical skills and knowledge because it will help you compare and contrast the experiences of black people in later decades and enhance your source inference and analysis skills.	This topic provides the basis/starting point for a later study on the Civil Rights Movement in the 1960s and 1970s. You will assess the impacts of protest and see how much progress was made in gaining racial equality. You will continue to develop your source analysis skills and be able to compare and contrast the interpretations of historians in future topics. The topic will also equip you with the skills you need to be successful in Paper 3 and of your History GCSE.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
What was the position of black people in America in the early 1950s? What were the key features of the Brown v Topeka case? How significant were the events at Little Rock? What were the impacts of the Montgomery Bus Boycott? Who campaigned for equal rights? Who opposed the Civil Rights Movement? How much progress had there been in the Civil Rights Movement by 1960?	Boycott Desegregation Discrimination Dixiecrats Enfranchise Federal Government Filibuster Legislation Organisations Segregation	Students will be set retrieval or revision homework every week on Forms. Please encourage your child to complete this. Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge. These books are engaging and fascinating reads: History of the USA, 1954-75 by Edexcel Revise Edexcel GCSE History – The USA by Pearson	You could watch the following documentaries with your son/daughter: Netflix: 13th - In this thought-provoking documentary, scholars, activists and politicians analyze the criminalization of African Americans and the U.S. prison boom. YouTube: Hope and Fury: MLK The Rise and Fall of Jim Crow

Year 10 Creative iMedia Learning Map

Topic Number:1

Topic Title: R094 Digital Graphics				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on prior knowledge from the Year 8 unit Digital Graphics and the use of preproduction documents. It also builds upon knowledge of target audiences and business branding.		In this topic you will learn how to create a visual identity for a digital graphic. This will include creating mindmaps, moodboards and concept sketches. These will be related to real world case studies. The work produced forms part of Unit R094: Visual identity and digital graphics. Here pupils produce a range of media products based on a set scenario.	This topic will prepare you for further practical work in the unit and the examination component R093: Creative iMedia in the media industry.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Logo creation	Audience Assets Business name Concept sketch Identity Logo Mind map Mood board Report Slogan Strap Line Visualisation Diagram	Pupils are set weekly homework tasks using 'knowitallninja.' These are short recap tasks based on examination content. https://www.knowitallninja.com/ 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. Extended reading: Clear revise: OCR Creative iMedia Cambridge National in Creative iMedia Digital Student Book (2 Years)	Please encourage pupils to compete their weekly homework on knowitallninja. <u>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</u>
Lesson 2	Business Name creation			
Lesson 3	Slogan Name			
Lesson 4	Report justifying design choices			
Lesson 5	Mind map			
Lesson 6	Mood board			
Lesson 7	Concept Sketch			
Lesson 8	Visualisation diagram			

Half Term 1

Perimeter, area and volume				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior knowledge of measuring lines and 2D shapes, multiplying and dividing by powers of 10, finding area and volume, and interpreting scales of measurement.	In this topic you will learn to convert between units of measurement. Find area, perimeter, and volume of basic and compound shapes by recalling and using formula.	This topic prepares you to be able to identify and measure both 2D and 3D shapes which will be called upon in further maths topics, in addition to being essential for real life problem solving.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: • Two-way tables • Distance time graphs • Draw and interpret bar charts • Draw and interpret pictograms • Stem and leaf diagrams • Time series graphs • Drawing and interpreting pie charts • Drawing & interpreting scatter graphs (best fit, correlation, outliers)	Area Compound Conversion Cuboid Face Formula Length Measurement Parallelogram Perimeter Polygon Prism Rectangle Symmetry Trapezium Triangle Units Vertices Volume Width	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides Wider Reading: • This is not a maths book – by Anna Weltman	Support your child's progress through: • MathsWatch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Maths Genie - for exam questions, videos and solution on the topics stated	

Half Term 1

Ratio and proportion				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior knowledge of the four operations of number and the students' basic understanding of fractions as being 'part of a whole.'	In this topic you will learn how to write, simplify, interpret ratio and how to share into a ratio from a given amount. You will also learn all about direct and inverse proportion.	This topic prepares you to be able to continue a mathematical learning path and lends itself to other subjects such as Economics, Science and Food Technology, in addition to day-to-day tasks e.g. cooking or baking.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: • Simplifying ratios • Sharing into a ratio • Missing information from a ratio • Recipes • Best buys • Exchange rates • Graphical proportion	Compare Direct proportion Fraction Function Graphical Inverse proportion Linear Parts Proportion Ratio Share	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	Support your child's progress through: • MathsWatch- to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Maths Genie - for exam questions, videos and solution on the topics stated	

MATHS

Half Term 1

Higher – Solving quadratic and simultaneous equations and inequalities				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
This unit builds on prior knowledge learnt in Y7-9 solving equations and working with quadratics. You will also use your prior knowledge of quadratic and linear graphs, applying this to simultaneous equations.	In this topic, you will learn how to solve linear and non-linear (quadratic) simultaneous equations both graphically and algebraically. You will also revisit solving and plotting inequalities on a number line, extending this towards inequality regions.		This topic will prepare you for subsequent units including inequality regions. You will interleave your skills in solving simultaneous equations with a range of upcoming topics such as circle theorems to access AO3 problems.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: - Solve and plot inequalities on a number line - Solve simultaneous equations graphically - Solve linear simultaneous equations algebraically - Solve non-linear (quadratic) simultaneous equations algebraically - Plot inequality equations on a graph and find regions that satisfy multiple inequalities	Algebraically Graphically Inequality Linear Non-linear Quadratic Satisfy Simultaneous	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides - higher tier	Support your child's progress through: MathsWatch- to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Maths Genie - for exam questions, videos and solution on the topics stated	

Music Technology Y10 – HT1.1 and 1.2			
Prior Learning: You have previously used a Digital Audio Workstation in Key Stage 3 to create compositional work. You are familiar with using software and audio tracks and editing features.	Current Learning: You will develop your understanding of the technical features of a Digital Audio Workstation and associated hardware and software features that allow you to edit, develop and record musical material. You will develop your understanding of roles and responsibilities in the Music industry as well as health and safety in the music environment.	Subsequent Learning: Musical understanding. You will begin by developing and re-familiarising your understanding of the elements of music. You will then develop your understanding of the key features of styles and genres from the 1950s to the current day to give you the knowledge and understanding to analyse and compose in different popular styles.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
You will understand how hardware and software work in combination as a digital audio workstation (DAW). You will also develop your understanding of how DAW software is used to record and edit audio and MIDI. You will complete practical workshops applying your understanding of the software functions you have learnt. You will also develop your understanding of health and safety. You will be set a weekly home learning task where you will develop your understanding	Audio Automation Configuration Dynamic Editing Effects Envelope editing Equalization EQ Filters Hardware	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: <u>Essential guide to using a DAW</u>	Support your child's progress through: <u>Focus on Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics. Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran Curriculum Leader: Performing Arts) via the Contact Us facility of our school website for more information.

of the following roles and responsibilities in the music industry. • musical artist • composer/songwriter • lyricist • arranger • session musicians • sound designer • DJ • producer • technician • engineer • manager • publicist • artist and repertoire (A&R) You will then develop your understanding of how music technology has developed over time and how this has affected creative practice, music production and consumer access.	Interface Mapping MIDI Mixing Modulation Peripherals Plugin Quantization Sampler Software Synthesizer Velocity		
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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 understand 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 practise 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	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction of game and key rules linked to modified games	Analysis Attack Defence	1. Too Many Reasons to Live: Rob Burrow	- Let students play sport - Give them opportunities to get involved in local teams
Lesson 2	Learning of new skills and modified games	Formation Official	2. Why we kneel how we rise: Michael Holding	- Support in attending school teams and competitions.
Lesson 3	Introduction of tactical game play	Tactics Umpire	3. All in: Billie Jean King	
Lesson 4	Tactical game play		4. Stronger: Poorna Bell	
Lesson 5	Tactical play and analysis of performance to aid improvement		5. My life: Queen of the court: Serena Williams	
			6. Unbelievable: Jessica Ennis	

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 practise 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	Extended Reading	Ways in which parents/carers can support
Lesson 1	Recap of skills learnt at KS3 through game play	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Recap of skills learnt at KS3 through game play			
Lesson 3	Game play to introduce and revisit tactics			
Lesson 4	Game play to introduce and revisit tactics			
Lesson 5	Student led competition			

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 performing 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	Anaerobic Aerobic	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	Cardiovascular Heart rate	2. Why we kneel how we rise: Michael Holding	
Lesson 3	Opportunity to develop and create own routines or personalise training	Muscular Respiratory Skeletal	3. All in: Billie Jean King	
Lesson 4	Opportunity to develop and create own routines or personalise training	Target zones Time under tension	4. Stronger: Poorna Bell	
Lesson 5	Reflect upon training and ideas for further development		5. My life: Queen of the court: Serena Williams 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	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Anaerobic Aerobic 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: 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	Development of key teaching aspects			
Lesson 3	Opportunity to develop and create own routines or personalise training	Skeletal Respiratory Target zones Time under tension		
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 practise 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	Extended Reading	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 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	Defence Formation		
Lesson 3	Game play to introduce and revisit tactics	Official Tactics		
Lesson 4	Game play to introduce and revisit tactics	Umpire		
Lesson 5	Student led competition			

Year 10 Learning Map: HT1

Topic Number: 1

Online Life						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on work that you have looked at in years 7 and 8 understanding how to stay safe online and how to ensure you have happy healthy relationships both in person and virtually.		In this topic you will learn how to identify and manage risks to life online. You will also gain knowledge and understanding of specific aspects of the law such as the legal status of revenge porn and sexual harassment and what is in place to protect people from this. This module will also help you to develop an understanding of how to report any risks online and what process happens. This topic is important to develop a firm understanding of what constitutes the British judicial system and how you, as an individual can navigate life online happily, healthily and safely.	This topic will prepare you for the further learning in PSHCE right through to the end of year 11. It will allow you to gain a foundation of knowledge and understanding of being safe online. This will be further developed when we look at the module in year 10 and year 11 on healthy relationships. You will develop the skills to use knowledge and understanding to form opinions and understand how and why we have the laws in place within the UK. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, safe and healthy from now into adulthood.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	Radicalisation and Extremism	Coercion	You can use independent study opportunities to engage with the following websites about UK law and community guidelines. <u>Upskirting now a crime after woman's campaign - BBC News</u> <u>Parents and carers CEOP Education (thinkuknow.co.uk)</u>	Explore the websites such as the NSPCC which explain what the risks are to different apps being used and how to use these safely Discuss the different places a person can go if put at risk online and what they can do to stay safe		
Lesson 2	Radicalisation and Extremism	Criminal				
Lesson 3	Viewing dangerous content online	Discrimination				
Lesson 4	Revenge Porn	Exploitation				
Lesson 5	Sexual Harassment	Judicial system				
Lesson 6	Reporting material online	Pornography				
Lesson 7	Assessment	Prosecution Radicalisation				

Year 10 Learning Map: HT1

Topic Number: 1

Does God exist?				
Prior Learning		Current Learning	Extended Learning	Subsequent Learning
This topic builds on work that you have looked at in year 8, understanding the different arguments given as to why God does or does not exist. It will strengthen your understanding to apply religious beliefs to arguments around God existence.		In this topic you will learn: What the different arguments are for people to not believe in God and how a religious person would respond to these issues to still further believe in God or as proof to no longer believe in God. This topic will allow you to deepen your understanding on the challenges to God's existence and how science and religion can coexist. You will formulate your own opinions on these issues and discuss and understand the beliefs and opinions of your peers and religious believers.		This topic will prepare you for: Understanding different "unanswerable questions" which arise and how individuals or those around view these and the answers they believe to be true. This topic will equip you with the knowledge and understanding to engage in meaningful conversation and make informed decisions on different religious and scientific issues. You will develop an understanding on key religious theologies that you can apply in the modules on religious rites of passage and the importance of human life but also in life beyond Ridgewood to help you understand those around you.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	First Cause Argument/design argument	Cosmological	You can use independent study opportunities to engage with the following websites which look at key topics covered in this module. <u>Moral evil and natural suffering</u> - <u>The problem of evil and suffering - CCEA - GCSE</u> <u>Religious Studies Revision - CCEA - BBC Bitesize</u> <u>The ethics of modern warfare - Modern warfare - CCEA - GCSE</u> <u>Religious Studies Revision - CCEA - BBC Bitesize</u>	Explore the websites such as BBC modern day miracles, ITV news, Sky News and the coverage of wars currently happening to look at topical issues that relate to the presence of God or "unanswerable questions". Discuss the different opinions shared in relation to "unanswerable questions" and also your own opinions and where they come from, encourage open conversation to share opinions and beliefs as a family.
Lesson 2	Big Bang/Evolution	Divine intervention		
Lesson 3	Creation stories	Imago Dei		
Lesson 4	Miracles – strengths and weaknesses	Natural selection		
Lesson 5	Moral and natural evil	Omnibenevolent		
Lesson 6	Is evil proof God does not exist	Omnipotent		
Lesson 7	WMD and War	Precepts		
Lesson 8	The inconsistent triad	Sanctity of life		
Lesson 9	Assessment	Teleological Weapons of mass destruction		

Year 10 Learning Map

Theme A: Religion and Family Life				
Prior Learning	Current Learning	Extended 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 allows you to apply this knowledge to moral issues surrounding religious views on marriage, relationships, divorce and gender. You will use and apply key teachings and ideas such as the sanctity of marriage and the Christian marriage service, which you studied in the Year 8 topic on Relationships and families, and apply this to issues such as marriage and same sex families for example. 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 practise your skill of evaluation.	In this topic you will learn about a variety of religious and non-religious beliefs about issues such as what types of relationships religious believers should be in, whether they should support divorce or cohabitation and the different roles in family life of men, women and children. You will learn about the different social and moral implications of these issues. You will debate controversial issues such as whether polygamous marriage should be legalised in the UK and whether couples have a responsibility to procreate. You will also discuss the moral and ethical issues associated with humans taking control of their relationships and marital rights. These debates will support the development of your evaluative skills.	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 the following websites about religious views relating to; Marriage and Divorce: Marriage - Marriage and divorce - GCSE Religious Studies Revision - BBC Bitesize Family life: What types of family are there in the UK? - Family life - GCSE Religious Studies Revision - BBC Bitesize	This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding equality and the Christian teaching of agape that you will use in both further Key Stage 4, and Key Stage 5 RE topics. 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 GCSE in RE.	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 relationships and families.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
- Human Sexuality - Sex before and outside marriage - Contraception and family planning - The Nature and purpose of marriage - Same sex marriage - Divorce - Cohabitation - Polygamy vs Monogamy - The Nature of family - The Purpose of family - Roles in the family - Gender equality	Adultery Cohabitation Contraception Divorce Homosexuality Marriage Monogamy Polygamy Procreation Sacrament	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 the following websites about religious views relating to; Marriage and Divorce: Marriage - Marriage and divorce - GCSE Religious Studies Revision - BBC Bitesize Family life: What types of family are there in the UK? - Family life - GCSE Religious Studies Revision - BBC Bitesize	This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding equality and the Christian teaching of agape that you will use in both further Key Stage 4, and Key Stage 5 RE topics. 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 GCSE in RE.	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 relationships and families.

Year 10 Learning Map: HT1

Topic Number: B2

Human and plant organisation																																																
Prior Learning This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of the organisation of the human body, particularly the function of the respiratory & digestive system. It also builds on KS3 understanding of key plant organs that enable the plant to survive.	Current Learning In this topic you will learn the structure and function of the organs of the respiratory & digestive system. You will also learn about the function of enzymes and how changing conditions alters their function. You will learn about the different plant organs that are essential to survival and the effects that deforestation have on our planet and atmosphere.		Subsequent Learning This topic will prepare you for photosynthesis, respiration and homeostasis in subsequent topics.																																													
Lesson Sequencing (lessons highlighted in green represent subject content for only higher tier science students)	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support																																													
<table><tr><th>Lesson number</th><th>Spec code</th><th>lesson title</th></tr><tr><td>1</td><td>4.2.1</td><td>Principles of organisation</td></tr><tr><td>2</td><td>4.2.2.1</td><td>Human digestive system</td></tr><tr><td>3</td><td>4.2.2.1</td><td>Food tests</td></tr><tr><td>4</td><td>4.2.2.1</td><td>Food tests RP</td></tr><tr><td>5</td><td>4.2.2.1</td><td>Lock and key hypothesis</td></tr><tr><td>6</td><td>4.2.2.1</td><td>Bile</td></tr><tr><td>7</td><td>4.2.2.1</td><td>Enzyme optimums</td></tr><tr><td>8</td><td>4.2.2.1</td><td>Enzyme optimums RP5</td></tr><tr><td>9</td><td>4.2.2.2</td><td>Human heart and gas exchange</td></tr><tr><td>10</td><td>4.2.2.2</td><td>Blood vessels</td></tr><tr><td>11</td><td>4.2.2.3</td><td>Composition of blood</td></tr><tr><td>12</td><td>4.2.2.4</td><td>CHD & FA</td></tr><tr><td>13</td><td>4.2.2.5&6</td><td>Health issues & lifestyle</td></tr><tr><td>14</td><td>4.2.2.7</td><td>Cancer</td></tr></table>	Lesson number	Spec code	lesson title	1	4.2.1	Principles of organisation	2	4.2.2.1	Human digestive system	3	4.2.2.1	Food tests	4	4.2.2.1	Food tests RP	5	4.2.2.1	Lock and key hypothesis	6	4.2.2.1	Bile	7	4.2.2.1	Enzyme optimums	8	4.2.2.1	Enzyme optimums RP5	9	4.2.2.2	Human heart and gas exchange	10	4.2.2.2	Blood vessels	11	4.2.2.3	Composition of blood	12	4.2.2.4	CHD & FA	13	4.2.2.5&6	Health issues & lifestyle	14	4.2.2.7	Cancer	Amino acids Amylase Aorta Atrium Carbohydrates Enzyme Lipase Lipids Lock & Key hypothesis Protease Proteins Pulmonary Respiratory system Stomach Ventricle	All students have access to Carousel and PMT and are encouraged to complete fortnightly the homework set by their teacher. Extended learning: - CGP revision guides - Adventures in Human Being by Gavin Francis - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky	Support your child's progress through: - Accessing their Microsoft Teams work for directed exercises on current topics - Carousel –self quizzing - PMT – for notes and past papers
Lesson number	Spec code	lesson title																																														
1	4.2.1	Principles of organisation																																														
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13	4.2.2.5&6	Health issues & lifestyle																																														
14	4.2.2.7	Cancer																																														

Topic Number: C2

Bonding and properties			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge from chemistry topics, deepening their understanding of compounds and how atoms are joined together to form them.	In this topic you will learn about: the three types of chemical bonding; how to recognise and draw these kinds of bonding; the 3 states of matters; properties of ionic, covalent and metallic substances; the properties of allotropes of carbon.	This topic will prepare you for the rest of GCSE combined chemistry, giving you a fundamental understanding of the different types of compounds and their properties.	
Lesson Sequencing (lessons highlighted in green represent subject content for only higher tier science students)	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
1 Chemical bonding	Alloy	All students have access to Carousel and PMT and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: CGP revision guides "What's the Matter?" by Tom Adams and Thomas FlinhamIs There Anybody Out There? (Dara O'Briain) Seven Elements That Have Changed the World (John Browne) "Molecules: The Elements and the Architecture of Everything" by Theodore Gray	Support students to access Carousel and complete their homework, but also to complete additional quizzes on areas the student is struggling. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.
2-3 Ionic bonding	Atom		
4 Properties of ionic compounds	Covalent bond		
5 Covalent bonding	Delocalised		
6 Properties of small molecules	Electron		
7 Metallic bonding	Electrostatic		
8 Properties of metals and alloys	Fullerene		
9 Corrosion and its prevention	Graphene		
10 3 states of matter	Graphite		
11 Polymers	Intermolecular force		
12 Diamond and graphite	Ion		
13 Graphene and fullerenes	Ionic bond		
14 Nanoparticles	Lattice		
	Metallic bond		
	Monomer		
	Polymer		

Topic Number: C3

Quantitative chemistry				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of the conservation of mass.		In this topic you will learn about: what the conservation of mass is; how to balance symbol equations; what moles are and how to calculate moles; and then apply your new knowledge of moles to a variety of different problems.	This topic will prepare you for physical chemistry should you choose to study A level Chemistry	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
(lessons highlighted in green represent subject content for only higher tier science students)		Avogadro constant Conversation of mass Moles	All students have access to Carousel and PMT and are encouraged to complete fortnightly the homework set by their teacher. Extended learning - CGP revision guides https://www.britannica.com/biography/Amedeo-Avogadro PMT	Support your child's progress through: - Accessing their Microsoft Teams work for directed exercises on current topics - Carousel for self-quizzing - PMT – notes and past papers
Lesson number	Spec code	lesson title		
1	4.3.1.1/3	Conservation of mass		
2	4.3.1.1	Balancing symbol equations		
3	4.3.1.2	Mr and percentage mass		
4	4.3.2.1	Moles		
5	4.3.2.2	Amounts of substances in equations		
6	4.3.2.3	Using moles to balance equations		
7	4.3.2.4	Limiting reactants		
8	4.3.2.5	Concentration of solutions		
9	4.3.3.1	Percentage yield		
10	4.3.3.2	Atom economy		
11	4.3.2.5	Concentration of solutions		
12	4.3.3.1	Percentage yield		
13	4.3.3.2	Atom economy		
14	4.3.3.4	Using concentrations		
15	4.3.5	Volumes of gases + FA		

Particles			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on students' prior knowledge and understanding of rearranging equations to find the term you require.		In this topic you will learn how to calculate density of materials.	This topic will support your understanding how to rearrange equations.
Lesson Sequencing (lessons highlighted in green represent subject content for only separate science students)		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson number	Spec code	lesson title	
1	4.3.1.1	Density	
2	4.3.1.1	RP5	
3	4.3.1.1	RP5	
4	4.3.1.2 and 4.3.2.1	Changes of state and kinetic theory	
5	4.3.2.1 and 4.3.2.3	Specific latent heat	
6	4.3.3.3 to 4.3.3.3	Particle motion in gases and FA	
7	4.3.3.3 to 4.3.3.3	Pressure in gases	
		Density Mass Specific heat capacity Specific latent heat Weight	Support your child's progress through: - Accessing their Microsoft Teams work for directed exercises on current topics - Carousel – Self quizzing - PMT – Past paper and notes
		All students have access to Carousel and PMT and are encouraged to complete fortnightly the homework set by their teacher. Extended learning: - CGP revision guides - A short History of Nearly Everything - Bill Bryson - The Quantum Universe: Everything that can happen does happen – Brian Cox and Jeff Forshaw - The Grand Design – Stephen Hawkin and Leonard Mlodinow	

Atomic structure			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of the structure of the atom and the subatomic particles.		In this topic you will then investigate the structure of an atom and discover what isotopes are. This will then lead to developing your understanding of the different types of radiation and its uses.	This topic will support your chemistry knowledge of the structure of an atom.
Lesson Sequencing (lessons highlighted in green represent subject content for only separate science students)		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson number	Spec code	lesson title	Support your child's progress through: - Accessing their Microsoft Teams work for directed exercises on current topics - PMT – Notes and past paper - Carousel – self quizzing
1	4.4.1.1 and 4.4.1.2	The structure of the atom and isotopes	
2	4.4.1.3	Development of the model of the atom	
3	4.4.2.1	Radioactive decay and nuclear radiation	
4	4.4.2.2	Nuclear equations	
5	4.4.2.3	Half lives and random nature	
6	4.4.2.4	Radioactive contamination	
7	4.4.3.1	Background radiation	
8	4.4.3.2 and 4.4.3.3	Uses of nuclear radiation	
9	4.4.4.1 and 4.4.4.2	Fission and fusion	
10	4.4.4.1 and 4.4.4.2	Nuclear reactions and FA	
		All students have access to Carousel and PMT and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - A short History of Nearly Everything - Bill Bryson - The Quantum Universe: Everything that can happen does happen – Brian Cox and Jeff Forshaw - The Grand Design – Stephen Hawkin and Leonard Mlodinow	

Year 10 Learning Map: HT1

Topic Number: 1

Theme 1, Unit 1: Me, My Family & Friends				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on what students have learnt at Key Stage 3. It will include previously learnt grammar and high frequency vocabulary and will build on this, focussing on reflexive verbs, direct and indirect pronouns, the immediate future and the future tense.		In this topic you will learn about how to talk about getting on with others, describing family and friends, talking about future relationships and discussing future relationship choices.	This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary and grammar that we learn will be used in other topics. After this unit of work, we move on to the topic of healthy living, so knowledge of opinions and talking in different tenses will be crucial as will being able to give a balanced argument.	
Lesson Sequencing		Key Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Grammar and high frequency vocabulary recap	Estar- to be (emotions and location) Estoy- I am Hay- There is Llevarse bien con- to get on well with Mi Familia- my family Mis amigos- My friends Ser- to be (descriptions) Soy- I am Tengo- I have	• Quizlet to practice vocabulary – all the vocabulary for the course is available on there • Use of revision guides and workbooks • Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers) • Grammar practice - www.bbc.co.uk/bitesize	To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. Encouraging students to watch films or TV shows in Spanish on Netflix or other streaming services Helping students to practise vocabulary each week in preparation for a vocabulary test
Week 2	Describing yourself			
Week 3	Personality			
Week 4	Physical appearance			
Week 5	Friends			
Week 6	Family			
Week 7	Revision week			
Week 8	Assessment Week			

R180: Reducing the risk of sports injuries and dealing with common medical conditions & Topic: R181: Principles of Training					
Prior Learning		Current Learning		Subsequent Learning	
Building on prior knowledge of exercising safely and conducting appropriate warm ups through KS3 practical PE, you will have to opportunity to develop these skills to make them personal and sport specific. Through lessons in health and fitness you will have demonstrated the different types of fitness testing as well as the multiple methods and exercises to train as an athlete.		R180 – Reducing the risk of injuries – Topic 1: Different factors that affect the risk and severity of injury. R181 – Task 1 - During this topic you will learn about the different components of fitness and complete fitness tests.		R180 – Reducing the risk of injuries – Topic 2: Warm up’s and cool downs. R181 – Task 2 - During this topic you will learn about the principles of training and devise then complete your own skill based tests related to a sport of your choice.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	Introduction to the course	Agility Balance Cardiovascular endurance Components of fitness Co-ordination Muscular endurance Muscular strength Reaction time Speed Power	Homework is set weekly on PE classroom. This can be accessed at Login – The PE Classroom	Watching sport and having conversations around which key skills are needed in different sports and positions. Support coursework deadlines and ensure there are opportunities to complete coursework at home/after school. Encourage a healthy active lifestyle and support a love of sport.	
Week 2	R180: Extrinsic factors R181: Components of fitness				
Week 3	R180: Extrinsic factors R181: Fitness testing				
Week 4	R180: Intrinsic factors R181: Fitness testing				
Week 5	R180: Intrinsic factors R181: Practical – Fitness testing				
Week 6	R180: End of unit exam – R180 R181: Type up Task 1 (Deadline 25 th October)				
Week 7	R180: End of Unit Exam – Next Steps R181: Type up Task 1 (Deadline 25 th October)				

KS4 Learning Map

Term: Half Term 1

Year 10 - Construction	
Component 1 Aim and purpose: This component will develop knowledge and understanding of processes, terminology and technology used in the construction of the built environment. Introduction: There are many different types of buildings we can construct and occupy across the UK. This component will initially examine the different forms of construction that can be used for low-rise (up to 5.2 metres in height) offices, retail units and homes. You will examine the modern methods of construction that rely heavily on offsite prefabrication, which benefits the environment sustainably. In understanding how to set up a site you, will examine the information that must be completed before starting work, along with the infrastructure you will need to put in place to run the job efficiently and safely. Sub-structure works are one of the most important parts of a project as they have to safely support the superstructure that rests upon them. Moving above the sub-structure, you will understand the need for provisions to stop damp rising, and the construction associated with the superstructure of a building. This is the part that has to be aesthetically pleasing, keep out the weather elements and ensure that the occupants are at a comfortable temperature. You will develop a detailed understanding of how walls, floors, roofs and external works are constructed. Current Learning Pupils will be learning some of the content relating to in preparation for their written examination.	Component 2 Aim and purpose: This component will introduce learners to commonly used hand tools, equipment and craft skills needed in the creation of the built environment and how to select and use materials in order to safely produce quality outcomes. Introduction: The construction industry creates an environment that meets the needs, concerns and visions of the people who use it and is created with care and attention by dedicated construction workers who are highly trained in their chosen craft area. On-site construction work is very rewarding. Working closely with site managers and technicians, the crafts person uses tools and equipment to create the built environment, turning dreams into reality. Everyone relies upon the construction crafts person to provide the quality environment in which we live, work and relax. In this component, you will learn and apply vocationally correct techniques to perform construction activities which include the appropriate selection and use of a range of tools to perform construction activities. In doing this you will develop some understanding of working safely in a craft role in the construction industry. You will also have to analyse hazards and risks and then complete some practical work in one of two craft areas: brickwork and carpentry and joinery. You will complete an assessed practical activity in one craft area from the set assignments available to support the assessment of this component. You will showcase your applied knowledge and understanding in addition to your practical skills in this craft. This component will enable you to gain an insight into the construction industry in order to facilitate your choice of pathway into further education to prepare you for a career in construction or related fields. Current Learning Students are currently working on Component 2 in order to submit in Spring 2026. They will spend lessons learning new content based on Risk Assessments and will be developing practical skills to support their component 2 PSA.

Lesson Sequencing		Tier 3 Vocabulary (Component 1)	Extended Learning	Ways in which parents/carers can support
Lesson 1	Course Introduction:	Bunds Civil Engineering Commercial Embankments Gabions Groynes Industrial Levees Low-rise construction Performance requirements Revetments	There is no specific published revision guide for BTEC construction. We will issue students with the following: • Revision cards • Revision resources on TEAMS Watch programmes that involve construction: Grand Designs Build a new life in the country	Component 1- support and encourage your child to revise and prepare for taking the Component 1 exam (January 2026). Resources can be provided by school. (TEAMS) Look at the built environment around you and discuss the components of buildings.
Lesson 2	D1 Types of work: Overview			
Lesson 3	D1Types of work: Civil Eng/Industrial			
Lesson 4	Comp 2: A1 Risk Assessments			
Lesson 5	D1Types of work: Commercial/Retail			
Lesson 6	D1Types of work: Health/Education			
Lesson 7	Comp 2: A1 Risk Assessments			
Lesson 8	D1Types of work: Leisure/other			
Lesson 9	D1Types of work: other			
Lesson 10	Comp 2: A2 Measuring, Marking and setting out			
Lesson 11	D2 Types of work: Transportation systems			
Lesson 12	D2Types of work: Transportation systems			
Lesson 13	Comp 2: A2 Reading and interpretation of drawings			
Lesson 14	D2 Types of work: Transportation systems – Flood Defences			
Lesson 15	D2 Types of work: Transportation systems – Flood Defences			
Lesson 16	Comp 2: A3 Tools and materials			
Lesson 17	Types of work: Revision			
Lesson 18	Types of work: Revision			
Lesson 19	Comp 2: A3Tools and materials			
Lesson 20	Types of work: Test D1/D2			
Lesson 21	Types of work: Test D1/D2 feedback and DIRT			
Lesson 22	Comp 2: A3 Tools and materials			
Lesson 23	A1 performance requirements			
Lesson 24	A1 Loads			

Term: Half Term 1

KS4 Learning Map

Year 10 - OCR Engineering Design						
Unit R038: Principles of engineering design In this unit you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. You will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. You will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.			Unit R039: Communicating designs In this unit you will learn how to develop your techniques in sketching and gain industrial skills in engineering drawing using standard conventions. This includes dimensioning, line types, abbreviations, and representation of mechanical features. You will enhance your confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs.			
Lesson Sequencing		Week	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Intro	Week 1&2	Anthropometric data Ergonomic design Ergonomics Focus groups Inclusive design Iterative design Linear design Primary research Research Methods Secondary research Interviews Sustainable design User-centred design	12 Awesome Examples of Ergonomic Product Design Cad Crowd IDT Home (inclusivedesigntoolkit.com) Iterative design process - Design strategies - Edexcel - GCSE Design and Technology Revision - Edexcel - BBC Bitesize Ergonomics and Anthropometrics - YouTube	Look at engineering drawings for simple products and try following the drawings and creating the products at home. Watch and practice videos to help with engineering drawings. ENGINEERING DRAWING BASIC - Bing video	
Lesson 2	R038: Design Strategies					
Lesson 3	R039: Free hand sketching					
Lesson 4	R039: Free hand sketching					
Lesson 5	R038: Design Strategies	Week 3&4				
Lesson 6	R039: Free hand sketching					
Lesson 7	R038: Design Strategies					
Lesson 8	R038: Stage of the design process					
Lesson 9	R039: Rendering	Week 5&6				
Lesson 10	R038: Methods of researching					
Lesson 11	R038: Product Analysis via Disassembly					
Lesson 12	R038: Revision / Recap					
Lesson 13	R038: Revision / Recap	Week 7&8				
Lesson 14	R038: Short Assessment					
Lesson 15	Improvements					
Lesson 16	R039: Free hand sketching					
Lesson 17	R039: Free hand sketching					
Lesson 18	R039: Labelling					
Lesson 19	R039: Isometric Drawing					
Lesson 20	R039: Isometric Drawing					
Lesson 21	R039: Isometric Drawing					
Lesson 22	Revisit: R038: Design Strategies					
Lesson 23	Revisit: R038: Design Strategies					

WJEC Hospitality and Catering



RIDGEWOOD
SCHOOL

KS4 Learning Map

Term: Half Term 1

Year 10 - Hospitality & Catering				
Unit 1 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.		Unit 2 Aim and purpose: The applied purpose of this unit is for learners to safely plan, prepare, cook, present nutritional dishes and review their performance.		
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.		Introduction: In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment: • the operation of the front and back of house • hospitality and catering provision to meet specific requirements • health and safety in hospitality and catering provision • food safety • preventative control measures of food-induced ill health.		
Current Learning Pupils will be learning some of the content relating to hospitality and food hygiene in preparation for their practical exam.		Current Learning Students are currently working on unit 2 in order to submit in Spring 2024. They will spend theory lessons learning new content based on nutrition and menu-planning. They will partake in practical lessons aimed at building their skill repertoire and giving them experience of high-skilled dishes.		
Lesson Sequencing		Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support
Lesson 1	Introduction to the subject	Dietary needs Establishment Life stages	WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide: Tull, Anita: Amazon.co.uk: Books	Unit 1- support and encourage your child to revise and prepare for taking
Lesson 2	Baseline test			

Lesson 3	Feedback and improvements	Macronutrients Micronutrients Need assessment Service Special diets	<u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books</u> All cookbooks are a good place to build your knowledge on recipes, and cooking processes.	the unit 1 exam (January 2025). Resources can be provided by school. When shopping, discuss factors that affect the choices made. <u>Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA)</u> <u>Revision - BBC Bitesize</u> 
Lesson 4	Unit 2- introduction to controlled assessment.			
Lesson 5	UNIT 2: Design task analysis			
Lesson 6	UNIT 2: Design task analysis			
Lesson 7	Practical lesson			
Lesson 8	Unit 2: importance of nutrition			

TRAVEL & TOURISM

Y10 Pearson BTEC- Component 1- Travel & Tourism Organisations and Destinations				
Prior Learning This subject may have prior learning links to ICT and Geography. You may also have some knowledge from going on holiday either in the UK or abroad and being a tourist yourself.	Current Learning In this topic we will investigate travel and tourism organisations in the UK, their ownership, key products and services, and how they work together. We will explore the role of different consumer technologies within the travel and tourism industry. We will also look at different types of tourism and different types of visitors and will explore the features of and routes to popular tourist destinations.	Subsequent Learning This topic provides the basis/starting point for the topic and help with knowledge for component 2 customer needs in travel and tourism and component 3 influences on global travel and tourism The topic will also equip you with the skills you need to be successful in the PSA (Pearson Set Assignments) assessments.		
Lesson Sequencing Travel and tourism organisations Accommodation providers Transport operators Visitor attractions Tourism promotion Ancillary services Ownership of travel and tourism organisations Common aims of UK travel and tourism organisations Developing new customer technologies T & T organisations working together Why T & T organisations work together Consumer technology in T & T Advantages of consumer technology	Tier 3 Vocabulary Accommodation Ancillary B&B Catered Concierge Consumer En-suite Gateway Heritage Hostel Hotel Lodge Organisations Ownership Self-catering Terminal Tour operator Tourism Tourist Travel agent Visitor	Extended Learning Students will be given retrieval homework to complete to ensure new knowledge of travel and tourism is consolidated. Reading BTEC Tech Award 2022 Travel and Tourism Student Book – Textbook that can be used.	Ways in which parents/carers can support Parents can support with homework and help with any research into travel and tourism which may support or help studies.	