RIDGEWOOD
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RIDGEWOOD SCHOOL

Learning Maps

Y11 HALF TERM 2

RIDGEWOOD
SCHOOL

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Y11 Learning Maps – Half Term 2

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. Please note, as we move towards the end of Y11, some subjects have not included full learning maps where they have finished the course content and are now revising.

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

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

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

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

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

Yours faithfully,

Nicola Watson

Deputy Headteacher

ART

RIDGEWOOD SCHOOL

Year 11 Learning Map

Topic Number: HT2

SURROUNDINGS				
Prior Learning: Your investigations into the use of materials, narrative and texture will support the deeper investigation of the work of the artists studied.		**Current Learning:** You will respond to looking at artists through experimentation with materials and processes and create an outcome inspired by your learning, deepening understanding, material knowledge and use and planned investigations and outcomes.	**Subsequent Learning:** This topic will allow you to consolidate your learning and apply the techniques and processes to your own investigations.	
Week Sequencing		**Vocabulary**	**Extended Learning**	**Ways in which parents/carers can support**
Week 1	Experimentation with techniques/media	Composition Concept Develop Drawing Experiment Final piece Form Investigate Observe/observation Print Proportion Representational Research Respond Scale Still life	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016/exemplar-library.html https://www.tate.org.uk/search?q=surroundings https://www.moma.org/search/?bucket=3&query=surroundings https://www.guggenheim.org/search?page=1&s=surroundings&post_type=artwork	Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.
Week 2	Experimentation with techniques/media			
Week 3	Start final piece			
Week 4	Final piece			
Week 5	Final piece			
Week 6	Final piece			
Week 7	Final piece			
Week 8	Finish all sketchbook work.			

Business – Enterprise and Marketing.

RIDGEWOOD SCHOOL

Year 11 HT2 Learning Map

Topic Number: R069 (TA1) Branding, **R069 (TA2)** Create a promotional campaign, **R069 (TA3)** Plan and pitch and **R069 (TA4)** Review your promotional campaign and pitch.

Topic Title: R069 Task 1 Branding Opportunities and Threats.				
Prior Learning: You will have completed the R069 course and will now have individual action points to develop.		**Current Learning:** In this topic you will prepare your R069 for external submission. This combined with your R068 submitted at the end of Y10 will result in 60% of your final grade.	**Subsequent Learning:** You will have now completed RO69, the next half term will focus on the theory in preparation for your written examination unit - R067.	
Lesson Sequencing		**Vocabulary**	**Extended Learning**	**Ways in which parents/carers can support**
Lesson 1	DIRT improvements on task 1 and 2.	Audience Materials Non-Verbal Professionalism Structure Venue Verbal Visual Aids	https://www.bbc.co.uk/bitesize/guides/z26btv4/revision/4 https://www.bbc.co.uk/bitesize/guides/zkdc7nb/revision/5 https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1 641081-market-and-pitch-a-business-proposal.docx (live.com) To support students, a **weekly** catchup session will run on Thursday between 3-4pm.	Cambridge Nationals - Enterprise and Marketing Level 1/Level 2 – J837 - OCR OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing specification Cambridge National in Enterprise and Marketing Unit Recording Sheet R069 (ocr.org.uk)
Lesson 2				
Lesson 3				
Lesson 4				
Lesson 5	DIRT improvements on task 3 and 4.			
Lesson 6				
Lesson 7				
Lesson 8	R069 to be submitted for external moderation following this half term improvements.			

Dance

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Year 11 Learning Map

Topic Number: Autumn Term 2

Component 3: Responding To A Brief (MOCK)

Prior Learning	Current Learning	Subsequent Learning
You will build on knowledge and skills developed in Components 1 and 2. From Component 1, you will apply your understanding of how professional practitioners create performance work, including styles, creative intentions, target audiences, rehearsal processes and responding to stimulus. From Component 2, you will use and refine performance or design skills, rehearsal techniques, interpretation, collaboration, responding to feedback and evaluating your own work. You will bring together research, practical skills and reflective practice to create an original response to a live brief.	You will respond to an external brief and create a workshop performance for a specific audience. You will work collaboratively to interpret a stimulus, generate and develop ideas, select and apply appropriate performance skills, rehearse effectively and present your final outcome. You will complete an Ideas Log, Skills Log, Workshop Performance and Evaluation Report, demonstrating your ability to develop creative ideas, communicate intentions and evaluate your contribution. You will apply knowledge from across the whole qualification in a realistic vocational context.	You will use these skills in further education, employment and creative industries. This component develops transferable skills including communication, teamwork, creativity, resilience, time management, problem solving, rehearsal discipline and evaluation. These support progression into Level 3 Performing Arts courses, A Levels, apprenticeships and future careers within theatre, dance, musical theatre, production, events, media and the wider creative industries.

Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 8 – Continue blocking Week 9 – Skills Log exam and continue blocking Week 10 – Continue blocking Week 11 – Complete blocking and dress rehearsal Week 12 – Full technical and dress rehearsal Week 13 – Performance exam and evaluation preparation Week 14 – Evaluation preparation and Evaluation Log exam	Stimulus Brief Creative and Choreographic intention Devising Motif Development Manipulation Improvisation Structuring Formation Transition Canon Unison Dynamics Spatial awareness Relationship Projection Interpretation Stylistic qualities Practitioner influence Repertoire	Watch and review **live or recorded dance performances**, identifying how choreographers communicate ideas, emotions and creative intentions to an audience. **Suggested websites:** One Dance UK Sadler's Wells Learning and Engagement Akram Khan Company BBC Bitesize Dance Pearson Performing Arts Support **Recommended reading and viewing:** Watch practitioner interviews, rehearsal footage and documentaries featuring Akram Khan, Matthew Bourne and Wayne McGregor.	Encourage discussion about performances, rehearsal decisions and audience impact. Support attendance at live or streamed theatre, dance or musical theatre performances. Help students plan rehearsal and independent preparation time. Ask students to explain how their work responds to the brief and target audience. Encourage reflection by discussing strengths, challenges and next steps after performances. Visit local arts venues, community performances and cultural events together. Support independent research into practitioners and performance styles. Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and performances.

Drama

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Year 11 Learning Map

Topic Number: 1 and 2

Component 3: Responding To A Brief MOCK

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.	In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.	This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course. You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to level 3 Performing Arts study.

Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1 – Exploration of stimulus Week 2 – Practical exploration of ideas Week 3 – Begin blocking Week 4 – Ideas Log Exam in Y11 Mock week Week 5 & 6 – Continue blocking Week 7 – Showcase of work	Audience Characterisation Evaluation Narrative Performance Practitioner Reflection Skills Stimulus Techniques	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners: • National Theatre – All About Theatre • Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/

ENGLISH

Year 11 Learning Map – Half Term 1 & 2

Non-Fiction Reading and Writing: Eduqas English Language Component 2 Section B

Prior Learning

Building on non-fiction writing skills from Key Stage 3 and Year 10, you will enhance your ability to write a range of engaging non-fiction texts. This topic will focus on planning and writing: speeches, articles, reports, letters and reviews.

You will continue to develop the persuasive writing skills generated through various key stage 3 topics as well as through the study of transactional writing which was covered in Year 10 English Language lessons.

Current Learning

During your English lessons the second half of this half term, you will work on crafting your writing skills to enable you to respond to the two writing tasks you will be required to complete on Section B of English Language Component 2.

You will be assessed on the following skills:

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Subsequent Learning

During Half Term 2 you will be studying Section A of English Language Component 1, which requires you to respond to a fictional piece of writing.

You will need to draw upon the technical writing skills developed throughout this topic, such as:

- the use of a range of sophisticated vocabulary
- the use of punctuation for meaning and clarity.
- the application of varied sentence structures and discourse markers for impact.

Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1: Planning and writing a formal letter. Week 2: Planning and writing a speech or talk. Week 3: Planning and writing an article. Week 4: Planning and writing a review and a report.	Metaphor Simile Modal Verbs Alliteration Direct Address Facts Opinions Rhetorical Questions Emotive Language Statistics Triplication Hyperbole Anecdote Imperatives Repetition	A great way to practice reading non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access. Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts. Useful websites: • Home - BBC News • News, sport and opinion from the Guardian's UK edition | The Guardian • BBC Bitesize	• YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. • The BPC English website also provides videos, resources and PowerPoints 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

ENGLISH

RIDGEWOOD SCHOOL

Year 11 Learning Map – Half Term 2

A Christmas Carol

Prior Learning

Last year, you studied *A Christmas Carol*, exploring the plot, characters, themes and Dickens' methods. You analysed key extracts and quotations, considered the novella's Victorian context, and examined Dickens' messages about poverty, responsibility and redemption. You also completed an English Literature Paper 1 mock examination. This revision unit builds on that learning by revisiting key quotations, context, symbols and motifs, while strengthening your analytical writing and exam skills to help you succeed in your GCSE examination.

Current Learning

You will study Dickens' iconic and festive novella about redemption, compassion and social responsibility for the Nineteenth century novel component of the GCSE English Literature Paper 1 exam.

You will be assessed on the following skills:

- AO1: This assesses your understanding of the novel. In the exam, you will need to make points about the novel and use evidence from the novel to support your interpretations.
- AO2: This assesses your ability to analyse language, form and structure used by the writer to create meanings.
- AO3: This assesses your ability to make links between the novel and the time it was written.

Subsequent Learning

A Christmas Carol is one of the set texts for the GCSE English Literature exam. In the exam, you will have 45 minutes to answer one essay question on the novel. This is a 'closed book' exam which means that you will not have access to a copy of the novel in the exam.

Following your study of *A Christmas Carol*, you will further enhance your interpretative and analytical skills by revising *Macbeth* and a collection of poetry from the AQA Power and Conflict poetry anthology.

Lesson Sequencing

Week 1: Plot, characters and context.

Week 2: Themes and Symbols.

Week 3: Scrooge's character development.

Week 4: Essay writing skills and extracts from across the novella.

Tier 3 Vocabulary

- Novella
- Character
- Theme
- Bildungsroman
- Parable
- Third person omniscient narrator
- Stave
- Pathetic fallacy
- Antithesis
- Motif
- Symbolism

Extended Learning

All students in Year 11 will have weekly homework set. Homework booklets will be provided for each topic. Students should complete the activities set by their class teacher.

Watch YouTube Revision Videos

Watch one of the following channels and make a page of revision notes, including at least five key quotations.

- Mr Bruff
- Mr Salles Teaches English
- First Rate Tutors

Complete BBC Bitesize Revision

Work through each section of the BBC Bitesize revision guide and complete the accompanying quizzes.

Ways in which parents/carers can support

- Watch one of the many films adaptations or the novella.
- There is a breadth of knowledge online about the Victorian age - research the context and how it influenced Dickens' work. The British Library website is a good place to start: *https://www.bl.uk/works/a-christmas-carol#*
- Dickens is a world famous novelist - research his work, his craft and his style. Find out what inspired him to write about the ideas and themes in *A Christmas Carol:* *https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-a-christmas-carol*
- Visit York Castle Museum and explore the recreated Victorian street exhibition: https://www.yorkcastlemuseum.org.uk/exhibition/kirkgate-the-victorian-street/

GEOGRAPHY

RIDGEWOOD SCHOOL

Y11 AQA – 3.2.2 Challenges in the human environment– Section B: The changing economic world and Section C: The challenge of resource management

Prior Learning:
This topic builds on your knowledge from KS3, particularly your knowledge of Population, Globalisation and Development from Y7 and Y9.

It builds upon prior skills such as cartographic, statistics/maths and graphical skills linked to global urban trends. We will also be using demographic data to profile different countries (linked to economics, availability and consumption of resources), UK and global locations and areas.

Current Learning:
In this topic, you will learn about human processes and systems and how they change both spatially and temporally. They are studied in a range of places, at a variety of scales and include places in various stages of economic development. We will be focussing on the UK's changing economy and then the challenge of resource management.

This topic is important for you to develop your geographical skills and case study application in extended geographical writing. We will be building on skills of choropleth mapping of population and economic data, development figures and development data calculations

Subsequent Learning:
We will go on to explore the dynamic nature challenges in the human environment looking at human processes. We will go on to learn about urban sustainability and the challenges of a resource.

The topic will also equip you with the skills you need to be successful in Paper 1, **2** and **3** of your Geography GCSE, and makes up a third of Paper 2.

Lesson Sequencing	Vocabulary	Extended Learning	Ways in which home can support
The Changing Economic World 1. **UK** - Changing UK Economy 2. **UK** – Post-industrial economy 3. **UK** -Modern Industrial Development 4. **UK** -Changing UK infrastructure - 5. **UK** -Changing UK infrastructure - Transport 6. **UK** -The North-South Divide 7. **UK** -The UK in the wider world 8. **Resource Management** - Food 9. **Resource Management** - Water 10. **Resource Management** - Energy 11. **Resource Management** – Water Demand **12. Resource Management** – Water Security 13. **Resource Management** – Water Supply 14. **Resource Management** – Water Strategies	Challenge Counter-urbanisation Deindustrialisation Economy Enterprise Zones High income country Inequality Lower income country Newley Emerging- Economy Opportunity Site Situation Trade Transport Urbanisation	A **weekly** GCSE Exam question homework sheet or GCSE Pod Question homework will be set to KS4 students. Recommended KS4 revision guides and workbooks can be found here: **https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography** **Wider Reading:** **This book is an engaging and fascinating read:** Human Geography: The Basics Andrew Jones	**Please ensure your child is completing their weekly GCSE Exam question homework or GCSE Pod Question homework** GCSEPod Helping encourage revision with the use of the following revision websites: • Using **BBC Bitesize**: GCSE Geography - AQA - BBC Bitesize • Using **Physics Maths Tutor**: AQA GCSE Geography Revision (physicsandmathstutor.com) • Using **Physics Maths Tutor-Past Papers (AQA)**: GCSE / IGCSE Geography Past Papers - PMT (physicsandmathstutor.com) • Using **Internet Geography**: AQA GCSE Geography - Internet Geography

Health & Social Care

Year 11 Learning Map – Half Term 2

Year 10 BTEC Level 1/2 Health and Social Care: Human life span and development		
Prior Learning Students have explored the barriers and strategies in overcoming these when service users try to access a range of health and social care provisions to support with a range of health conditions. Students have also identified the skills, attributes and values required when giving care. Gaining an understanding of the importance and when to apply these when working with service users such as empathy, patience, honesty and trustworthiness. Students will now understand the different types of health and social care services and the values that are required when working in health and social care settings as well as identifying any obstacles that services users may face and how to cope with these.	**Current Learning** Students will apply their knowledge gained on half term 1 around the skills, attributes and values required when giving care. The benefits of these and the obstacles that they may face. They will apply this to case studies given for task 4 & 5 for their PSA. Students will develop the skills and attributes needed to complete their component 2 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.	**Subsequent Learning** Students will be introduced to their final unit, component 3: Health and wellbeing. This is their externally examined component that they will sit in May. Students will start by learning what is meant by health and wellbeing and how it is affected by a range of factors. Students will then learn to interpret indicators that can be used to measures physiological health and lifestyle data in relation to risks posed to physical health. Students will finally learn how to design a health and wellbeing improvement plan, including short- and long-term targets, and how obstacles that individuals may face when implementing the plan might be overcome.

Lesson Sequencing	Vocabulary	Extended Reading/ media opportunities	Ways in which parents/carers can support
Task 3 completion Task 4 completion Task 4 completion Task 5 completion Task 5 completion Resubmissions Resubmissions	Multidisciplinary Advocates Impairment Physical aids Stigma Confidentiality Advanced radiotherapy Optical care Complementary therapies Psychological Geographical Empathy Vulnerable Exploitation Prejudice Discrimination Jargon Dignity Person-centred care	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: The fault in are stars by John Green 2012	YouTube is a wonderful resource for H&SC revision. If you search H&SC Level 1/2 tech award several 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: 24 hours in A&E Junior doctors on the front line One born every minute **Homework** links to research around their PSA task, allowing them to gain further insight into the topic that is covered and supporting them with their application.

HISTORY

RIDGEWOOD SCHOOL

Crime and Punishment (P2)

Prior Learning:

This topic builds on the knowledge you gained about the different types of crimes and policing methods that have existed throughout British history.

It also builds upon your foundational knowledge of medieval crimes and policing studied in KS3.

Finally, it builds upon the explanation skills developed throughout year 10.

Current Learning:

In this topic you will learn about the development of attitudes towards criminals, the nature of punishments and the subsequent changing of justifications for punishments that criminals received throughout British history.

This topic is important for you to develop your historical skills and knowledge because it will help you continue to master explanations of reasons in arguments and recognise similarities and differences between time periods.

Subsequent Learning:

You will continue to develop your use of argument and evidence skills in Paper 2 when covering the Cold War and Early Elizabethan England.

The topic will also equip you with the skills you need to be successful in Paper 1 of your History GCSE

Lesson Sequencing	Vocabulary	Extended Learning	Ways in which parents/carers can support
Deterrence, retribution and execution as forms of medieval punishments	Bloody Code Capital Punishment Corporal Punishment Deterrence Forest Laws Open Prison Retribution Reformation Transportation Wergild	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: GCSE History for Edexcel: Crime and Punishment through time, c-1000-present by Hodder Revise Edexcel GCSE (9-1) History Crime and Punishment Revision Guide by Pearson	You could watch the following documentaries with your son/daughter: **YouTube:** Saxon Punishments I History - The Strange Case of the Law The Bloody Code I History - The Strange Case of the Law The life and work of Elizabeth Fry (dramatisation) I History – true stories
The continued use of corporal and capital punishment through the Early Modern period			
The introduction of transportation and the start of the Bloody Code in Early Modern England			
The changing views on the purpose of punishment in the 18th and 19th centuries			
The use and ending of transportation, public execution and the Bloody Code.			
Prison reform, including the influence of John Howard and Elizabeth Fry.			
The abolition of the death penalty; changes to prisons and specialised treatment of young offenders			
The development of non-custodial alternatives to prison in Modern Britain.			

iMedia:

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Year 11 Creative iMedia Learning Map

Topic Number: Section C

Topic Title: R093: Creative iMedia in the media industry				
Prior Learning: This topic builds on prior knowledge from the coursework topics but putting them into exam content and relating them to the real life.		**Current Learning:** In this topic you will learn about the legal considerations to protect individuals, including relevant laws such as privacy, permissions and defamation. The topic also considers regulation, certification and classification, including the role of the ASA, Ofcom, BBFC and PEGI.		**Subsequent Learning:** This topic will prepare you for future work in Creative iMedia exam unit.
Lesson Sequencing		**Vocabulary**	**Extended learning**	**Ways in which parents/carers can support**
Week 1	Legal Issues	Advertising Standards Authority Bit depth Compression Creative Commons Data Protection Defamation Libel Location Recce Ofcom Permission Privacy Resolution Risk assessment Slander Watermarks	You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. **Wider Reading Opportunities** R093 - Creative iMedia in media industry sample question paper (ocr.org.uk) New R093 Creative iMedia in the Media Industry Course (knowitallninja.com)	Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR
Week 2	Intellectual Property			
Week 3	Health and Safety			
Week 4	Distribution Media			
Week 5	File Formats			

MATHS

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Foundation –Constructions, Plans and Elevations and Bearings

Prior Learning:	Current Learning:	Subsequent Learning:
This unit builds on prior knowledge learnt in Unit 6 and Unit 7 as you will be working on co-ordinate axis with shapes. You will also require your skills in drawing angles from Y8 and use angle laws from Unit 5.	In this topic, you will learn how to draw plans and elevations, draw and interpret bearings and use constructions for loci problems.	Constructions, plans and elevations will be used in any further studies in Construction, Design or Engineering. Bearings are also used in navigation-based careers such as the Army or Navy.

Lesson Sequencing	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: • Draw plans and elevations • Perform constructions to answer loci problems • Draw and interpret bearings	Bearing Elevation Loci Plan	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

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Fractions, Indices and Standard Form

Prior Learning:	Current Learning:	Subsequent Learning:
This topic builds on students' prior learning of fractions and indices from KS2, Y7, Y8 and Y9 Unit 1 and 4. Students will have also learnt to convert to and from standard form in Science lessons.	In this topic you will develop your skills in fractions calculations, particularly focussing on mixed numbers. You will also learn to complete higher level calculations with indices and standard form.	This topic will be used within AO3 problem solving questions. You will also continue to use standard form in Science lessons in KS4.

Lesson Sequencing	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: • Add and subtract fractions • Multiply and divide fractions • Use laws of indices • Convert to and from standard form • Multiply and divide in standard form	• Base • Power • Index • Mixed number • Numerator • Denominator • Standard form	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

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Higher – Circle theorems and Circle geometry

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior knowledge on labelling circles and will apply their knowledge from angles laws across Y7-9. Students' algebraic skills will be applied when working with graphs once more.	In this topic you will learn the circle theorems, how to apply and prove them. In the second part of this unit you will learn to find the equation of a tangent to a circle on a graph.	Circle theorems are frequently interleaved in to AO3 problems in A Level Maths.

Lesson Sequencing	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: • Learn and apply all circle theorems • Prove circle theorems • Find the equation of a tangent to a circle	• Alternate • Segment • Chord • Tangent • Diameter • Subtended	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

MATHS

RIDGEWOOD SCHOOL

Higher – Further algebra (Algebraic fractions, Function and proof)

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' skills from a range of prior learning including fractions, algebra and surds.	In this topic you will revisit rationalising the denominator and learn to apply the difference of two squares. The majority of this unit will be spent manipulating algebraic fractions. The other larger topic within this unit will focus on functions, you will learn to use, solve, and find inverse and composite functions. Finally, you will learn to prove statements using algebra.	Algebraic fractions, functions and proof skills with be further developed if you choose to study A Level Maths.

Lesson Sequencing	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: • Rationalise the denominator • Rearrange (change the subject of) complex formulae including factorising • Simplify algebraic fractions • Add and subtract algebraic fractions • Multiply and divide algebraic fractions • Solve equations with algebraic fractions • Use function notation • Express an inverse function • Express a composite function • Proof (algebraic)	• Rationalise • Denominator • Rearrange • Subject • Prove • Function • Inverse • Composite	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 Y11 – HT1.2 Synoptic assessment

Prior Learning:	Current Learning:	Subsequent Learning:
This period starts your synoptic assessment window. You will combine your learning from the 5 units that you have studied across Year 10 and Year 11. 1: Introduction to music technology and the music business 2: The digital audio workstation 3: Music elements, music styles and music technology 4: Sound creation 5: Multitrack recording	You will commence your synoptic project this term. This is a 17 hour non exam assessment. You will work independently and apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable you to demonstrate an integrated connection and coherence between the different elements of the qualification. The NEA will contribute 60% towards the overall qualification grade and therefore it is important that you produce work to the highest standard.	You will then focus on preparation for your written exam in June.

Lesson Sequencing	Vocabulary	Extended learning	Ways in which parents/carers can support
Lessons will be sequenced so that you have preparatory planning time in lessons and then a period of formal assessment. We will continue to thread written recall workshops in preparation for your external exam in June.	Development of music technology Music business DAW software functions Musical elements Musical style Sound creation Multitrack recording	Access your Teams account and the lesson material to refresh your understanding of key terminology. Access the WAGOLLS and WABOLLS to understand how to achieve higher band responses. Create your draft synoptic responses linked to each task prior to the assessment lesson to be provided with feedback and next steps	Support your child's progress through: Encourage your child to practice using the DAW software by attending an after school session. Focus on Sound and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics

Physical Education

RIDGEWOOD SCHOOL

KS4 Learning Map

Topic: Alternative Games

<table>
<tr><th colspan="5">Pathway: Alternative Games</th></tr>
<tr><td colspan="2">Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understanding and analysis of performance in some of the more traditional sports</td><td>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.</td><td colspan="2">Subsequent Learning: This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.</td></tr>
<tr><td colspan="5">Units covered over the year: table tennis, dodgeball, badminton, tchoukball, volleyball, rounders</td></tr>
<tr><td colspan="2">Lesson Sequencing – Each unit will follow a similar sequence</td><td>Vocabulary</td><td>Wider Reading Opportunities</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Lesson 1</td><td>Introduction of game and key rules linked to modified games</td><td rowspan="5">Analysis
Attack
Defence
Formation
Official
Tactics
Umpire</td><td rowspan="5">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</td><td rowspan="5">- Let students play sport
- Give them opportunities to get involved in local teams
- Support in attending school teams and competitions.</td></tr>
<tr><td>Lesson 2</td><td>Learning of new skills and modified games</td></tr>
<tr><td>Lesson 3</td><td>Introduction of tactical game play</td></tr>
<tr><td>Lesson 4</td><td>Tactical game play</td></tr>
<tr><td>Lesson 5</td><td>Tactical play and analysis of performance to aid improvement</td></tr>
</table>

Physical Education

RIDGEWOOD SCHOOL

KS4 Learning Map

Topic: Boys' Games

<table>
<tr><th colspan="4">Pathway: Boys' games</th></tr>
<tr><td colspan="2">Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.</td><td>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.</td><td>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.</td></tr>
<tr><td colspan="4">Units covered over the year: Football, basketball, rugby, flag football, dodgeball, handball, rounders</td></tr>
<tr><td colspan="2">Lesson Sequencing – Each unit will follow a similar sequence</td><td>Vocabulary</td><td>Wider Reading Opportunities</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Lesson 1</td><td>Recap of skills learnt at KS3 through game play</td><td rowspan="5">Analysis
Attack
Defence
Formation
Official
Tactics
Umpire</td><td rowspan="5">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</td><td rowspan="5">- Let students play sport
- Give them opportunities to get involved in local teams
- Support in attending school teams and competitions.</td></tr>
<tr><td>Lesson 2</td><td>Recap of skills learnt at KS3 through game play</td></tr>
<tr><td>Lesson 3</td><td>Game play to introduce and revisit tactics</td></tr>
<tr><td>Lesson 4</td><td>Game play to introduce and revisit tactics</td></tr>
<tr><td>Lesson 5</td><td>Student led competition</td></tr>
</table>

Physical Education

RIDGEWOOD SCHOOL

KS4 Learning Map

Topic: Dance Fitness

<table>
<tr><th colspan="4">Pathway: Dance fitness</th></tr>
<tr><td colspan="2">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.</td><td>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.</td><td>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.</td></tr>
<tr><td colspan="4">Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,</td></tr>
<tr><td colspan="2">Lesson Sequencing – Each unit will follow a similar sequence</td><td>Vocabulary</td><td>Extended Reading</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Lesson 1</td><td>Introduction to the method and teaching of key skills needed</td><td rowspan="5">Cardiovascular
Muscular
Skeletal
Respiratory
Heart rate
Anaerobic
Aerobic
Target zones
Time under tension</td><td rowspan="5">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</td><td rowspan="5">- Let students play sport
- Give them opportunities to get involved in local teams
- Support in attending school teams and competitions.</td></tr>
<tr><td>Lesson 2</td><td>Development of key teaching aspects</td></tr>
<tr><td>Lesson 3</td><td>Opportunity to develop and create own routines or personalise training</td></tr>
<tr><td>Lesson 4</td><td>Opportunity to develop and create own routines or personalise training</td></tr>
<tr><td>Lesson 5</td><td>Reflect upon training and ideas for further development</td></tr>
</table>

Physical Education

RIDGEWOOD SCHOOL

KS4 Learning Map

Topic: Fitness

<table>
<tr><th colspan="4">Pathway: Fitness</th></tr>
<tr><td colspan="2">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.</td><td>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.</td><td>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.</td></tr>
<tr><td colspan="4">Units covered over the year: circuits, aerobics, yoga, zumba, weight training, boot camp</td></tr>
<tr><td colspan="2">Lesson Sequencing – Each unit will follow a similar sequence</td><td>Vocabulary</td><td>Wider Reading Opportunities</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Lesson 1</td><td>Introduction to the method and teaching of key skills needed</td><td rowspan="5">Aerobic
Anaerobic
Cardiovascular
Heart rate
Muscular
Respiratory
Skeletal
Target zones
Time under tension</td><td rowspan="5">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
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- Give them opportunities to get involved in local teams
- Support in attending school teams and competitions.</td></tr>
<tr><td>Lesson 2</td><td>Development of key teaching aspects</td></tr>
<tr><td>Lesson 3</td><td>Opportunity to develop and create own routines or personalise training</td></tr>
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<tr><td>Lesson 5</td><td>Reflect upon training and ideas for further development</td></tr>
</table>

Physical Education

RIDGEWOOD SCHOOL

KS4 Learning Map

Topic: Girls' Games

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

PSHCE

Year 11 Learning Map

RIDGEWOOD SCHOOL

Topic Number: 1

Mental Health

Prior Learning	Current Learning	Subsequent Learning
This topic builds on work that you have looked at in year 8 understanding mental health and the importance of knowing symptoms of different ways people's mental health could be impacted. It will strengthen your understanding of where to get help if it is ever needed.	In this topic you will learn: What is meant by mental health and dispel any myths that are associated with mental health. This topic will allow you to depend your understanding on mental health and the signs and symptoms to different mental health conditions. You will discuss the different stresses which may impact an individual's life and the different strategies/support systems a person can use to help through difficult times.	This topic will prepare you for: The stresses of year 11 and life beyond Ridgewood School. This topic will equip you with strategies that you could turn to in a difficult time to help through stressful situations. You will develop the skills to use knowledge and understanding to identify signs and symptoms of different mental health conditions and where support can be sought. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.

Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	What is mental health	Stress Anxiety Depression Mental health Coping strategy Time management Support network	You can use independent study opportunities to engage with the following websites about mental health and exam stress. Parents' Guide To Supporting Children At Exam Time | YoungMinds Parents Mental Health Support | Advice for Your Child | YoungMinds	Explore the websites such as Young Minds and Samaritans which explain different support networks and coping mechanisms for dealing with stress and anxiety Discuss the different ways mental health impacts people and where people can seek support if suffering with their mental health
Lesson 2	Exam stress			
Lesson 3	Anxiety			
Lesson 4	Assessment			

Core RS

Year 11 Learning Map

RIDGEWOOD SCHOOL

Topic Number: 1

Importance of human life

Prior Learning:	Current Learning:	Subsequent Learning:
This topic builds on work that you have looked at in year 9, understanding why religious people believe human life has value and how different ethical issues may impact the approach religious people take. It will strengthen your understanding to apply religious beliefs to key ethical issues.	In this topic you will learn: how religious people value life and the beliefs and teachings behind this. This topic will allow you to deepen your understanding on different ethical issues which surround the start and end of life from a medical and criminal/legal perspective. You will formulate your own opinions on these ethical issues and discuss and understand the beliefs and opinions of your peers and religious believers.	This topic will prepare you for: Understanding different ethical issues that may arise for you as individuals or those around you including being able to understand different topical issues that may arise both locally and globally. This topic will equip you with the knowledge and understanding to engage in meaningful conversation and make informed decisions on different moral and ethical issues. You will develop an understanding on different medical and legal issues that impact life and also an understanding of where to seek help and information for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.

Lesson Sequencing		Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	When does life begin	Artificial insemination Capital punishment Imago Dei Infertility Involuntary euthanasia Precepts Sanctity of life Termination Voluntary euthanasia	You can use independent study opportunities to engage with the following websites which look at key topics covered in this module in the news. US abortion debate - BBC News BBC - Ethics: Euthanasia and physician assisted suicide Esther Rantzen begs MPs to attend assisted dying debate - BBC News	Explore the websites such as BBC News, ITV news, Sky News to look at topical issues that relate to medical issues and legal issues taught in this module, this can be both local and global news Discuss the different opinions shared in relation to the topics covered and also your own opinions and where the come from, encourage open conversation to share opinions and beliefs as a family.
Lesson 2	Fertility Treatment			
Lesson 3	Abortion			
Lesson 4	Euthanasia			
Lesson 5	Crimes against the person			
Lesson 6	Death penalty			
Lesson 7	Religion and mental health			
Lesson 8	Religion and addiction			
Lesson 9	Assessment			

RE

RIDGEWOOD SCHOOL

Year 11 Learning Map

Buddhist Practices

Prior Learning:
This topic builds on your knowledge base from Year 10 when you studied Buddhist beliefs using your knowledge of the different forms of Buddhism to help you understand the different way in which Buddhist practice their religion.

You will build on key terms and concepts you have already learnt such as dependant arising, karma, rebirth and the Three Marks of Existence explaining how religious belief influences religious practice.

Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to the different ways in which Buddhists practice their religion.

Current Learning:
In this topic you will learn about a variety of Buddhist practices from both Mahayana Buddhism and Theravada Buddhism.

You will be introduced to a number of key Buddhist practices such as different funeral rights, meditation and worship and how Buddhists celebrate festivals. This learning will be underpinned by the beliefs you have previously studied and you will apply these beliefs to the different practices.

You will also work on your skills of evaluation and debate by discussing whether or not these Buddhist practices and beliefs are still relevant in the 21st century.
This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.

Subsequent Learning:
This topic will initially introduce you to key Buddhist practices which can then be applied to many other moral issues throughout RE in Key Stage 4 such as Medical Ethics, and War and Crime; as a contrast to other religions such as Christianity. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.

In addition, this topic will help you to prepare for GCSE RE examinations as for this you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic.

Fully understanding the religion of Buddhism both beliefs and practices and how they fit together will give you a better knowledge and then basis for revision in preparation for your upcoming exams.

Lesson Sequencing	Vocabulary	Extended Learning	Ways in which parents/carers can support
1. Places of worship 2. Types of worship 3. Meditation 4. Different forms of meditation 5. Death and Mourning 6. Festivals 7. Metta and Karuna 8. The Five Moral Precepts and the Six Perfections	Meditation Visualisation Puja Vihara Metta (Loving Kindness) Ahimsa Enlightenment Suffering Compassion (Karuna) Karma	You can use independent study opportunities to engage with the following websites relating to Buddhist Practices: Buddhist places of worship: Places of worship - Practices in Buddhism - GCSE Religious Studies Revision - AQA - BBC Bitesize A video tour of a Vihara: Holy Cribs: The Vihara - TrueTube Meditation: Meditation - Practices in Buddhism - GCSE Religious Studies Revision - AQA - BBC Bitesize	Watching films such as The Life of the Buddha (2007) together could help to raise students' understanding of Buddhist teachings and practices. You may want to put some of these Buddhist traditions into practice by attempting some guided mediation to experience first-hand what they learn about in school: https://www.youtube.com/watch?v=CvF9AEe-ozc

RE

RIDGEWOOD SCHOOL

Year 11 Learning Map

Theme D: Religion Peace and Conflict

Prior Learning:
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 religion Peace and Conflict. You will use and apply key teachings and ideas such as the Just War theory and Pacifism, which you studied in the Year 9 topic on Peace and Conflict.

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.

Current Learning:
In this topic you will learn about a variety of religious and non-religious beliefs about issues such as when it is right to go to war, who should fight in war, how a country and reconcile after war and whether pacifism is a noble concept. You will learn about the different social and moral implications of these issues.

You will debate controversial issues such as whether weapons of mass destruction can ever be justified and whether religious believers should agree or disagree to fighting in war. You will also discuss the moral and ethical issues associated with these issues. These debates will support the development of your evaluative skills.

Subsequent Learning:
This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding forgives and justice 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.

Lesson Sequencing	Vocabulary	Extended Learning	Ways in which parents/carers can support
1. Forgiveness and reconciliation 2. Peace and justice 3. Reasons for War including Holy War 4. Violent Protests 5. Just War 6. Nuclear War and WMD 7. Terrorism 8. Pacificism 9. Victims of War	Peace Justice Reconciliation Protest Terrorism Weapons of Mass Destruction Just War Holy War Pacifism	Students will be given and directed to revision activities and resources throughout the topic and will be shown effective ways to revise in preparation for end of unit assessments. Students will be set homework once a fortnight to support learning in covered in lesson	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 with war.

Science

RIDGEWOOD SCHOOL

Year 11 Learning Map

Topic Number: B7

Ecology

Prior Learning

This topic builds on students' prior knowledge from Key stage 3. Students will have a basic understanding of food chains and what producers and consumers are.
The water cycle (Biology 4.7.2.2) links to Chemistry 4.9.1.2 –The Earth's early atmosphere. Waste management (Biology 4.7.3.2) links to Chemistry 4.9.3.1 – Atmospheric pollutants from fuels. The role of biotechnology (Biology 4.7.5.4) links to Biology 4.6.2.4 Genetic engineering.

Current Learning

In this topic students will learn how organisms are classified based on their evolutionary relationships, are interdependent and show adaptations to their environment. Students will also learn the difference between the abiotic and biotic components of an ecosystem, and how materials are continually cycling through those components. Students will go on to understand how the distribution of organisms can be affected by different conditions as well as how to measure the number of different organisms.

Subsequent Learning

This topic will support you with your understanding of photosynthesis and its importance.

Lesson Sequencing

(lessons highlighted in green represent subject content for only higher tier science students)

Lesson number	Spec code	lesson title
1	4.7.1.1-3	Ecosystems and interdependence
2	4.7.1.4	Animal and plant adaptations
3	4.7.4.1	Food webs and trophic levels
4	4.7.4.2-3	Pyramids of Biomass and transfer
5	4.7.2.1	Predator prey cycles
6	4.7.2.1	RP9 Sampling
7	4.7.2.1	RP9 Sampling and analysis of the FA
8	4.7.2.2	Water cycle
9	4.7.2.2	Carbon cycle
10	4.7.2.2	Decay
11	4.7.2.3	Investigating Decay
12	4.7.3.1 & 4.7.3.6	Biodiversity and maintaining biodiversity
13	4.7.3.5	Global warming
14	4.7.3.2	Waste management
15	4.7.3.3 & 4	Deforestation and land use
16	4.7.2.5	Global warming
17	4.7.5.4	Biotechnology
18	4.7.5.2-3	Food security & FA

Vocabulary

Classification
Phylogeny
Quadrat
Transect
Ecosystem
Abiotic
Biotic
Predator
Trophic level
Food chain
Food web
Biomass

Extended learning

All students have access to Microsoft teams, Carousel and BBC bitesize.

Extended learning:

- CGP revision guides
- BBC bitesize

Ways in which parents/carers can support

Support your child's progress through:

- Carousel – self quizzing
- Microsoft TEAMS

Science

RIDGEWOOD SCHOOL

Year 11 Learning Map

Topic Number: C8

Purity formulations and chromatography

Prior Learning
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of organic compounds. Students will understand how tests for positive and negative ions are performed.

Current Learning
In this topic you will also investigate the tests for positive and negative ions.

Subsequent Learning
This topic will prepare you for quantitative chemistry, environmental chemistry, Covalent bonding in further topics.

Lesson number	Spec code	lesson title
1	4.8.1.1,4.8.1.2	Pure substances and formulations
2	4.8.1.3	Chromatography + RP & FA
3	4.8.2	Gas tests
4	4.8.3.1, 4.8.3.2	Flame tests and hydroxides
5	4.8.3.3,4.8.3.4,4.8.3.5	Carbonates, halides and sulphates
6	4.8.3	Required prac
7	4.8.3.6, 4.8.3.7	Instrumental methods

Vocabulary

Ceramics
Fractional Distillation
Hydrocarbons
Hydroxides
Polymers
Reaction profiles
Saturated
Solubility
Solute
Solvent
Unsaturated

Extended learning

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
- BBC news homepage

Ways in which parents/carers can support

Support your child's progress through:

- Completing their homework on Carousel.
- Using Physics and maths tutor (PMT) to complete any revision

Science

RIDGEWOOD SCHOOL

Year 11 Learning Map

Topic Number: P6

Waves

Prior Learning
This topic builds on students' prior knowledge of waves from KS3.

Current Learning
In this topic you will learn that waves are a way in which energy may be transferred between stores. Both mechanical and electromagnetic waves will transfer energy but not matter. These basic principles allow all electronic and advance machinery to work.

Subsequent Learning
This topic will underpin students' understanding of certain types of energy transfer. It will enable students to continue to develop their maths skills emerging from previous topics.

Lesson Sequencing
(lessons highlighted in green represent subject content for only separate science students)

Lesson number	Spec code	lesson title
1	4.6.1.1	Nature of waves
2	4.6.1.2	Calculations
3	4.6.1.2	Animated stationary wave and FA
4	4.6.1.2	Animated ripple tank
5	4.6.1.2	Stationary waves RP
6	4.6.1.3	Reflection and refraction
7	4.6.1.3	Light RP
8	4.6.1.4	Sound and FA
9	4.6.1.5	Ultrasound (HT)
10	4.6.2.1-4	EM waves 1
11	4.6.2.5	Lenses
12	4.6.2.6	Colour
13	4.6.3	Black body radiation

Vocabulary

Longitudinal
Transverse
Wavelength
Frequency
Peak
Trough
Reflection
Refraction
Spectrum
Electromagnetic
Absorption

Extended learning

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
- An introduction to the electromagnetic spectrum - https://imagine.gsfc.nasa.gov/science/toolbox/emspectrum1.html
- What is an electromagnetic wave? - https://hubblesite.org/contents/articles/the-electromagnetic-spectrum

Ways in which parents/carers can support

Support your child's progress through:

- myGCSE science - for extra support videos and work on the topics stated
- Accessing their Microsoft Teams work for directed exercises on current topics

Science

RIDGEWOOD SCHOOL

Year 11 Learning Map

Topic Number: P7

Magnetism and electromagnetism

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of forces from KS3 and KS4 alongside improving students' knowledge of magnets and fields	In this topic students will learn that Magnetism is due to the magnetic fields around magnets. The fields can be investigated by looking at the effects of the forces they exert on other magnets and magnetic materials.	This topic will support student's knowledge of the interaction of objects and their environments.

Lesson Sequencing
(lessons highlighted in green represent subject content for only separate science students)

Lesson number	Spec code	lesson title
1	4.7.1.1-2	Poles of a magnet + FA
2	4.7.2.1	Electromagnets
3	4.7.2.2	Flemings left hand rule (HT)
4	4.7.2.3-4 + 4.7.3.1-3	Electromagnetic induction (HT)
5	4.7.3.4	Transformers (HT)

Vocabulary

Moments
Levers
Gears
Pivot
Pressure
Momentum
Magnetic fields
Electromagnetism
Motor effect
Generator effect
Induced potential
Transformers

Extended learning

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
- BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/ztmttv4
- Physics and maths tutor

Ways in which parents/carers can support

Support your child's progress through:

- Accessing their Microsoft Teams work for directed exercises on current topics
- Carousel for self-quizzing
- PMT for past papers and notes

Spanish

RIDGEWOOD SCHOOL

Year 11 Learning Map

Topic Number: 8

Theme 3, Unit 8: Media and technology			
Prior Learning This topic builds on what students were learning in Key stage 3 to talk about technology. It will include previously learnt grammar and high frequency vocabulary and will build on this, focussing on reflexive verbs, direct and the conditional tense.	**Current Learning** In this topic you will learn about how to talk about technology and how we use social media. We will then focus our learning on how technology has changed and the positives and negatives of technology and social media.	**Subsequent Learning** 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 the environment and where people live, 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 Revision Week 2 Mocks Week 3 Speaking and writing mock Week 4 Praise and Next steps Week 5 Social media Week 6 Changes in technology Week 7 Positives and negatives of technology	Las redes sociales – social media La tecnología – technology Los cambios – changes Lo bueno – the good thing Lo malo – the bad thing Lo mejor – the best thing Lo peor – the worst thing Es adictivo/a – it is addictive Mandar – to send Subir – to upload Descargar – to download.	• Quizlet to practise 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

RIDGEWOOD SCHOOL

Sports Science - Year 11 Learning Map – HT2

Topic: R183: Nutrition and sports performance & R180: Reducing the risk of sports injuries and dealing with common medical conditions

Prior Learning – R181: Students have now completed 40% of their final grade. The information learnt in this topic can be used to support their exam work and coursework for R183. **R183: Topic 1 = Nutrients needed for a healthy, balanced nutrition plan. Topic 2** = Nutrition and sports performance. **R180:** Students have completed the learning for topic 1 (extrinsic and intrinsic factors), topic 2 (warmups and cool downs) and topic 3 (different types and causes of sports injuries)	**Current Learning – Coursework** - Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity. **R180: Exam preparation – Topic 3** - Reducing risk, treatment and rehabilitation of sport injuries and medical conditions	**Subsequent Learning – EXAM - R180: Topic Area 5:** Causes, symptoms and treatment of medical conditions **R183: Topic 4** - How nutritional behaviours can be managed to improve sports performance FINAL COURSEWORK DEADLINE: 10th May

Lesson Sequencing		Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	R183 - Teaching content for topic 3 assignment. R180 - **Exam preparation** – Topic 4	Allergy Carbohydrates DRABC EAP Fats Nutrients Protein PRICE SALTAPS	**R180: Reducing the risk of sports injuries and dealing with common medical conditions** All students have access to The PE Classroom and are encouraged to work through the unit quizzes and exam questions on there. **R183: Nutrition and sports performance** Coursework is to be completed in lesson time but additional research should be completed on The PE classroom and in the wider world to extend their understanding of the topic.	Support coursework deadlines and ensuring there are opportunities to complete coursework at home/after school. Internal deadlines help us to support our students to complete the work to the best of their ability. All work is online via TEAMS.
Week 2	R183 - - Teaching content for topic 3 assignment. R180 - **Exam preparation** – Topic 4			
Week 3	R183 - - Teaching content for topic 3 assignment. R180 - **Exam preparation** – Topic 4			
Week 4	R183 - – Complete CWK for topic 3 R180 - **Exam preparation** – Topic 4			
Week 5	R183 - – Complete CWK for topic 3 R180 - **Exam preparation** – Topic 4			
Week 6	R183 - – Complete CWK for topic 2 R180 - **Exam preparation – End of topic exam and DIRT lesson.**			

Year 11 Engineering

RIDGEWOOD SCHOOL

KS4 Learning Map

Term: Half Term 2

Year 11- 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 R040: Design evaluation and modelling
Designers need an understanding of how products are manufactured to ensure that their ideas can be produced effectively. Analysing how products are made can help to inform designs, and it can be useful to disassemble existing products to discover how they function and how they were manufactured. In this unit you will learn how designers can quickly create and test models to develop a prototype of a design. You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. You will also develop your physical modelling skills to produce a physical prototype.

Lesson Sequencing		Week	Vocabulary	Extended Learning	Parental support:
Lesson 1	Topic Area 1.2 – Task 2 (SHS)	9	British and International Standards Planned obsolescence Sustainable design (6Rs) Design for the circular economy Modelling Virtual and physical modelling	Video talking through the exam layout- Cambridge Nationals Engineering Design Revision Guide Sample by Cambridge University Press Education - Issuu Design and the circular economy (ellenmacarthurfoundation.org) Planned Obsolescence Sucks. Here's Why It Still Exists. - YouTube	CAD- Download sketch up at home and draw a range of objects such as cameras, pens and houses to enhance your CAD skills.
Lesson 2	Topic Area 1.2 – Task 2 (SHS)				
Lesson 3	R038 Theory Content (MCS)				
Lesson 4	Topic Area 1.2 – Task 2 (SHS)	10			
Lesson 5	Topic Area 1.2 – Task 2 (SHS)				
Lesson 6	R038 Theory Content (MCS)				
Lesson 7	Topic Area 1.2 – Task 2 (SHS)	11			
Lesson 8	Topic Area 1.2 – Task 2 (SHS)				
Lesson 9	R038 Theory Content (MCS)				
Lesson 10	Topic Area 1.2 – Task 2 (SHS)	12			
Lesson 11	Topic Area 1.2 – Task 2 (SHS)				
Lesson 12	R038 Theory Content (MCS)				
Lesson 13	RO40: Topic Area 2 – Task 3	13			
Lesson 14	RO40: Topic Area 2 – Task 3				
Lesson 15	R038 Theory Content (MCS)				
Lesson 16	Assessment - R038	14			
Lesson 17	Assessment Improvements				
Lesson 18	R038 Theory Content (MCS)				
Lesson 19	RO40: Topic Area 2 – Task 3	15			
Lesson 20	RO40: Topic Area 2 – Task 3				
Lesson 21	R038 Theory Content (MCS)				

WJEC Hospitality and Catering

RIDGEWOOD SCHOOL

KS4 Learning Map

Term: Half Term 2

Year 11- 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.

Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

Current Learning

Pupils will be learning about the content for unit 1 in preparation for their written exam.

Lesson Sequencing		Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Unit 1 – AC 3.1 personal safety	VAT Hospitality Establishment Commercial Non-commercial Residential Non-residential FIFO EHO	WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) Study & Revision Guide – Revised Edition : Tull, Anita: Amazon.co.uk: Books	Unit 1- support and encourage your child to revise and prepare for taking the unit 1 exam (January 2027). Resources can be provided by school. Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA) Revision - BBC Bitesize
Lesson 2	Unit 1 – AC 3.1 personal safety			
Lesson 3	Unit 1 – AC 3.1 personal safety			
Lesson 4	Unit 1 – AC 3.2 risks and control measures			
Lesson 5	Unit 1 – AC 3.2 risks and control measures			
Lesson 6	Unit 1 – AC 3.2 risks and control measures			
Lesson 7	Unit 1 – AC 4.1-1.4.2 food related causes and symptoms of ill health			

Lesson 8	Unit 1 – AC 4.1-1.4.2 food related causes and symptoms of ill health	Risk assessment	My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering, Second Edition: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781398361263: Books	New WJEC Level 1/2 Vocational Award in Hospitality & Catering: Revision Guide (with Online Edition) (CGP Level 1/2 Vocational Awards) : CGP Books, CGP Books: Amazon.co.uk: Books WJEC Level 1/2 Vocational Award Hospitality and Catering Exam Practice Workbook : Mackey, Yvonne, Saunder, Bev: Amazon.co.uk: Books
Lesson 9	Unit 1 – AC 4.1-1.4.2 food related causes and symptoms of ill health			
Lesson 10	Unit 1 – AC 4.3 preventative control measures of food-induced ill health			
Lesson 11	Unit 1 – AC 4.3 preventative control measures of food-induced ill health			
Lesson 12	Unit 1 – AC EHO			
Lesson 13	Unit 1 – AC EHO			
Lesson 14	Unit 1 – AC EHO			
Lesson 15	Unit 1 - Revision			
Lesson 16	Unit 1 - Revision			

Y11 - BTEC Construction

RIDGEWOOD SCHOOL

KS4 Learning Map

Term: Half Term 2

Year 11 - 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:** Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints. **Introduction:** Have you ever wondered why buildings are very different in their design and function? Or why some buildings on the outside look the same as others, but on the inside, completely different to what was expected? In this component, you will develop your understanding of how design requirements can be developed through analysis of client requirements and needs for a new building, how to consider the external constraints on a development, and how both facets influence designing a solution for a client's needs. Upon completion of this component, you will be able to create a developed design brief and generate a number of concept ideas that could meet with the client's approval. These ideas may have to fit in with the style of traditional buildings within a locality or could be a more modern contemporary design when there are no such constraints. These concepts are developed into a final design solution that can utilise a number of graphical communication methods, including sketching skills. This component has synoptic assessment requiring you to select and integrate knowledge from across the qualification. Therefore, it should be taken at the end of the course of study. The component will bring together knowledge and understanding from other components in order for you to gain an insight into the work of the designer. This will give you a broad understanding of construction and enable you to make informed choices when considering your post-16 education. It will facilitate pathways into technician or craft education and further training. **Current Learning** Students are currently working on Component 3 in order to submit in November 2026. They will spend lessons learning new content based on client needs and constraints. They will be developing drawing skills to support their component 3 PSA.

RIDGEWOOD SCHOOL

Lesson Sequencing		WEEK	Vocabulary (Component 1)	Extended Learning	Ways in which parents/carers can support
Lesson 1	PSA Task 2	9	Specification Acceptable U-Value Impervious Sustainability Alternative Energies Prefabrication Low Embodied Energy Insulation Cellular Form Modular Construction Greenfield Brownfield Building Use Constraints Contingency	There is no specific published revision guide for BTEC construction. We will issue students with the following: • Revision cards • Revision resources on TEAMs Watch programs 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	PSA Task 2				
Lesson 3	PSA Task 2				
Lesson 4	PSA Task 2	10			
Lesson 5	PSA Task 2				
Lesson 6	PSA Task 2				
Lesson 7	PSA Task 2	11			
Lesson 8	PSA Task 2				
Lesson 9	PSA Task 2				
Lesson 10	Revision (SHS)	12			
Lesson 11	Revision (SHS)				
Lesson 12	Learning Aim C (MCS)				
Lesson 13	Revision (SHS)	13			
Lesson 14	Revision (SHS)				
Lesson 15	Learning Aim C (MCS)				
Lesson 16	Revision (SHS)	14			
Lesson 17	Revision (SHS)				
Lesson 18	Learning Aim C (MCS)				
Lesson 19	Revision (SHS)	15			
Lesson 20	Revision (SHS)				
Lesson 21	Learning Aim C (MCS)				

TRAVEL & TOURISM

RIDGEWOOD SCHOOL

Y11 HT2: Pearson BTEC- Component 2- Customer Needs in Travel and Tourism

Prior Learning	Current Learning-	Subsequent Learning
This subject may have prior learning links to ICT and geography. You may also have some knowledge from going on holiday wither in the UK or abroad and being a tourist yourself. Y10 Component 1 travel and tourism organisations and destinations content applying key principles and terms to this new topic.	In this topic we will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.	This topic provides the basis/starting point for the topic and helps with knowledge for component 3 influences on global travel and tourism The topic will also equip you with the skills you need to be successful in **the PSA2 (Pearson Set Assignments)** assessments.

Lesson Sequencing	Vocabulary	Home learning/ Extended Reading	Ways in which parents/carers can support
In response to **Task 2**, learners will have monitored preparation time for PSA Task 2, learners will research and make notes to assist them in considering how different types of travel and tourism organisations can meet the specific needs of customers. Bullet or annotation type notes.	Accommodation Ancillary Catered Concierge Consumer Cultural En-suite Gateway Heritage Hostel Hotel Lodge Market Research Organisations Ownership Self-catering Terminal Tour operator Tourism Tourist Travel agent Visitor	Students will be given retrieval homework's 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 to support learning.	Parents can support with homework and also help with any research into travel and tourism which may support or help studies.
Learners will have formal supervision time for PSA **Task 2,** using notes produced under monitored preparation time, learners will consider how different types of travel and tourism organisations can meet the specific needs of customers.			
Learners will get monitored preparation time for PSA **Task 3,** learners will carry out research and make notes to assist them in developing a travel plan and additional information document to meet the needs of given customer needs and preferences. Bullet or annotation type notes.			
Learners will then get the formal supervision time for PSA **Task 3a,** using notes produced under monitored preparation time, learners will develop a travel plan and additional information document to meet the needs of given customer needs and preferences			
Students then complete **Task 3b** which then completes their 2nd PSA (30%), and this then gets marked, moderated, standardised and submitted to the exam board.			
Learners then start to be **introduced to component 3 –** Influenced on global travel and tourism and start to look at different factors (political, economic, natural and media) influences of global travel. This continues into HT3			