RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 2

RIDGEWOOD
SCHOOL

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KS3 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.

Included within the Learning Maps are key vocabulary lists 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.

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

We hope that having these Learning Maps available to you will help you to discuss with your son/daughter what they are learning and be useful at signposting 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 9 Learning Map: HT2

HT2

<table>
<tr><th colspan="4">Self Portraits</th></tr>
<tr><td colspan="2">Prior Learning
This topic builds on the theme of identity within students' own work. Students will develop drawing language and skills in core drawing and painting methods, including colour mixing. The work of others will be used to inspire and influence personal responses.</td><td>Current Learning
In this topic, you will learn how to draw faces and facial features using tone and texture to create a realistic likeness of yourself. You will also, through studying the work of Charlotte Caron, use symbolism to demonstrate your own characteristics.</td><td>Subsequent Learning
This topic will prepare you to use symbols to identify narratives. You will be able to identify how artists use methods to convey a message, and how they use a combination of materials and techniques in an individual way.</td></tr>
<tr><td colspan="2">Sequencing</td><td>Vocabulary</td><td>Extended Learning</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>1</td><td>Experimentation with the work of Charlotte Caron.</td><td rowspan="7">Construction
Experiment
Feature
Identity
Media
Portrait
Symbolism
Texture
Tone</td><td rowspan="7">Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.

https://www.artpedagogy.com/self-portraits-pt1-about-face.html

https://www.artpedagogy.com/self-portraits-pt2-more-than-just-a-pretty-face.html</td><td rowspan="7">Discuss the work of Charlotte Caron; what animal would each family member be?
Art & Science Journal — Charlotte Caron In this series of portraits,...

Work alongside your child following the video:
https://classroom.thenational.academy/lessons/people-the-face-68upac</td></tr>
<tr><td>2</td><td>Application of artist techniques creating drawings of animals.</td></tr>
<tr><td>3</td><td>Application of artist techniques creating drawings of animals.</td></tr>
<tr><td>4</td><td>Application of skills applied to final piece.</td></tr>
<tr><td>5</td><td>Application of skills applied to final piece.</td></tr>
<tr><td>6</td><td>Application of skills applied to final piece.</td></tr>
<tr><td colspan="2"></td></tr>
</table>

Drama

RIDGEWOOD SCHOOL

Year 9 Learning Map

Topic Number: HT2

Tell Me Why

Prior Learning

This topic builds on previous knowledge of performance styles and techniques (Pantomime and Missing in Y8) and introduces you to new techniques that can be used to create effective performance pieces. You will build on your knowledge of non-naturalistic and naturalistic performance styles and apply key features of these performance styles to new material.

Current Learning

In this topic, you will learn about the key features of various performance styles, including naturalistic and non-naturalistic, in response to stimuli related to the song "Tell Me Why". You will develop key terminology linked to these performance styles and independently explore a range of factors that would motivate different characters and their decision-making.

This topic is important for you to develop your knowledge of how to create effective, original drama in preparation for KS4. You will consider the impact of different performance styles on our ability to communicate a message to the audience. You will consider the impact of your application and development of performance techniques and characterisation, such as body language, gestures, vocal skills and facial expressions, when creating a character.

Subsequent Learning

This topic will prepare you for further performance style exploration throughout the key stage, particularly in Y9, where we explore Physical Theatre and other performance styles. It will equip you with the skills to be successful in future exploration and development of original drama.

You will be required to demonstrate the ability to create original drama work as part of Component 3: Responding to a Brief and develop effective characterisation in different performance styles as part of Component 2: Developing Skills and Techniques in the Performing Arts.

Lesson Sequencing	Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1: Responding to stimuli Lesson 2: Stimulus: Child alone in the classroom Lesson 3: Experiential Drama: The child in the classroom Lesson 4: "Tell Me Why I Don't Like Mondays" Lesson 5: Creation of original drama: The child in the classroom Lesson 6: Performance of original drama: The child in the classroom	Flashback Hot-Seating Juxtaposition Marking The Moment Mime Monologue Montage Split Screen Stimulus Thought-Tracking	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of the history of theatre: • National Theatre – All About Theatre • The Theatre: A Concise History of – Phyllis Hartnoll • Theatre In Practice: A Student's Handbook – Nick O'Brien and Annie Sutton	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 productions: Things I Know To Be True – Frantic Assembly 15 Heroines: The War 15 Heroines: The Labyrinth You may also want to go and see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/

Year 9 Half Term 2: Dystopian Narrative Writing

Prior Learning:
This topic builds upon the Gothic Writing and Fantasy Writing units of Y7 and Y8 where students were taught how to create an effective narrative.

Students will continue to work on key skills already embedded in KS2 and early KS3. They will also be able to draw on their experience of the novels they have read in English over the previous two years as they can use knowledge of character development and flashbacks from Ghost Boys, as well as understanding how to create a tragic, emotional story from their study of Sawbones in Y8.

Current Learning:
The main focus of this topic is to build strong skills that students can apply successfully to a narrative structure. Additionally, understanding a range of genres is key in English. Through extracts from key dystopian texts, students will experience a range of dystopian worlds as a stimulus for their own creative writing.

Students will focus on skills such as using punctuation for effect, using sentence types for differing effects, selecting sophisticated and varied vocabulary, and using a range of figurative language to have an impact on their readers.

Students will study the opening-development-problem-reaction-reflection structure for the first time in this topic. They will also continue to look at an 'unseen' poem once a fortnight to build their analysis skills.

Subsequent Learning:

When students progress to KS4, their English lessons will hold more of an exam focus. This topic prepares them for this as they are taught to perfect key skills that make effective narratives.

They will later study Eduqas Component 1, the fiction component of their English Language GCSE. Within this, they will be asked to choose from a range of five titles and then write a short narrative relating to their chosen title. They will need to be able to display a range of vocabulary, punctuation, figurative language, sentence types and sentence lengths for effect within this section of the exam in order to be successful.

Lesson Sequencing

Week 1	Introduction to Dystopian Literature
Week 2	Developing an effective setting: Construct a Dystopian World
Week 3	Character Development: Craft a Dystopian Protagonist
Week 4	Structuring a narrative: Organise plot and develop tension
Week 5	Drafting and Editing a Dystopian Narrative Assessment

Vocabulary

- Antagonist
- Dystopia
- External Conflict
- Foreshadow
- Inhumane
- Internal Conflict
- Morality
- Oppression
- Protagonist
- Rebellion
- Resistance
- Subjugation
- Surveillance
- Utopia

Wider Reading Opportunities

The below are age-appropriate dystopian novels with interesting plots and characters:

The Hunger Games by Suzanne Collins
- A gripping tale of survival and rebellion in a totalitarian society.

Divergent by Veronica Roth
- A story about a society divided into factions, focusing on themes of identity and choice.

The Giver by Lois Lowry
- A classic about a seemingly perfect society that suppresses emotions and memories.

The Maze Runner by James Dashner
- A fast-paced adventure about a group of teens trapped in a mysterious maze.

Parental/carer support:

Access BBC Bitesize Website- Creative Writing skills for more activities.

Create another dystopian short story at home based on your wider reader.

Visit the school library to access more dystopian fiction.

Geography

Year 9 Learning Map:HT2

RIDGEWOOD SCHOOL

Topic Number: 2

Hazards

Prior Learning

This topic builds on your KS2 lessons at primary school where you learned how to describe and understand key aspects of physical geography, including: volcanoes and earthquakes.

It also builds on your lessons about human geography, including types of settlement and land use, economic activity (relates to methods of preparing for tectonic hazards).

Current Learning

In this topic you will learn about the formation of volcanoes by learning about the earth's structure, convection and plate boundary patterns.

You will then look at how countries are vulnerable to, and respond to, impacts caused by active volcanoes investigating eruptions from Sakurajima and Nyiragongo as examples.

We also look at how preparation and predictions differ in countries which are in different levels of development and compare and contrast this.

At the end of this topic students will develop an understanding of atmospheric hazards such as tropical storms.

Subsequent Learning

This topic is focused on interaction between the human and physical world, which is very relevant in other topics studied in KS3, KS4 and KS5.

The next topic – Nigeria - involves the development of the country socially and economically linked to climate, trade and transnational corporations (TNCs) and the different roles these bring to social, economic and environmental development.

This also links to studying tectonics in the Global Issues Paper 1, if you choose to study GCSE Geography.

Lesson Sequencing		Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	**Structure of the Earth**	• Composite • Continental • Convection • Core • Crust • Development • Global atmospheric circulation • Mantle • Oceanic • Preparation • Response	There will be <u>two</u> pieces of geography research homework a half term. This will be based on the topic theme, to extend your place and process knowledge. Between assessment periods, you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography. Can use: BBC Bitesize – Plate movement: <u>The Earth's structure and plate movement - Plate tectonics - KS3 Geography Revision - BBC Bitesize</u> Volcanoes: <u>Volcanoes - Volcanoes - KS3 Geography Revision - BBC Bitesize</u> National Geographics Volcanic resources: <u>Volcanoes | National Geographic Society</u>	Watch/share any news reports or documentaries on any past or current tectonic/volcanic occurring. Ask them questions about tectonic patterns. Check spelling, punctuation and grammar during homework tasks.
Lesson 2	**Crust and Convection**			
Lesson 3	**Plate boundaries**			
Lesson 4	**Types of Volcanoes**			
Lesson 5	**HIC Volcano Case Study**			
Lesson 6	**LIC Volcano Case Study**			
Lesson 7	**Volcano Comparison**			
Lesson 8	**Volcanic Responses**			
Lesson 9 Lesson 10	**Atmospheric Hazards** **Hurricane Milton**			

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Unstable Earth

Structure of the Earth

Tectonic Plates and Convection Currents

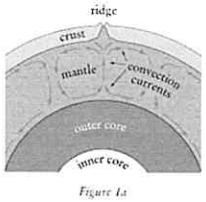


Figure 1a

The four plate boundaries



Volcano Case Study – Nyiragongo, DRC (Developing)



Volcano Case Study – Sakurajima, Japan (Developed)

Types of Volcano



Volcano Case Study Comparisons



Unstable Earth Revision







Responding to Volcanic Eruptions





End of Unit Assessment

HISTORY

RIDGEWOOD SCHOOL

Year 9 Learning Map

Topic Number: 2

Slavery

Prior Learning	Current Learning	Subsequent Learning
In year 7, you looked at the history of the people within the British Isles. In this unit, you will see how British people affected other people and countries around the world. In year 8 and 9, you have begun to see how certain social and religious groups faced discrimination. You will draw on that knowledge in this unit. Furthermore, this unit will extend your chronological knowledge of global history. Finally, this topic builds upon the writing and source skills you have been developing throughout your time at Ridgewood.	In this topic you will discover Britain's role in the creation of the Slave Trade, and in its abolition. You will learn about the experiences of slaves, and see how the end of slavery affected Britain and Africa. This topic is important for you to continue to develop your historical skills and knowledge because it will help you hone your ability to analyse the provenance of sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.	In future units in year 9, you will continue to see how different groups of people have been discriminated against throughout history, and draw parallels back to the slavery unit. Also, you will continue to develop your chronological knowledge of global history by looking at events in countries such as Cambodia, Russia and others. Finally, you will continue to develop your analysis of source provenance, and your use of the TR-ADE-C structure and literacy devices throughout Key Stage 3, 4 and 5.

Lesson Sequencing	Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Why did Britain become involved in the Slave Trade?	Abolition Bow Dysentery Middle Passage Overseer Plantation Shackles Slave Stern Triangular Trade	The following books are very engaging and interesting: *The Deep Blue Between* by Ayesha Hurruna *Cane Warriors* by Alex Wheatle These are challenging, but fascinating reads: *Passing for White* by Tanya Landman *Beloved* by Tanya Landman	You could watch the documentaries below with your son/daughter: <u>YouTube:</u> God, Silver and Slaves Slavery and Salvation <u>Netflix:</u> 12 Years a Slave
What were conditions like on board a slave ship			
What were the experiences of slaves on a plantation?			
Why was it difficult for slaves to escape?			
Why was the Slave Trade abolished?			
How did the abolition of slavery affect Britain?			
What was the impact of the Slave Trade on Africa?			
Source Focus			

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ICT

Year 9 Learning Map: HT4

Topic Number: 4

Programming - Python			
Prior Learning This topic builds on scratch programming and sequencing instructions.	**Current Learning** In this topic you will learn an introduction to programming techniques and how programming uses algorithms. You will learn the fundamentals of programming using a text-based language; python. This will include inputs and outputs, sequence, and selection. You will learn how to debug code and stop syntax errors.		**Subsequent Learning** This topic will prepare you for: • Using Python Idle and Shell • Sequencing lines of code in the correct format • Checking code for errors • Using correct syntax • How to use iteration with sequencing and user inputs.
Lesson Sequencing	**Vocabulary**	**Extended Learning**	**Ways in which parents/carers can support**
Lesson 1 – Introduction to Programming Lesson 2 – Sequencing Instructions Lesson 3 – Python Syntax and Sequencing Lesson 4 – Python Syntax Errors Lesson 5 – Python Data Types Lesson 6 – Python Selection	Algorithm Debugging Else Idle IF Iteration Logical Programming Python Selection Sequence Shell Syntax	Use the following websites to extend your coding knowledge: Python Programming: https://www.w3schools.com/python/ General coding including block-based and text-based https://code.org/	Use the following websites to develop Python skills: https://www.w3schools.com/python/ https://stackoverflow.com/questions https://www.youtube.com/user/thenewboston/videos

MATHS

Half Term 2

Higher – Algebra 4

Prior Learning	Current Learning	Subsequent Learning
This will develop and deepen your understanding of algebra that you covered in Key Stage 3. You studied the foundation knowledge of this unit in Years 7 and 8.	In this topic, you will learn how to manipulate algebraic expressions and formulae. You will be able to solve various equations.	This topic will prepare you for higher order algebraic questions later in Years 10 and 11 so that you can access problems with multiple topics.

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: • Collecting like terms • Expanding brackets • Factorising (including quadratics) • Substitute into formulae • Solve equations • Re-arranging formulae • Index laws	Equation Expand Expression Factorise Formula Identity Indices Solve Variable	All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set. • Why Do Buses Come in Threes? By Rob Eastaway and Jeremy Wyndham • Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	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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MATHS

Half Term 2

Foundation - Algebra: The Basics			
Prior Learning This topic builds on your prior learning on algebra, and algebra from Year 7 (Unit 5). This will have also been interleaved in your learning throughout Year 8.	**Current Learning** In this topic you will deepen your understanding of algebraic notation and skills including simplifying, expanding and factorising.	**Subsequent Learning** Algebra is interleaved into all subsequent learning in Maths. If you can actively use algebra to manipulate problems, you will be more successful mathematicians.	
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 class's needs: • Simplifying expressions by collecting like terms • Simplifying expressions by multiplying and dividing • Expanding brackets • Factorising expressions • Evaluating expressions sing substitution	Evaluate Expand Factorise 'Like term' Simplify Substitute	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • The Code Book by Simon Singh • Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	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

RIDGEWOOD SCHOOL

Year 9 Learning Map: HT1

Sound Creation in Film Music

Prior Learning
This topic builds on your knowledge of working on a Digital Audio Workstation. The topic also builds on your knowledge and understanding of how sound can be used within media.

Current Learning
In this topic, you will learn about the purpose of music within a film. You will develop your knowledge of the forms and types of sound creation including music as ambience, an underscore, through Foley, special or spot effects and considering dialogue and voiceovers. You will develop your ability to work on a Digital Audio Workstation using MIDI and Audio tracks, and using editing tools and plugins to enhance your film music composition.

Subsequent Learning
This topic will support your skills working within a Digital Audio Workstation. You will develop your knowledge and understanding of sound creation which is a very similar content area delivered in the Level 2 NCFE Music Technology course in KS4.

You will enhance your knowledge of popular musical styles and sound creation to support your knowledge and understanding at GCSE level.

Lesson Sequencing		Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Introduction to film music	Ambience Audio Automation Dialogue Diegetic Equalisation Foley Leitmotif MIDI Plug – in Underscore	You have access to our subscription to Focus on Sound. Click on and then log in using your Microsoft Teams account. Alternative reading opportunities: Sound on sound What is a Foley artist?	• There is free software available to compose music on Apple devices e.g. 'Garage Band' • There is free software available online. Search downloads called 'Audacity' or 'CakeWalk' by BandLab • Visit a visual sound engineer e.g. a local radio or recording studio in Doncaster.
Lesson 2	Ambience in film music			
Lesson 3	Introduction to Foley			
Lesson 4	Recording Foley using physical props			
Lesson 5	Foley continued			
Lesson 6	Reflection and whole class feedback			
Lesson 7	Introduction to underscore			
Lesson 8	Development of underscore			
Lesson 9	Dialogue in film music and continuation of underscore			
Lesson 10	Dialogue in film music and continuation of underscore			
Lesson 11	Automation and plugins			
Lesson 12	Special and spot effects in film and next steps.			
Lesson 13	Action next steps			
Lesson 14	Showcase of work			

Physical Education

RIDGEWOOD SCHOOL

Year 9 PE Learning Map

Topic: All sports in Y9

Prior Learning	Current Learning	Subsequent Learning
During Year 8, students applied the fundamental movement themes developed in Year 7 across a wide range of sports. They refined techniques, transferred movement skills between activities and developed greater confidence in applying tactics, communication and decision making in different sporting contexts.	In Year 9, students begin to take greater ownership of their learning by choosing activities from different activity groups. Through Invasion Games, Net/Wall, Motion to Music, Gymnastics, Athletics, Outdoor Adventurous Activities, Striking and Fielding and Indoor Games, students refine their decision making, tactical awareness and personal strengths. They learn to apply movement skills independently while making informed choices that best suit their interests, abilities and future participation.	In Year 10, students will further refine their skills, tactics and performance within chosen activities. They will develop leadership, officiating, fitness and performance analysis to improve their own and others' performances.

Lesson Sequencing		Vocabulary	Extended learning	Ways in which parents/carers can support
Connect	How can effective leadership and communication improve team performance in different activity groups?	Adaptation Analysis Application Communication Decision-making Evaluation Leadership Performance Spatial Awareness Strategy	Join a local sports club or community activity linked to your chosen activity group. Watch elite performers and analyse the tactics and decisions they make. Read articles from BBC Sport, Sport England or National Governing Bodies. Officiate or volunteer at local sports clubs or primary school competitions. Develop personal fitness using home workouts or local leisure facilities. Reflect on your performances using video analysis.	Encourage participation in clubs linked to students' chosen activity groups. Watch live sport together and discuss tactical decisions. Encourage students to take leadership opportunities such as coaching or officiating. Support attendance at extracurricular clubs and community activities. Celebrate improvements in confidence, resilience and decision making rather than simply results. Encourage students to stay physically active outside school through family activities.
Body Control, Grappling, Balancing and Falling	How can advanced body control improve performance across different physical activities?			
Kicking, Shooting and Aiming	How can selecting the most effective technique improve attacking performance?			
Throwing, Catching, Hitting and Aiming	How can adapting object control skills improve success across different activity groups?			
Movement & Locomotion, Jumping & Landing	How can efficient movement influence tactical success?			
Rolling, Tumbling and Turning	How can linking complex movements improve creativity, confidence and performance?			
Spatial Awareness	How can understanding and manipulating space create tactical advantages?			
Creating and responding	How can analysing opponents and adapting tactics improve performance?			
Music in Motion	How can rhythm, timing and expression enhance performance and creativity?			
Maximal Effort	How can resilience, determination and self-reflection improve long-term performance?			

PSHCE

RIDGEWOOD SCHOOL

Year 9 Learning Map: HT2

Topic Number: 1

Money

Prior Learning	Current Learning	Subsequent Learning
This topic builds on work that you have studied in years 7 and 8 about being able to understand the world around you. You will develop your knowledge and understanding about adult life and life beyond Ridgewood to ensure you can live a happy, healthy, balanced lifestyle.	In this topic you will learn key information about what is meant by monthly monitory obligations and begin to learn about how to manage your money effectively. You will also gain greater knowledge and understanding of specific terms which relate to money management to help you make informed decisions regarding mortgages, bank accounts and personal finance. You will acquire knowledge and understanding of what could put money management at risk e.g. gambling, and how to seek help for this to ensure you live a happy and healthy lifestyle.	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 level of knowledge and understanding on key terms which link to financial obligations and how to manage these. The understanding you gain in this topic will be built upon in your careers modules, studying different career paths available and how this can impact further adult life. You will develop the skills to use knowledge and understanding to select the best financial options available to you and allow you to make informed choices. You will develop an understanding on how to live a balanced life and where you can seek further information from experts to ensure you can remain happy, safe and healthy from now into adulthood.

Lesson Sequencing		Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Spending your salary	Addiction Debt Direct debit Finance Gambling National Insurance Overdraft Salary Tax	You can use independent study opportunities to engage with the following websites: School | Money Skills | Barclays LifeSkills Help for problem gambling - NHS (www.nhs.uk)	Discuss and have conversations with young people at home about money, money management and the different terms that are associated with this. Use the Barclays Life Skills website to engage with the different activities and clips they have to help learn about money, money management and account safety.
Lesson 2	Opening a bank account			
Lesson 3	Paying taxes			
Lesson 4	Personal finance			
Lesson 5	Gambling			
Lesson 6	Gambling addiction			
Lesson 7	Assessment – Group drama presentation			

RE

RIDGEWOOD SCHOOL

Year 9 Learning Map: HT2

Medical Ethics: Abortion and Euthanasia continued

Prior Learning

This topic builds on your knowledge base of key religious beliefs and teachings from Year 7 and 8 and allows you to apply this knowledge to moral issues surrounding medical ethics and the issues of life and death. You will also use key teachings and ideas such as the sanctity of life, which you studied in the Year 7 topic on animal rights, and apply this to issues such as abortion and euthanasia.

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 life begins, how this effects decisions about abortion and also issues surrounding the end of life, including who has the authority to take life. You will learn about the different social and moral implications of these issues.

You will debate controversial issues such as whether humans should have the choice what to do with their own bodies e.g., through allowing abortions or permitting euthanasia for those who feel they need it. You will also discuss the moral and ethical issues associated with humans taking control of the natural course of life. 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 sanctity of life that you will use in both further Key Stage 3, and Key Stage 4 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 RE studies.

Lesson Sequencing	Vocabulary	Extended Learning	Ways in which parents/carers can support
1. Value of Life: Sanctity of life 2. Value of Life: Quality of Life 3. What is Abortion, Abortion and the Law 4. Pro Life vs Pro Choice 5. Religious Views on abortion – part 1 6. Religious Views on abortion – part 2 7. Euthanasia 8. Arguments for and against Euthanasia 9. Euthanasia case studies 10. Euthanasia religious views	Abortion Conception Dignity Euthanasia Hospice Pro Choice Pro Life Quality of life Sanctity of life Viability	You can use independent study opportunities to engage with the following websites about religious views relating to: Abortion: What is an abortion? - Abortion - GCSE Religious Studies Revision - BBC Bitesize Arguments for and against abortion - Abortion - GCSE Religious Studies Revision - BBC Bitesize Euthanasia: What is euthanasia? - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize Types of euthanasia - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize	Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society, to issues within medical ethics.

Science

Year 9 Learning Map

RIDGEWOOD SCHOOL

Topic Number: C1

Atomic Structure and the Periodic Table

Prior Learning
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of the model of the atom and the groups and properties of elements in the periodic table.

Current Learning
In this topic you will learn about the structure of the atom; the development of the periodic table and model of the atom; the properties of key groups on the periodic table.

Subsequent Learning
This topic will prepare you for every subsequent Chemistry topic and will form the foundations that your Chemistry knowledge is built upon.

Lesson Sequencing

Lesson	Title
1	Atoms, elements and compounds
2	Development of atomic model
3	Electronic structure
4	Ions and isotopes
5	Compounds and equations
6	Separating mixtures
7	Exam practice
8	Electronic structure & the Periodic Table
9	Development of periodic table
10	Metals and non-metals
11	Noble gases
12	Group 1 metals
13	Group 1 metal - comparing reactivity
14	Halogens
15	Transition metals
16	Exam practice

Vocabulary

Atom
Catalyst
Collision theory
Concentration
Electron
Halogen
Metal
Nucleus
Neutron
Non-metal
Proton
Rate of reaction

Extended learning

All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as using the independent study packs.

Wider reading:
CGP revision guides

SuperSimple Chemistry: The Ultimate Bitesize Study Guide

"The Elements: A Visual Exploration" by Theodore Gray

"Basher Science: The Periodic Table" by Adrian Dingle

Ways in which parents/carers can support

Support students to access Carousel learning to complete their homework and independent study packs

GCSE Revision Guides and Workbooks are available on parent pay.

Spanish

RIDGEWOOD SCHOOL

Year 9 Learning Map

Topic Number: 2

<table>
<tr><th colspan="4">La película: Film module</th></tr>
<tr><td colspan="2">Prior Learning
This topic builds on previously learnt information from last year. It will include previously learnt vocabulary types of film, key verbs and opinion phrases. It will also build on knowledge of the preterite, present and conditional tenses.</td><td>Current Learning
In this topic you will learn to write and talk about films in Spanish. You will discuss opinions on types of films, describe the characters and themes of a film. You will then build up to reviewing a Spanish film that you watch.</td><td>Subsequent Learning
This topic will prepare you for becoming a more confident writer of Spanish as the tasks that we will be doing will allow you to build confidence in writing skills and structuring your answers. The vocabulary and grammar that we learn feed directly into GCSE topics so will help you to prepare.</td></tr>
<tr><td colspan="2">Lesson Sequencing</td><td>Vocabulary</td><td>Extended Learning</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Week 1</td><td>Opinions on types of films</td><td rowspan="8">Cuenta la historia de – it tells the story of
Diría que – I would say that
Está dirigida por –it is directed by
La película – the film
La recomendaría – I would reccommend it
Se trata de – it is about
El personaje principal – the main character</td><td rowspan="8">Students will be provided with a revision clock and knowledge organiser to support with home learning revision ahead of the assessment.

Additional learning could focus on vocabulary learning for the topic. The following list has vocabulary linked to the topic.

https://quizlet.com/gb/986958578/year-9-las-peliculas-flash-cards/?funnelUUID=5875e1d5-3443-4f39-aaed-223292d90d8d</td><td rowspan="8">To build listening and speaking skills and to encourage more cultural awareness, parents can encourage pupils to visit the You Tube Blog Coffee Break Spanish. Where students can listen to native speakers of Spanish answering questions on a number of topics such as free time, family, work and study.</td></tr>
<tr><td>Week 2</td><td>Describing characters</td></tr>
<tr><td>Week 3</td><td>Describing themes</td></tr>
<tr><td>Week 4</td><td>The film</td></tr>
<tr><td>Week 5</td><td>Story boards – recap of key events</td></tr>
<tr><td>Week 6</td><td>How to write a film review</td></tr>
<tr><td>Week 7</td><td>Writing a film review / revision</td></tr>
<tr><td colspan="2"></td></tr>
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