



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 4



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 4

Dear parent/carer,

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

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists 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,

Andy Bridge

Deputy Headteacher

ART

Year 8 Learning Map

HT 4

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

Drama

Year 8 Learning Map

Topic Number: 4

| Masks | |
|--|--|
| <p>Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Missing (where we explored a missing person case) and Pantomime and will introduce you to new performance styles – Masks.</p> | <p>Current Learning In this topic you will learn about the key features of the performance style and will explore some of these key features and apply these to short performances, incorporating key features of this style. You will develop key terminology linked to this performance style and independently apply the key features to masked characters to create effective performances.</p> <p>This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience.</p> |
| <p>Subsequent Learning This topic will prepare you for further performance style exploration in Y9 where we explore John Godber and Physical Theatre. It will equip you with the skills to be successful at future exploration and the application of performance styles and social/historical contexts.</p> <p>You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.</p> | <p>Ways in which parents/carers can support The Trestle Theatre Company, who provided the masks used at Ridgewood, have a website with a wealth of information, including Trestle Theatre productions, workshops and recent projects and collaborations. Use this link below to access this information. https://www.trestle.org.uk/</p> <p>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/</p> |
| <p>Lesson Sequencing</p> <p>Lesson 1: Laban Efforts: Creating a character</p> <p>Lesson 2: Rules of mask work</p> <p>Lesson 3: Use of music to create a storyline</p> <p>Lesson 4: Using masks to create emotion in a tragedy scene – development</p> <p>Lesson 5: Using masks to create emotion in a tragedy scene – Rehearsals</p> | <p>Tier 3 Vocabulary</p> <p>Laban Efforts Movement Exaggeration Characterisation Body Language Gesture Passing The Focus Tragedy Pause Non-Verbal Communication Proxemics</p> |
| <p>Extended Learning</p> <p>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:</p> <ul style="list-style-type: none"> All About Theatre – National Theatre Mask and Performance in Greek Tragedy: From Ancient Festival to Modern Experimentation – David Wiles The Mask Handbook: A Practical Guide – Toby Wilscher | <p>Ways in which parents/carers can support</p> <p>The Trestle Theatre Company, who provided the masks used at Ridgewood, have a website with a wealth of information, including Trestle Theatre productions, workshops and recent projects and collaborations. Use this link below to access this information. https://www.trestle.org.uk/</p> <p>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/</p> |

| The Gothic | | | |
|--|--|--|--|
| <p>Prior Learning This topic builds on the narrative skills which you developed at the beginning of Year 7 in the 'Fantasy Writing' scheme. It also links with the narrative writing you will have completed in Year 6. Using select examples from gothic fiction, we will analyse writer's styles and methods, adapting these tones and styles for different forms purposes and audiences. We will be continuing to develop your ability to communicate clearly, effectively and imaginatively; you will have further opportunities to practice organising information and ideas, using structural and grammatical features to support clarity of writing.</p> | <p>Current Learning In this topic you will extend your knowledge of how to effectively create a detailed piece of narrative writing. You will also learn how to structure your ideas in engaging and well organised paragraphs, as will be required throughout your study of English. This topic will also allow you to develop your knowledge of effective creative writing as it will enhance your understanding of how to use a range of descriptive techniques for success in your own writing. You will look at how to include a range of figurative language devices: similes, metaphors, personification, pathetic fallacy, etc. particularly through analysis of gothic writers' methods.</p> | <p>Subsequent Learning This topic will prepare you for further creative writing in Year 9 as part of the Dystopian writing topic, as you continue to use these skills to create detailed narratives, inspired by a range of stimuli. It will also help equip you with the skills to be successful in Year 10 and Year 11, as you continue to explore and develop creative writing skills. It will also foster reading skills for analysis of writers' methods with texts from a variety of time periods, which will be explored in greater depth with 19th Century Literature in Year 9.</p> | <p>Lesson Sequencing</p> <p>Week 1: Introduction to Gothic and recapping descriptive skills.</p> <p>Week 2: Descriptive writing and varying punctuation practice: writing a piece of description about an abandoned house.</p> <p>Week 3: Practicing 'zooming-in' skills, focusing on small features of an image to develop detail.</p> <p>Week 4: Analysing a writer's methods and practicing 'zooming-out' in a description. Creating a gothic character</p> <p>Week 5: Practicing 'show, not tell' and identifying how this is used in Gothic stories.</p> <p>Week 6: Assessment week: Plan and write a piece of descriptive writing inspired by a Gothic image.</p> |
| <p>Tier 3 Vocabulary</p> <p>Gothic Genre Horror The Supernatural Atmosphere Mood Drop Shift Zoom-in Zoom-out Pathetic Fallacy Personification Monepic Sentences</p> | <p>Extended Learning</p> <p>You can engage with the homework set on Bedrock Reader which is an engaging and supportive platform in which pupils develop their reading and literacy skills. Log in using 'Microsoft 365'. This homework will be set weekly.</p> <p>Digital Literacy Curriculum Bedrock Learning</p> | <p>Parental/carer support:</p> <ul style="list-style-type: none"> • WATCH: BBC Library - Features of the Gothic • Explore BBC Bitesize: Gothic Literature | |

Geography

Topic Number: 4

Year 8 Learning Map



RIDGEWOOD
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Glaciers

| Lesson Sequencing | | Tier 3 Vocabulary | Extended learning | Ways in which parents/carers can support |
|--|----------------------------------|--|---|---|
| Lesson 1 | Introduction to glaciers | <ul style="list-style-type: none"> • Abrasion • Arete, Corrie, Valley. • Climate change • Glacial retreat • Glacier • Greenhouse gases • Moraine • Outwash plain • Plucking • Till | <p>BBC Bitesize link referring to the features of glaciated landscapes: https://www.bbc.co.uk/bitesize/guides/zg36wxs/revision/3</p> <p>National Geographic is a great resource for students who would like to learn more about the features and impacts of glacial retreat: https://www.nationalgeographic.org/encyclopedia/glacier/</p> <p>Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/humanities/geography</p> | <p>During holidays in glaciated landscapes discuss the landscape and how they think valleys and certain lakes might have been formed.</p> <p>Encourage your child to connect real world climate issues to the melting of ice caps and glaciated landscapes.</p> |
| Lesson 2 | Features from glaciers | | | |
| Lesson 3 | The UK Landscape | | | |
| Lesson 4 | Climate Change | | | |
| Lesson 5 | Using glaciated landscapes | | | |
| Lesson 6 | Conflict in glaciated landscapes | | | |
| Lesson 7 | Greenland | | | |
| Lesson 8 | Ice Cores | | | |
| Lesson 9 | Virtual Glaciers | | | |
| Lesson 10 | Fieldwork | | | |
| <p>Prior Learning When students in Key Stage 2 study Geography they study the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Glaciers might have featured in their learning or they may have learnt about ice caps and global warming. Part of this new Glaciers scheme of learning involves using map skills from Key Stage 2 and Year 7 to locate glaciated areas. There is also particular focus on geography landforms at Key Stage 2 such as mountains and how they are formed. This topic will build on this prior knowledge and look at glaciers and the landscapes they flow in.</p> | | <p>Current Learning This new scheme was created and drafted after a review of our Key Stage 3 curriculum. The lessons vary from locating and describing the formation of glaciers to understanding how we use glaciated landscapes and how we can protect them from climate change and human activity. There is an opportunity for students to relate and engage with this topic when we look at evidence of glaciation in our own landscape and describe the features that exist in places like The Lake District.</p> | | |
| <p>Prior Learning When students in Key Stage 2 study Geography they study the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Glaciers might have featured in their learning or they may have learnt about ice caps and global warming. Part of this new Glaciers scheme of learning involves using map skills from Key Stage 2 and Year 7 to locate glaciated areas. There is also particular focus on geography landforms at Key Stage 2 such as mountains and how they are formed. This topic will build on this prior knowledge and look at glaciers and the landscapes they flow in.</p> | | <p>Subsequent Learning In their GCSE learning, Paper 2 has a topic on 'The UK physical landscape' where aspects of glaciers and features in our landscape are also covered. Students give evidence for past ice ages in Britain and are required to understand how these features were formed. Their Year 9 learning in this topic provides a good basis for this subsequent learning.</p> | | |

Year 8 Learning Map

Topic Number: 4

| Nazi Germany | | |
|---|---|--|
| Prior Learning | Current Learning | Subsequent Learning |
| <p>This topic builds on the content you learned when you studied World War One, 1914-1918, and the Weimar Republic, 1919-1933.</p> <p>It also builds upon your chronological understanding of European History.</p> <p>Finally, it continues to develop the writing and source skills you have been learning throughout your time in Key Stage 3.</p> | <p>In this topic you will learn about the social, political, and economic conditions within Nazi Germany. You will learn how Hitler came to power and consolidated his position.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master writing extended essays and reaching judgements, using the TR-ADE-C structure.</p> | <p>This topic will prepare you for a future topic on the Holocaust, as it addresses the period leading up to this horrific event.</p> <p>It will also equip you with the skills to be successful in your exams in Key Stage 4 as you will develop your extended writing and analytical skills.</p> <p>Finally, one part of the Key Stage 5 course looks at Hitler's control of Germany, so this topic will prepare you for that.</p> |
| Lesson Sequencing | Tier 3 Vocabulary | Extended Learning |
| Section 1 – What was the impact of the Munich Putsch? | Chancellor | These are engaging pieces of fiction: |
| Section 2 – Why did people vote for Hitler and the Nazis? | Decree | <i>Boy in the Striped Pyjamas</i> by John Boyne |
| Section 3 – How did Hitler consolidate his power? | Domesticity | <i>When Hitler Stole Pink Rabbit</i> by Judith Kerr |
| Section 4 – Was propaganda or terror more important for the Nazi consolidation of power? | Nationalise | This is a challenging, but fascinating read: |
| Section 5 – What were the Nazis' social policies? | Propaganda | <i>Remains of the Day</i> by Kazuo Ishiguro |
| Section 6 – Did the Nazis improve the lives of its citizens? | Putsch | |
| Section 7 – Were the Nazis ever really under threat? | Totalitarianism | |
| Section 8 – How, and why, did Hitler start World War Two? | Trade Unions | |
| | Volk | |
| | | <p>Ways in which parents/carers can support</p> <p>You could watch the following documentary with your son/daughter:</p> <p>YouTube – Hitler: The Rise of Evil https://www.youtube.com/watch?v=yMVVv8_98I-o</p> <p>BBC – Rise of the Nazis https://www.bbc.co.uk/iplayer/episodes/m00084td/rise-of-the-nazis</p> <p>You could read, watch, and discuss the information on this website: https://www.bbc.co.uk/bitesize/guides/zt9v7hv/revision/1</p> |

ICT

Year 8 Learning Map

Topic Number: 3/4

| | | Digital Graphics | |
|--|---------------------------------|--|--|
| Prior Learning | | Current Learning | Subsequent Learning |
| <p>This topic builds upon many of the skills developed in ICT throughout Year 7 and 8 by using different pieces of software. You will be developing transferable skills such as importing images, working online and exporting products.</p> | | <p>In this unit you will learn the necessary skills to create an advertising product containing mixed media using Canva online. You will complete your media product that you began last half term.</p> <p>Finally, you will move onto the next unit of work "Computational Ethics" which looks at various aspects concerning ethics relating to ICT including social media, new technologies and the divide in computer access.</p> | <p>Both of these units provide some of the theory covered at KS4 in both computer science and iMedia; in particular Ethics in computer science and working towards a brief in iMedia.</p> |
| Lesson Sequencing | | Tier 3 Vocabulary | Ways in which parents/carers can support |
| Lesson 5 | Completing Media Product | Assets | <p>BBC bitesize covers many of the theory elements of this unit at https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zcjs3qt#z4qfb7h</p> <p>For computational ethics it may be helpful for pupils to listen to ethical issues surrounding technology in the news</p> |
| Lesson 6 | Completing Media Product | Bitmap | |
| Lesson 7 | Assessment | Brief | |
| Lesson 1 | Ethical and Unethical Behaviour | Colour theory | <p>You can practice editing and manipulating graphics using Pixlr.com. There are also many other similar websites such as photopea.</p> <p>Photoshoppersentials.com has many tutorials if you wish to further your skills</p> <p>You will also be provided with links to further learning in lesson and may wish to continue your media product at home</p> |
| Lesson 2 | The Internet and social media | Digital | |
| Lesson 3 | The digital divide | Editing | |
| | | Lasso | |
| | | Magic Wand | |
| | | Mood board | |
| | | Pixel | |
| | | Resolution | |
| | | Selection | |
| | | Toolbar | |
| | | Vector | |

MATHS

| Geometry 2 | | | |
|---|--|---|---|
| Prior Learning | Current Learning | Subsequent Learning | Ways in which parents/carers can support |
| <p>This topic builds on KS2 skills where you will have learnt to measure accurately.</p> | <p>In this unit you will work with time before focussing on angles and solving problems within angles.</p> | <p>You will revisit these skills in Y8 and KS4, using algebra to reach higher level problems with shape.</p> | <p>Ensure your child has their own protractor as part of their equipment.</p> <p>Support your child's progress through:</p> <ul style="list-style-type: none"> • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. |
| Lesson Sequencing | Tier 3 Vocabulary | Extended Learning | |
| <p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> • Convert between digital and analogue clocks • Convert between 12 and 24 hours clocks • Measure, estimate and name angles • Calculate missing angles around a point and lines • Calculate missing angles in triangles and quadrilaterals | <p>Acute Obtuse Reflex Estimate</p> | <p>All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set.</p> <p>Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbbooks.co.uk/secondary-books/ks3/maths</p> | |

MATHS

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

MUSIC



Year 8 Learning Map

| The Blues | | | |
|--|--|---|--|
| Prior Learning | Current Learning | Subsequent Learning | Ways in which parents/carers can support |
| <p>This topic builds on your knowledge of notation and rhythm that you learnt in the Rhythm & Notation scheme from Year 7.</p> <p>The topic also builds on your understanding and awareness of traditional styles of music from around the world.</p> | <p>In this topic, you will learn about the social, historical and cultural context of Blues music and artists associated with this style. You will develop your understanding of common musical elements that feature in this style.</p> <p>Whilst also looking at how this style has influenced popular music from 1950 to the current day.</p> | <p>This topic will support your compositional development. You will understand how to write a melody over a chord sequence.</p> <p>This topic will also enhance your understanding of the area of study 'Traditional Music' which includes: Reggae, Blues, Latin fusion - this will support your wider listening in later key stages.</p> | <ul style="list-style-type: none"> • Watch a live Jazz or Blues performance. Go to BBC iPlayer or search on BBC Sounds or YouTube. • Visit a live Jazz/Blues performance in your local area. • Encourage your child to improvise on their instrument. |
| Lesson Sequencing | Tier 3 Vocabulary | Extended learning | |
| <p>Lesson 1 Historical, Social and Cultural Context of the Blues</p> <p>Lesson 2 The lyrics of the Blues</p> <p>Lesson 3 The 12 bar Blues</p> <p>Lesson 4 The impact of improvisation within the Blues.</p> <p>Lesson 5 The walking bass line</p> <p>Lesson 6 Forming a Blues ensemble</p> <p>Lesson 7 Listening assessment</p> <p>Lesson 8-9 Responding to next steps</p> <p>Lesson 10-12 Final Blues performance</p> | <p>Improvisation</p> <p>Ensemble</p> <p>Harmonica</p> <p>Bass</p> <p>Performance</p> <p>Composition</p> <p>Texture</p> <p>Accompaniment</p> <p>Slavery</p> | <p>You have access to our subscription to Focus on Sound. Click on and then log in using your Microsoft Teams account.</p> <p>Alternative reading opportunities: BBC Bitesize - Blues The Origins of Blues Music</p> | |

Year 8 Learning Map

Topic: Badminton

| Prior Learning | | Current Learning | Subsequent Learning |
|--|--------------------------|---|--|
| <p>In Y7, you learned the basic skills needed to play a competitive game of badminton. You should be able to identify different areas and lines on the court as well as set up and take down a net safely. You will have some experience of the serve, overhead/underarm clear, drop and smash shot techniques. You should be able to hold a rally and have a competitive game with a partner.</p> | | <p>In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective badminton player. You will continue to practice shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at shot placement/positioning to give you an advantage within competitive games. Again, you will end the scheme of work looking at the specific rules for singles and doubles gameplay. More confident students might be able to umpire matches.</p> | <p>In Y9, you will look at the following:</p> <ul style="list-style-type: none"> • Developing the backhand short serve to begin a rally. • Anticipating the serve. • Capitalising on poor serves. • Continuous development of shots on both the forehand and backhand. • Moving your opponent around their court (outwitting your opponent). • Evaluating both your own and others' performance, analysing strengths and weaknesses. • Developing strategies and tactics to produce high levels of performances and high-quality techniques. • Rules needed for doubles and singles play so that you can umpire competitive games. |
| Lesson Sequencing | | Tier 3 Vocabulary | Extended learning |
| Week 1 | Low Forehand Serve | Backhand Court Lines | https://www.masterbadminton.com/badminton-basics.html |
| Week 2 | Overhead Clear Technique | Drop Shot | https://www.badmintonskills.net/badminton-techniques-for-the-beginner/ |
| Week 3 | Underarm Clear Technique | Forehand Net | http://www.badminton-information.com/badminton-techniques.html |
| Week 4 | Drop Shot Technique | Overhead/Underarm Clear | https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3 |
| Week 5 | Smash Shot Technique | Rally | |
| Week 6 | Shot Positioning | Serve Singles/Doubles | |
| Week 7 | Doubles Gameplay | Smash | |
| | | | <p>Ways in which parents/carers can support:</p> <p>If possible, give students as many opportunities to play net/wall games:</p> <ul style="list-style-type: none"> • Badminton • Tennis • Table Tennis • Squash <p>This will help develop a skill set which should be transferable between these types of sports.</p> |

Year 8 Learning Map

Topic: Handball

| Prior Learning | Current Learning | Subsequent Learning |
|--|--|--|
| In Y7, you learned the basic skills needed to play a competitive game of handball. You will have some experience of the rules of handball, passing, shooting, defensive/offensive formations and tactics. You should be able to play a competitive game within a team. | In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective handball player. You will continue to practice the various passing and shooting techniques as well as the dribbling technique. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at formations and tactics that can be used to try to gain the advantage over the competition. More confident students might be able to take on an officiating role within matches. | In Y9, you will develop the skills learned in Y7&8 to allow you to become a better/more effective handball player. You will continue to practice the skills highlighted below. There is a bigger emphasis on independence and leadership in Y9, and teachers will be looking for students to demonstrate this throughout this scheme. You will continue to look at team tactics including both defensive and offensive positioning to give you an advantage within competitive games. More confident students might be able to take on a coaching/managerial role. |
| Lesson Sequencing | Tier 3 Vocabulary | Extended learning |
| Week 1 Recap of Rules | Centre Line Dribble Fault Free Throw Goal Area Goalkeeper Throw Offensive Foul Officiating Steps Throw In Time-Out | <ul style="list-style-type: none"> • IHF • What is handball? (thesubath.com) • team handball Game, Rules, & Facts Britannica • Home - England Handball Association • Handball - News, Athletes, Highlights & More (olympics.com) |
| Week 2 Passing | | |
| Week 3 Dribbling | | |
| Week 4 Shooting | | |
| Week 5 Defensive Formations | | |
| Week 6 Attacking Formations | | |
| Week 7 Gameplay | | |
| Ways in which parents/carers can support: | | |
| <p>If possible, give students as many opportunities to play invasion games:</p> <ul style="list-style-type: none"> • Rugby • Football • Basketball • Hockey <p>This will help develop a skill set which should be transferable between these types of sports.</p> <p>If interested in rugby, join a local handball club.</p> | | |

Year 8 Learning Map

Physical Education

Topic: Basketball

| | | Health Related Fitness (HRF) | | |
|--------------------------|---|--|---|---|
| | | Current Learning | Extended learning | Ways in which parents/carers can support |
| Prior Learning | This topic builds on the different skills you have learnt previously, such as throwing and catching. Team play and communication will also play a huge part. If you have done any basketball at primary school or in an afterschool club you may have already learnt the basics of dribbling and shooting, this will help within this unit of work. | In this topic you will learn the basic rules of Basketball and how to play the basic version of the game successfully. You will develop your skills of passing, dribbling and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills. | | Subsequent Learning Many of the skills learnt in basketball are transferable across the different activities. You will also revisit basketball again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8. |
| Lesson Sequencing | | Tier 3 Vocabulary | | |
| Week 1 | Ball familiarisation Dribbling | Bounce pass Chest pass Foul Lay up Man – to – man defence Overhead pass Possession Set shot Travelling Violation | British Basketball League (BBL). Rules of the game http://www.bbl.org.uk/rules-of-the-game/ BBC Sport – Learn dribbling skills: http://news.bbc.co.uk/sport1/hi/other_sports/basketball/4183616.stm How to play basketball: https://www.breakthroughbasketball.com/basics/basics.html | Ways in which parents/carers can support * Practise throwing and catching games at home using a size 6 – basketball or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local basketball club. Link to some local clubs: Danum Eagles: https://www.facebook.com/DanumEaglesBasketballClub/ Hatfield fliers: https://www.facebook.com/hatfieldfliersbasketball/ |
| Week 2 | Passing and receiving | | | |
| Week 3 | Shooting: Set shot | | | |
| Week 4 | Shooting: Lay up | | | |
| Week 5 | Shooting continued | | | |
| Week 6 | Game play & competition | | | |
| Week 7 | Game play & competition | | | |

Physical Education

Year 8 Learning Map

Topic: Football

| Lesson Sequencing | | Current Learning | Subsequent Learning | Ways in which parents/carers can support |
|--|---------------------------|--|---|--|
| Prior Learning This topic builds on the different skills you have learnt in year 7, such as passing, dribbling and shooting. You may play football during school or outside of school. | | Current Learning In this topic you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. In addition, you will develop your teamwork, communication and leadership skills. | Subsequent Learning All skills learnt in football are transferable across the different team activities. You will also revisit football again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8. | Ways in which parents/carers can support * Get them to practice doing "keepy uppies" * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local football club (when they are back up and running). Link to some local clubs: * Watch "Take me home" on Amazon. |
| Tier 3 Vocabulary | | Extended learning | | |
| Week 1 | Ball control and Turns | Attacker Chest Cruyff Defender | Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules | |
| Week 2 | Outwitting a defender | Inside Hook Midfielder | Fancy skills to learn https://www.wemakefootballers.com/top-10-best-football-skills-2/ | |
| Week 3 | Passing and first touch | Outside hook Penalty Space | The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=oPtXLmHOKew | |
| Week 4 | Shooting with power | | How to improve your heading https://www.youtube.com/watch?v=D_i_kHxu94k | |
| Week 5 | Defending Two vs One | | Top skills during a game https://www.youtube.com/watch?v=kjNcngj8vmg | |
| Week 6 | Game play and competition | | | |
| Week 7 | Game play and competition | | | |

Physical Education

Year 8 Learning Map

Topic: Netball

| Prior Learning You will have a developing knowledge and understanding of the game. Having performed and progressed through the basic skills of Netball such as; Passing, Receiving, pivoting, stopping and moving. You will have a basic knowledge of the main rules and laws within the game regarding these skills and in the game; and to understand why they warm up and cool down when performing. | Current Learning In this unit you will learn to perform, develop and incorporate the skills of passing, footwork, pivoting, outwitting opponents, shooting, re-bounding, dodges, attacking skills, and defending skills in Netball. You will start to develop your knowledge and understanding of the tactics and strategies used in Netball when attacking and defending and learn how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics. You will develop an understanding for the main laws of the game and recognise the importance of responding to changing situations within the game. | Subsequent Learning In year 9 you will develop your skills to perform, develop and incorporate the basic fundamental skills of Netball including; passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting within a more competitive environment. You will develop your knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and in the game and your ability to evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. | |
|---|---|--|--|
| Lesson Sequencing | Tier 3 Vocabulary | Extended learning | Ways in which parents/carers can support |
| Week 1 Basic skills recap: passing/receiving/ | Closing-down Goal side | The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnl-Dis | * Practise throwing and catching games at home using a size 5 netball (or any similar sized ball). |
| Week 2 Footwork/pivoting | Intercepting Keeping space | BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm | * Go to watch friends/family or local clubs play. |
| Week 3 Advanced dodging | Obstruction | England Netball: https://www.englishnetball.co.uk/ | * Encourage your child to join the school team, or a local netball club (when they are back up and running). |
| Week 4 Shooting | Outwit Penalty Pivot | | Link to some local clubs: http://www.southyorkshirennetball.com/27364/27385.html |
| Week 5 Rebounding and defending a shot | Possession Rebound | | |
| Week 6 Games and positional play | | | |
| Week 7 Games and positional play | | | |

Physical Education

Year 8 Learning Map

Topic: Rugby League

| Prior Learning | Current Learning | Subsequent Learning |
|--|--|--|
| <p>This topic builds on the different skills you have learnt in year 7, such as tackling, passing and game play to outwit opponents. You may play rugby during school or outside of school.</p> | <p>In this topic you will learn the basic rules of Rugby League and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. In addition, you will develop your teamwork, communication and leadership skills.</p> | <p>All skills learnt in rugby are transferable across the different team activities. You will also revisit rugby again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.</p> |
| Lesson Sequencing | Tier 3 Vocabulary | Extended learning |
| Lesson 1 | Drive Tackle | <p>Rugby League rules – Beginner Friendly Rugby League Rules realbuzz.com 10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube The Rules of Rugby League - EXPLAINED! The Rules of Rugby League - EXPLAINED! - YouTube Creating a rugby league player The Perfect Rugby League Player - YouTube</p> |
| Lesson 2 | Passive Tackle | |
| Lesson 3 | Passing | |
| Lesson 4 | Creating space | |
| Lesson 5 | Kicking | |
| Lesson 6 | Kicking | |
| Lesson 7 | Play off the ball | |
| Lesson 8 | Game play and assessment | |
| <p>Ways in which parents/carers can support</p> <ul style="list-style-type: none"> * Get them to practice doing “keepy uppies” * Go to watch friends/family or local clubs play. * Encourage your child to join after school practices, or a local rugby club (when they are back up and running). | | |

Physical Education

Year 8 Learning Map

Topic: Gymnastics

| Gymnastics | |
|---|--|
| <p>Prior Learning: Students should already be able to use a variety of techniques and skills in gymnastics. Students are able to perform individual balances. Students have the knowledge of sequence choreography and how to perform a quality sequence. Students are able to perform a variety of linking moves such as basic rolls and other rotations. Students are able to perform in solo and duet performances. Students can observe performance and give constructive feedback using praise and next steps.</p> | <p>Current Learning: By the end of this unit students should be able to accurately replicate different types of balances both individual and partner. They will develop their abilities for rolling and linking movements. Students will develop the skills necessary to develop fluent routines as an individual and in pairs. Body tension, control and aesthetics will be developed through compositional ideas. Students will demonstrate high quality performances, techniques and routines. Students will be able to evaluate their own and other performances. Be able to suggest praise and next steps to improve the performance of self and others.</p> |
| <p>Subsequent Learning: In Y9 students will go on to accurately replicate basic balance, rotation and flight-based movements. They will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne developing the skills necessary to develop fluent routines. Body tension, control and aesthetics will be developed through compositional ideas whilst they demonstrate high quality performances, techniques and routines. Students will be able to link each of the methods of travel learned during the scheme into individual and partner sequences both on the floor and on low apparatus and be able to evaluate their own and other performances.</p> | <p>Ways in which parents/carers can support</p> <p>Watch videos of gymnastics performances. Encourage your child to join the afterschool club, or a gymnastics club.</p> <p>Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104</p> |
| Lesson Sequencing | Extended learning |
| <p>Tier 3 Vocabulary</p> <p>Aesthetically pleasing Sagittal plane Frontal plane Axis Mount/dismount Execution Straddle Pike Tuck Extension Tension</p> | <p>https://www.british-gymnastics.org/</p> <p>Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104</p> |
| <p>Week 1</p> <p>Types of balance and levels</p> | |
| <p>Week 2</p> <p>Balance and rolls (with partner)</p> | |
| <p>Week 3</p> <p>Sequence development</p> | |
| <p>Week 4</p> <p>Head stand and handstands</p> | |
| <p>Week 5</p> <p>Performance and assessment</p> | |

Year 8 Learning Map

Topic: Rugby

| Prior Learning | | Current Learning | Subsequent Learning |
|---|--------------------------------|--|---|
| <p>In Y7, you learned the basic skills needed to play a competitive game of rugby. You should be able to recap safety elements when tackling and falling to the floor. You will have some experience of how to create space and the correct passing technique. You should be looking to develop confidence when taking the ball into a tackle and understand the importance of moving forward due to the passing backward rule.</p> | | <p>In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective rugby player. You will continue to practise tackling, passing, creating space and kicking. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at how to gain an advantage within games. Again, you will end the scheme of work looking at the specific rules and tactics of gameplay. More confident students might be able to contribute coaching ideas.</p> | <p>In Y9, you will continue gain confidence in the skills learned in Y8 to allow you to become a better/more effective rugby player. You will continue to practice techniques such as:</p> <ul style="list-style-type: none"> • Tackling • Passing • Creating Space • Kicking <p>Y9 students should be confident when carrying the ball and tackling. There will be a bigger emphasis on how to improve performance as a team.</p> |
| Lesson Sequencing | | Tier 3 Vocabulary | Extended learning |
| Week 1 | Tackling Recap | 1. Scoot | <ul style="list-style-type: none"> • https://passport.worldrugby.org/?page=beginners • https://www.rugbyhow.com/basic-rugby-rules.html • https://rucksience.com/learn/first-rugby-practice/ <p>If possible, give students as many opportunities to play invasion games:</p> <ul style="list-style-type: none"> • Rugby • Football • Basketball • Hockey <p>If Interested in rugby, join a local rugby club.</p> |
| Week 2 | Passing and Creating Space | 2. Space | |
| Week 3 | Kicking | 3. Communication | |
| Week 4 | Play of the Ball and Game Play | 4. Technique | |
| Week 5 | Play of the Ball and Game Play | 5. Passive Tackle | |
| | | 6. Drive Tackle | |
| | | 7. Passing (Lateral, Switch, Pop) | |
| | | 8. Offside | |
| | | 9. Defensive Line | |
| | | 10. Kicking (Grubber, Chip, Bomb and Punt) | |

Ways in which parents/carers can support:

Topic Number: 2

| | | Mental Health and Wellbeing | | |
|--|--|---|--|---|
| Prior Learning | | Current Learning | Subsequent Learning | |
| <p>This topic builds on; Work that you have studied in year 7 looking at having a healthy and balanced lifestyle. This module will help you develop the knowledge you have on what healthy means and how having a balanced lifestyle impacts this. You will develop your skills on how to further manage a balanced lifestyle.</p> | | <p>In this topic you will learn; Key information about what is meant by the term mental health and how our mental health and emotions are linked. You will develop an understanding of the different things that may impact our mental health and what some effective ways to deal with this are. This topic is important to further build on the knowledge gained in year 7 of how to ensure you have a happy and healthy lifestyle from now into adulthood.</p> | <p>This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. It will introduce you to key concepts such as health and wellbeing and the various things that can impact this. It will enable you to begin to develop various coping mechanisms to help you manage aspects of your life both in Ridgewood and beyond, to maintain a happy healthy lifestyle. You will develop the skills to reflect and understand how actions have consequences and how to manage these positively and effectively.</p> | |
| Lesson Sequencing | | Tier 3 Vocabulary | Extended Learning | Ways in which parents/carers can support |
| Lesson 1 | What is mental health? | Balanced diet | <p>You can use independent study opportunities to engage with the following websites. Look at the information provided on how to maintain a healthy lifestyle and coping mechanism a person can use. <u>Looking after yourself - YoungMinds</u> <u>Live Well - NHS (www.nhs.uk)</u></p> | <p>Explore what different coping and support mechanisms can be used to help in times of stress. Create a toolkit of activities to turn to, to help in difficult times include enjoyable activities e.g. play football, paint your nails. Take part in exercise together as a family – this could be a walk. Record how you feel before and after the exercise.</p> |
| Lesson 2 | Talking about our emotions | Psychological | | |
| Lesson 3 | Physical exercise, diet and mental health | Mental Wellbeing | | |
| Lesson 4 | Changing body/body image | Emotional | | |
| Lesson 5 | Positive and negative impacts on mental health | Stress | | |
| Lesson 6 | Stress, anxiety and self-harm | Anxiety | | |
| Lesson 7 | Assessment – letter to the Headteacher | Body image | | |

RE

Year 8 Learning Map

| HT3: Relationships and Families | | | |
|--|--|---|---|
| <p>Prior Learning This topic builds on your knowledge of key Christian and Buddhist beliefs from Year 7 and allows you to apply this knowledge to moral issues surrounding relationships and families. It will also utilise the knowledge gained in Year 7 from your PSHE lessons, surrounding different types of relationships and families.</p> <p>Throughout this topic you will continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to moral issues and beliefs.</p> | <p>Current Learning In this topic you will learn about a variety of religious and non-religious beliefs about different types of relationships and families. You will learn about different types of families and why society is changing. You will also consider different religious responses to these changes.</p> <p>You will explore how religion has framed society's views on gender roles and sexuality and look at ways in which these traditional ideas are changing in the modern world.</p> <p>Your skills of evaluation and debate will also be enhanced discussing issues such as whether marriage is necessary in the 21st century and whether we should support religious ideas surrounding moral issues such as divorce and remarriage.</p> | <p>Subsequent Learning This topic will initially introduce you to key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE, in topics such as Medical Ethics (exploring issues such as IVF and Saviour Siblings) and also the GCSE topic of Relationships and Families. It will also support you to further develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood.</p> <p>You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.</p> | |
| <p>Lesson Sequencing</p> <ol style="list-style-type: none"> 1. Human Sexuality- different types of relationships 2. What is marriage? Why do people get married? 3. Christian marriage service 4. Cohabitation- Is marriage out of date? 5. Polygamy vs Monogamy 6. Divorce 7. Same sex relationships 8. Different types of families 9. Religious views on family life 10. The roles of men and women | <p>Tier 3 Vocabulary</p> <p>Sexuality Heterosexuality Homosexuality Marriage Divorce Cohabitation Sexism Traditional Monogamy Polygamy Bigamy</p> | <p>Extended Learning</p> <p>You can use independent study opportunities to engage with the following websites and articles about religious and non-religious views relating to marriage and the family:</p> <p><u>Me and my community</u></p> <p><u>Christian weddings</u></p> | <p>Ways in which parents/carers can support</p> <p>Parents/carers could support by researching and discussing their own family tree with their children and the different types of families and relationships within it.</p> <p>They could also talk about the different traditions and celebrations that may have happened at weddings within the family.</p> |

Year 8 Learning Map

Topic Number: P3

| | | P3- Work, heating and cooling | | |
|---|-------------------------------|---|--|--|
| Prior Learning This topic builds on P3 from the Year 8 scheme of learning. In this, students will have learned about energy transfers in different objects. They will also have learned how electricity is generated. | | Current Learning In this topic you will learn how levers and pulleys are used as force multipliers to make work easier. You will also learn the different methods of energy transfer through heating. You will investigate ways to reduce heat energy transfer. | Subsequent Learning This topic will prepare you for GCSE Physics P1 topic. In this you will apply your knowledge of energy transfers to calculations of energy transfers. You will also apply your knowledge to look at how to reduce the loss of heat energy through insulating the home. | Ways in which parents/carers can support |
| Lesson Sequencing | | Tier 3 Vocabulary | Extended Learning | |
| Lesson 1 | Work Done | Thermal conductor Thermal insulator Conduction Convection Radiation Displacement Deformation Work | <p>All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.</p> <p>Wider reading: Machines: Gears * Levers * Pulleys * Engines (Exploring Science): With 20 Easy-To-Do Experiments and 300 Exciting Pictures by Chris Oxlade</p> <p>"Energy Island" by Allan Drummond</p> <p>"What's the Matter in Mr. Whiskers' Room?" by Michael Elsohn Ross</p> | <p>Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.</p> <p>KS3 Revision Guides and Workbooks are available on parent pay.</p> <p>Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.</p> |
| Lesson 2 | Moments (+Levers and Pulleys) | | | |
| Lesson 3 | Thermal Energy and Transfer | | | |
| Lesson 4 | Conduction | | | |
| Lesson 5 | Convection | | | |
| Lesson 6 | Radiation | | | |
| Lesson 7 | Reducing Heat Loss 1 | | | |
| Lesson 8 | Reducing Heat Loss 2 | | | |

Year 8 Learning Map

Topic Number: P4

| P4- Wave effects and wave properties | | | |
|--|---|---|---|
| Prior Learning | Current Learning | Subsequent Learning | Ways in which parents/carers can support |
| This topic builds on the P4 scheme of learning in Year 7. This covers light and sound and looks in further detail at human hearing ranges. | In this topic you will learn how light travels in straight lines which causes phenomena such as reflection and refraction. You will also learn about electromagnetic waves such as Gamma rays, looking at their dangers and uses. | This topic will prepare you for GCSE Physics, where in P4 you will learn about different types of waves and their properties. You will also apply your knowledge of energy transfers to electromagnetic waves. | Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson. |
| Lesson Sequencing | Tier 3 Vocabulary | Extended Learning | |
| Lesson 1 Longitudinal and Transverse Waves | Ultrasound Ultraviolet Microphone Pressure wave Transverse wave Transmission Longitudinal wave | All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: Light and Dark (Exploring Light) Hardcover – 8 Oct. 2015 by Louise Spilsbury (Author), Richard Spilsbury | |
| Lesson 2 What is sound? | | | |
| Lesson 3 Sound in different mediums | | | |
| Lesson 4 The Ear and Hearing damage | | | |
| Lesson 5 Detecting sound - ear and devices | | Sources of Light (Exploring Light) Hardcover – 8 Oct. 2015 by Louise Spilsbury (Author), Richard Spilsbury (Author) | |
| Lesson 6 Sound proofing | | | |
| Lesson 7 Echoes and Ultrasound | | "Science Comics: Sound: Waves, Frequencies, and the Ear" by Jason Viola and Andy Ristaino | |

Spanish

Year 8 Learning Map

Topic Number: 3

| | | Las Vacaciones: Holidays | | |
|--|--------------------|--|---|---|
| Prior Learning | | Current Learning | Subsequent Learning | |
| <p>This topic builds on from what was learnt before half term where you gained confidence talking about typical holidays and future and holidays. It also includes previously learnt vocabulary linked to describing others.</p> | | <p>In this topic you will learn to talk about holidays in Spanish. You will be able to talk about different activities on holiday, what you wear on holiday and complete storyboards to describe a future holiday. You will also develop an understanding of how to put together a conversation to make a reservation.</p> | <p>This topic will prepare you for becoming a more confident speaker of Spanish as the reservation work that we do will help you to produce Spanish in a common real life situation. After this unit of work, we move on to talking about past holidays and activities in the past so the vocabulary for this unit will be useful.</p> | |
| Lesson Sequencing | | Vocabulary | Extended learning | Ways in which parents/carers can support |
| Week 1 | Hotel reservations | El avión – plane El coche – car | <p>Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class.</p> <p>Additional learning could focus on vocabulary related to the topic. The following list contains vocabulary linked to the topic.</p> <p>https://quizlet.com/gb/1103067754/de-vacaciones-flash-cards/?i=ybbrx&x=1jgt</p> | <p>To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is:</p> <ul style="list-style-type: none"> • Mafalda- la película <p>If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'</p> |
| Week 2 | Holiday activities | El hotel – hotel El mar – the sea | | |
| Week 3 | Holiday clothing | La piscina – the swimming pool | | |
| Week 4 | Storyboards | Nadar – to swim Quiero reservar – I want to reserve | | |
| Week 5 | Festivals in Spain | Tomar el sol – to sunbathe Una habitación – a room | | |

Technology

Year 8 Learning Map

| | | Own Branding 4 | | |
|---|---|--|--|--|
| Prior Learning This topic builds on students understanding of branding, marketing and product development. Students will learn to develop their colour knowledge, drawing and use of materials and techniques. | | Current Learning In this topic you will learn to create your own branding for your street food company. You will explore how to apply your brand to a range of packaging designs. | Subsequent Learning This topic will prepare you for developing your brand across a number of outcomes. | |
| Week Sequencing | Tier 3 Vocabulary | Extended Learning | Ways in which parents/carers can support | |
| Week 1 | Branding Cohesive Consumerism Colour Culture Design Icon Loyalty Marketing Recognition Typography | Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products. | Discuss ideas and class work. Collect examples of logo and packaging designs that students might find inspirational to work from. Discuss how this work might influence your own work. | |
| Week 2 | Own packaging design and construction | | | |
| Week 3 | Own packaging design and construction | | | |
| Week 4 | Fry box design and construction | | | |
| Week 5 | Fry box design and construction | | | |
| Week 6 | Bag & cup sleeve design and construction | | | |
| Week 7 | Bag & cup sleeve design and construction | | | |