



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y10

HALF TERM 3



RIDGEWOOD
SCHOOL

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KS4 Learning Maps – Half Term 3

Dear parent/carers,

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

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

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

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

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

Yours faithfully,

Andy Bridge

Deputy Headteacher

ART

Year 10 Learning Map

Topic Number: HT3

Prior Learning		Current Learning	Subsequent Learning
This topic builds on learning the formal elements of art and design and how these can be applied to translating two-dimensional observational drawing into three-dimensional objet d'art.		You will respond to your investigations into artists. This will be done by you experimenting with materials and processes. Following these investigations, you will create an outcome inspired by your own supported learning.	This topic will allow you to consolidate your learning and apply the techniques and processes to your own investigations.
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Mind maps	Hatching	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. https://qualifications.pearson.com/en/qualifications/edexcel-gcse/art-and-design-2016/exemplar-library.html www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors	Discuss themes with students. Share any reading materials, photographs, objects, and experiences you may have which could enhance their work.
Idea development	Drawing		
Artist investigation	Print		
Artist investigation	Representational		
Idea development	Still life		
Media experimentation	Form		
Final piece development	Precise		
Final piece development	Gradation		
Final piece creation	Natural		
	Proportion		
	Scale		

Year 10 Learning Map: HT3

Topic Number: R067 (TA3) Financial documents and R068 Task 4 Financial viability.

Topic Title: R068 Task 4 Financial viability.							
Prior Learning		Current Learning		Subsequent Learning			
This topic builds on prior knowledge and understanding of the customer profile for the set business and the two products designed following the analysis of the design mix.		In this topic you will learn about key financial documents that businesses use to ensure a profit is made. These financial tools will then be applied to the set assignment business to identify profitability for the product designed.		Upon completion of task 4 in half term 3, students will analyse the risks and challenges to their identified business. Students will be approaching the end of their R068 project.			
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning		Ways in which parents/carers can support	
Lesson 1	Identifying key financial terminology.	Variable cost Fixed cost Total cost Revenue Break-even Total profit Competitive price Price penetration Price skimming Psychological		Gross profit - Business calculations - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize The concept of break-even - Break-even - OCR - GCSE Business Revision - OCR - BBC Bitesize 641080-design-a-business-proposal.docx (live.com)		Cambridge Nationals - Enterprise and Marketing Level 1/Level 2 – J837 - OCR	
Lesson 2	Calculating key finances for the business.						
Lesson 3	Application of set assignment figures in calculations.						
Lesson 4	Understanding different pricing strategies.						
Lesson 5	Applying different pricing strategies.						
Lesson 6	Likelihood of break-even and profit.						
Lesson 7	Final review of financial viability.			Due to this unit (R068) being controlled assessment students are not allowed to complete work outside of the school.		OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing specification	
Lesson 8	DIRT improvements on task 4.			To support students, a weekly catchup session will run on Thursday between 3-4pm.		Cambridge National in Enterprise and Marketing Unit Recording Sheet R068 (ocr.org.uk)	

Spring Term 1: HT3

Component 2: Developing Skills and Techniques in the Performing Arts				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
This topic builds on your knowledge of performance skills required to develop and apply these to a performance text from previous topics at key stage 3 such as Missing Dan Nolan and DNA. This topic will build on your knowledge of physical, vocal and interpretative performance skills needed to create characters focusing on scripted work.	In this topic you will develop the vocal, physical and interpretative performance skills needed to perform a character and reproduce existing repertoire. You will perform a scripted performance linked to the theme of 'Transformation'. This topic is important for you to develop your understanding – both practical and theoretical – of how performers will create performance material using a range of skills and techniques. Further on in this topic you will review your own progress and development and make suggestions for improvements.	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton - Creating a Character: Physical Approach to Acting – Moni Yakim	This topic will prepare you for further practitioner and production knowledge within key stage 4 and 5. It will equip you with the skills required to create and develop a character within different performance styles and critically evaluate and make analysis of your own progress and development. You will be required to demonstrate the ability to explore, describe and apply, performance skills and techniques in key stage 4 and 5. This exploration and application will be particularly useful with Component 3: Responding to a brief.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1: Health and Safety – Requirements of practical work - Warm up and Cool down Behaviours and Attitudes – What is needed to work effectively with others Week 2: Read through of the script General research of the play Week 3: Exploration of the theme Units and objectives/Rehearsal Target Setting and Review Week 4: Rehearsal Recording of early rehearsal Character Profile Target Setting and Review Week 5: Hot seating filming Role on the Wall Rehearsal Target Setting and Review Week 6: Rehearsal Target Setting and Review	Accent Articulation Characterisation Gestures Interpretative Skills Physicality Proxemics Subtext Status		Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following interviews: Actors – Preparing and Playing Digital Theatre+ (digitaltheatreplus.com) 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/	

Year 10 Learning Map – Half Term 3

Eduqas English Language Component 1 Section A: 20 th Century Literature Reading				
Prior Learning Building on fiction reading skills from Key Stage 3, you will enhance your ability to read a range of engaging fiction texts. This topic will focus on engaging with analysis of extracts from 20 th century literature texts. You will build on prior knowledge of textual analysis and evaluation from GCSE English Language Component 2, as well as your ability to retrieve relevant information from a text.	Current Learning During your English lessons this half term, you will explore extracts from a range of 20 th Century texts to help you prepare you for your GCSE English Language Component 1 exam at the end of Year 11. English Language Component 1 consists of two sections: reading and writing. Section A consists of five questions on the reading of an extract from an unseen fictional text, while Section B is one question testing narrative writing skills. You will be assessed on the following skills: • AO1: Identify and interpret explicit and implicit information and ideas • AO2: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO4: Evaluate texts critically and support this with appropriate textual references	Subsequent Learning You will continue to prepare for GCSE English Language Component 1 in Half Term 4 where you will learn how to construct your own successful narrative for Section B of the exam. The analytical skills required for success in your English Literature exam are also transferable to the reading section of your Language exam, so it is important to recognise the similarities in skills you need to demonstrate across all aspects of English study.		
Lesson Sequencing Week 1: Exploration of questions 1 – 3 on the June 2017 GCSE English Language Component 1 exam paper. Week 2: Exploration of questions 4 and 5 on the June 2017 exam paper. Week 3: Exploration of questions 1 – 3 on the June 2018 exam paper. Week 4: Exploration of questions 4 and 5 on the June 2018 exam paper. Week 5: Exploration of questions 1 – 3 on the June 2019 exam paper. Week 6: Exploration of questions 4 and 5 on the June 2019 exam paper. Week 7: Assessment	Tier 3 Vocabulary Metaphor Simile Adjective Narrative perspective Personification Imagery Repetition Dialogue Alliteration Analepsis (flashback) Prolepsis (flash-forward) Juxtaposition Imperative Exclamatory Interrogative Declarative	Extended Learning For GCSE English Language Component 1, you can practise the reading section with any fiction text. Pick a page from a book or find a short story and analyse how the writer has used language and structure to create specific effects and engage the reader. Useful revision websites: • Eduqas • Mr Bruff • BBC Bitesize	Ways in which parents/carers can support • YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. • The BPC English website also provides videos, resources and PowerPoint that you can access and download: www.bpcenglish.wordpress.com • Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas	

Prior Learning This topic builds on your knowledge from KS3, particularly your knowledge of coasts and biomes. Finally, it builds upon map, stats/maths and graphical skills linked to hot global deserts and UK landscapes.	Current Learning In this topic, you will learn about how hot desert ecosystems are distinctive environmental characteristics. We will look at how development in the desert can cause opportunities and challenges. Finally, we look at the increasing risk of desertification and how countries can manage this. This topic is important for you to develop your geographical skills and case study application in extended geographical writing. In the UK Landscapes topic, we will look at topography of the UK and how it is shaped by physical processes.	Subsequent Learning This topic provides the basis/starting point for living with the physical environment content. We will go on to explore the dynamic nature of physical process and systems and how humans interact to these in a variety of places at a range of scales. The topic will also equip you with the skills you need to be successful in Paper 1 and 3 of your Geography GCSE.
Lesson Sequencing Hot Deserts Physical characteristics of hot deserts Interdependence of desert features Flora/Fauna adaptations Issues related to biodiversity Hot desert case study Economic development opportunities Challenges of developing hot deserts Causes of desertification Strategies to reduce risk of desertification BEGINNING HT3 UK Physical Landscapes Overview of upland and lowlands Wave types and characteristics Coastal processes – erosion & weathering Coastal processes – transport & deposition	Tier 3 Vocabulary Adaptation Agriculture Attrition Constructive Desertification Destructive Hydraulic Action Inaccessibility Lowland Management Mineral Extraction Organic Matter Renewable Soil Sustainability Upland	Extended Learning Students will be set at least one piece of homework fortnightly (sometimes weekly). Recommended KS4 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography Wider Reading These books are engaging and fascinating reads: When the Sahara Was Green: How Our Greatest Desert Came to Be Martin Williams These are challenging, but captivating reads: Coastlines: The Story of Our Shore Patrick Barkham
Ways in which parents/carers can support Ensure students are completing homework (normally exam questions). You could watch the following documentaries with your child: Netfix: - Europe's Largest Desert – Documentary - Kate Humble's Coastal Britain – 6 Episode Docu-series YouTube: Any YouTube videos focused on Hot Deserts, UK landscapes including uplands, lowlands, coasts and rivers. GCSEPod Homework <u>GCSEPod</u>		

Y10 AQA – 3.1 Living with the physical environment – Section C: Physical landscapes in the UK

Prior Learning		Current Learning		Subsequent Learning	
This topic builds on your knowledge from KS3, particularly your knowledge of Rivers and urbanisation.		In this topic, you will learn about river and coastal geography and also introduce the second paper focused on human geography, where we look at 'The Urban World.' Starting with the growth of world cities.		This topic will finish the physical environment content –on paper 1 (after rivers) We will go on to explore the dynamic nature challenges in the human environment looking at human processes. Focusing on how they change spatially and temporally, starting with global patterns of urban change.	
It builds upon prior skills such as map, stats/math and graphical skills linked to UK physical landscapes. As well as global urban mapping skills and population data.		This topic is important for you to develop your geographical skills and case study application in extended geographical writing. In the urban issues and challenges topic we will look at global growth of urban areas and world cities. Building on skills of choropleth mapping of megacities, development figures and development data calculations		The topic will also equip you with the skills you need to be successful in Paper 1, 2 and 3 of your Geography GCSE	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
UK Physical Landscapes-Rivers		Abrasion	You will be set weekly GCSE homework tasks.	Ensure your child is completing their weekly GCSE homework.	
River Management/Engineering		Agriculture			
Flood Case Study		Attrition	This book is an engaging and fascinating read: Coastlines: The Story of Our Shore Patrick Barkham	You could watch the following documentaries with your child: Netflix: Kate Humble's Coastal Britain – 6 Episode Docu-series YouTube: Any YouTube videos focused on, coasts and rivers. As well as Increasing Global Urbanisation e.g. <u>Urbanisation</u> and the rise of the megacity - <u>YouTube</u>	
Coasts		Constructive			
Wave types and characteristics		Destructive			
Coastal processes – erosion & weathering		Hydraulic Action			
Coastal processes – transport & deposition		Infrastructure			
Coastal Management: Hard Engineering		Lowland			
Coastal Management: Soft Engineering		Natural Increase			
UK Coastal Management Example		Management			
UK Coastal Management Example		Meander			
UK Physical Landscape Recap and Assessment		Megacity			
		Urbanisation			
		Upland			
		Waterfall			
				GCSEPod Homework <u>GCSEPod</u>	

Health & Social Care

Year 10 Learning Map – Half Term 3

Year 10 BTEC Level 1/2 Health and Social Care: Human life span and development

Year 10 BTEC Level 1/2 Health and Social Care: Human life span and development			
Prior Learning Students have spent the second half term learning all about component 1 Learning Aim B which has enabled students to develop a comprehensive overview of how individuals deal with the positive and negative effects of life events such as, relationship changes, marriage, divorce, retirement, physical illnesses, mental and emotional wellbeing.	Current Learning Students will explore a range of strategies to support individuals coping with the changes of these life events. Students will learn about resilience, self-esteem, professional care of multi-agencies and multi-disciplinary teams, who can support with both physical and emotional challenges. Students will continue to apply acquired knowledge and understanding to their Component 1 PSA (Pearson set assignment) This will be conducted in lesson time under exam conditions. Students will develop the skills and attributes needed to complete their component 1 PSA. They will develop the skills to interpret and determine the needs of case studies. Skills in application will start to develop during this time to ensure students are prepared for this completion.	Subsequent Learning Students will apply acquired knowledge and understanding from Half term 1 & 2 to their Component 1 PSA (Pearson set assignment) This will be conducted in lesson time under exam conditions for the full second term.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Reading/ media opportunities	Ways in which parents/carers can support
Completion of Task 2 PSA	Health and wellbeing Bereavement	A great way to prepare for the PSA (Internal Controlled assessment) is by practise typing skills and application of knowledge. Students will receive practice assessment questions to gain an understanding of how to apply knowledge within this setting.	YouTube is a wonderful resource for H&SC revision. If you search H&SC Level 1/2 tech award several supportive tutorial videos are available.
Completion of Task 2 PSA	Redundancy Imprisonment Retirement Character traits		
Life circumstances: moving house, redundancy, imprisonment, retirement, changes of standard of living	Resilience		The following link allows you to explore through a range of videos the structure and expectations of the course, along with a breakdown of each component. BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com)
Coping with changes caused by life events The character traits that influence how individuals cope: resilience, self-esteem, disposition, emotional intelligence.	Disposition Acute services Multi-agencies		You could also watch a number of documentaries of child development such as: The secret life of 4- & 5-year-olds (Channel 4) Old people's home for 4-year-olds (Channel 4) Homework links to research around their PSA task, allowing them to gain further insight into the topic that is covered and supporting them with their application
The sources of support that can help individuals adapt: Family, friends, community groups, multi-disciplinary agencies, professional carers and services.	Multi-disciplinary Respite care Milestones Menopause Oestrogen	YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development. Wider reading opportunities: The fault in are stars by John Green 2012	
Types of support that can help individuals adapt: Emotional support, practical help such as financial support and transport.	Testosterone Cognitive Linguistic Chronic Physiological		

Superpower Relations and the Cold War (Part 1)

Superpower Relations and the Cold War (Part 1)			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on the knowledge you gained in the Vietnam War unit about the tensions between the ideologies of capitalism and communism. It also builds upon your wider contextual knowledge of the 1950s, 1960s and 1970s which helps put into context the initial support for the Vietnam War Finally, it builds upon the evaluation of importance and the development of explanation skills you gained from Paper 3.	In this topic you will learn what a Cold War is and how one is fought. You will learn how the USA and USSR were originally allies and how the relationship broke down until they were both competing for dominance in Europe. You will learn about the periods of tension between the superpowers. This topic is important for you to develop your historical skills and knowledge because it will help you develop your explanation and chronology skills.	This topic provides the basis/starting point for a later study of the Cold War from the 1960s until the 1990s. You will assess the main points for rivalry and the eventual collapse of the USSR. You will continue to develop your use of selecting relevant and precise evidence and enhancing your explanation skills. The topic will also equip you with the skills you need to be successful in Paper 2 of your History GCSE	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
What is a Cold War?	Alliance	Students will be set retrieval or revision homework every week. Please encourage your child to complete this.	You could watch the following documentaries with your son/daughter:
The Tehran, Yalta and Potsdam Conferences	Blockade	Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge.	Netflix:
Soviet Expansion	Capitalism	These books are engaging and fascinating reads:	The End of World War II in colour The Coldest Game
The Truman Doctrine and Marshall Plan	Comecon	GCSE History for Edexcel: Superpower relations and the Cold War, 1941-91 by Hodder	YouTube:
The Berlin Crisis 1948-49	Cominform	Revise Edexcel GCSE (9-1) History Superpower relations and the Cold War Revision Guide by Pearson	The Cold War - Oversimplified The Entire History of the Cold War
Reasons for rivalry	Communism		
	Containment		
The Hungarian Uprising	Dictator		
	Reparations		
	Telegram		

Topic Number:3

Topic Title: R097 Digital Graphics				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on prior knowledge from the R094 unit with creating a product for a specific client.		In this topic you will learn how to create an Interactive Digital Multimedia Product (IDMP) for a specific client. Students will be taught how to use video editing software to create products and image editing for buttons and menu bars.	This topic will prepare you for future work in creative media industries such as planning productions of video, audio and websites. This content supports the future exam unit.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Client brief	Client brief	You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Extended reading: Clear revise: OCR Creative iMedia Cambridge National in Creative iMedia Digital Student Book (2 Years) <u>GCSE Media Studies - BBC Bitesize</u> <u>Oakgrove Computing - R082</u>	Cambridge Nationals - <u>Creative iMedia Level 1/2 - J834 - OCR</u>
Week 2	Target audience	Target audience		
Week 3	Ideas for the IDMP	Wireframe		
Week 4	Prepare assets	Segmentation		
Week 5	Assets for the IDMP	IDMP		
Week 6	Properties of assets	Interactive		
		Assets		
		Properties		
		Legal issues		
		Copyright		
		DPI		

Real life and algebraic linear graphs			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge of plotting coordinates and reading scales, as well as the work they have already completed on substituting into a formula.	In this topic you will learn to use, draw, label and scale diagrams, understand, plot and use coordinates in all 4 quadrants. You will also learn to draw, label and interpret graphs including those with negative values.	This topic prepares students for applying graphs to real life situations, especially linking to work in Science on distance-time and velocity-time graphs.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the students' needs: - Coordinates and straight lines on graphs - Substitution - Plotting straight line graphs with estimating $y = mx + c$ - Gradients - Drawing a line from its equation - Real life graphs - Distance – time graphs	- Coordinate - Distance - Function - Gradient - Graph - Intercept - Linear - Parallel - Quadrant - Real life graph - Solution - Time	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set on Wednesdays. Recommended revision guides can be found here: CGP Foundation Revision guides	Support your child's progress through: MathsWatch- to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Maths Genie - for exam questions, videos and solution on the topics stated.

Transformations				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior knowledge of basic shapes, plotting points in all four quadrants and the concept of rotation. Drawing and recognising lines parallel to axes from the previous unit is also used in this unit.	In this topic you will learn to both complete and describe the four transformations: rotation, reflection, translation and enlargement.	Column vectors used in this topic for translation are later used in Y11 for more abstract mathematical concepts.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: • Translations • Translations and vectors • Reflection and symmetry • Describing rotations • Rotational symmetry • Enlargement of shapes • Describing transformations • Check-up transformations	• Column vector • Combination • Congruent • Coordinate • Enlargement • Reflection • Rotation • Scale factor • Single • Similar • Transformation • Translation	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set on Wednesdays. Recommended revision guides can be found here: CGP Foundation Revision guides	Support your child's progress through: • MathsWatch- to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Maths Genie - for exam questions, videos and solution on the topics stated.	

Higher - Graphs				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Lesson Sequencing
This topic builds on your prior learning from Unit 2 Algebra as you will be using your skills in substitution. You will also apply your skills from the previous unit to find the length of a line segment.	In this topic you will learn how to draw and interpret straight line graphs. You will also learn to draw and interpret quadratic graphs. In the other part of this unit you will study real-life graphs, learning to draw and interpret distance-time graphs.		This topic will support your work in Unit 8 Transformations and Unit 9 when you study quadratic and simultaneous equations. Graphs are a key topic of understanding for students who study A Level Maths.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: - Identify and interpret straight-line graphs - Find the co-ordinates of the midpoint of a line segment from coordinates - Find the length of a line segment - Plot and draw graphs using $y = m(x) + c$ - Find the equation of a straight line - Find the equation of parallel and perpendicular lines - Draw and interpret quadratic graphs - Draw and interpret distance-time graphs	Coordinate Graph Velocity Quadratic Solution Root Function Linear Cubic Approximate Gradient Perpendicular Parallel	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. - Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield - Mathematics: The New Golden Age by Keith Devlin Recommended revision guides can be found here: CGP Revision guides - higher tier	Support your child's progress through: MathsWatch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Maths Genie - for exam questions, videos and solution on the topics stated	

Higher – Transformations, Constructions, Plans and Elevations and Bearings				
Prior Learning	Current Learning	Subsequent Learning		
This unit builds on prior knowledge learnt in Unit 1 and Unit 2 as you will be working on co-ordinate axis with shapes. You will also require your skills in drawing angles from Y8 and use angle laws from Unit 5.	In this topic, you will learn how to perform, describe and combine the four transformations. You will also learn to draw plans and elevations, draw and interpret bearings and use constructions for loci problems.	This topic will prepare you for a subsequent unit on graph transformations. Constructions, plans and elevations will be used in any further studies in Construction, Design or Engineering. Bearings are also used in navigation-based careers such as the Army or Navy.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: - Perform and describe the four transformations- translation, rotation, reflection and enlargement (including negative scale factors) - Draw plans and elevations - Perform constructions to answer loci problems - Draw and interpret bearings	Bearing Elevation Enlargement Loci Plan Reflection Rotation Translation	Weekly Mathswatch homework is set every Wednesday to support students' progress through frequent retrieval. Recommended revision guides can be found here: CGP Revision Guides	Support your child's progress through: MathsWatch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Maths Genie - for exam questions, videos and solution on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics	

Music Technology Y10 HT3

Music Technology Y10 HT3			
Prior Learning: You have previously used a Digital Audio Workstation in Key Stage 3 to create compositional work. You are familiar with using software and audio tracks and editing features.	Current Learning: You will develop your understanding of musical elements and styles. You will study different styles of music and key features of these styles, both musical and production based. You will develop your understanding of recording methods over time and how these are linked to styles and genres of music.	Subsequent Learning: You will begin by developing and familiarising your understanding of the elements of music. You will then develop your understanding of the key features of styles and genres from the 1950s to the current day to give you the knowledge and understanding to analyse and compose in different popular styles.	Ways in which parents/carers can support Support your child's progress through: <u>Focus on Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics. Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Faculty Leader for Performing Arts) via the Contact Us facility of our school website for more information.
Lesson Sequencing You will understand how elements of music such as structural sections, melodic, harmonic, rhythmic and instrumentation are defined and used. You will then understand how musical elements (structural sections, form, melody, harmony, rhythm, instrumentation) are used to define musical styles: The key musical styles are: rock and roll, folk, rock, soul, funk, disco, reggae, hip hop, electronica, dance, 21st century pop. You will understand how technological developments have contributed to the development of these musical styles. You will be set a weekly home learning task linked to this learning	Tier 3 Vocabulary Recording Form/ structure Scale and interval relationships Melodic forms Chords Time signatures Rhythmic devices: Acoustic instruments Electronic instruments DI technology	Extended Learning You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account. Alternative reading opportunities: Music Theory for Computer Musicians by Michael Hewitt Music Theory for Dummies, 4th edition by Michael Pilhofer Music: The Definitive Visual History by Chris Ingham and Ian Blenkinsop It's all about the Music: The A-Z of Music Genres and Beyond by Dan Tanswell Useful websites: www.bbc.co.uk/bitesize/guides/zw3nrwx/revision/1 www.musictheory.net/lessons www.thepeoplehistory.com/music.html www.dummies.com/art-center/music/music-theory-popular-genres-and-forms/ www.iconcollective.edu/basic-music-theory/	

KS4 Learning Map: HT3

Topic: Alternative Games

Pathway: Alternative Games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understanding and analysis of performance in some of the more traditional sports.	Current Learning: Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practise and perfect techniques and game play whilst fostering a love for sport.		Subsequent Learning: This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practise skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: Table tennis, dodgeball, badminton, tchoukball, volleyball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction of game and key rules linked to modified games	Analysis Attack Defence	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel; how we rise: Michael Holding	- Let students play sport - Give them opportunities to get involved in local teams
Lesson 2	Learning of new skills and modified games	Formation Official	3. All in: Billie Jean King 4. Stronger: Poorna Bell	- Support in attending school teams and competitions.
Lesson 3	Introduction of tactical game play	Tactics Umpire	5. My life: Queen of the court: Serena Williams	
Lesson 4	Tactical game play		6. Unbelievable: Jessica Ennis	
Lesson 5	Tactical play and analysis of performance to aid improvement			

KS4 Learning Map: HT3
Topic: Boys Games

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

KS4 Learning Map

Topic: Dance Fitness: HT3

Pathway: Dance fitness				
Prior Learning: Students have completed units of work in KS3 which focused on the techniques and skills the students have used to choreograph a phrase into their routines using key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.	Current Learning: Students will be performing a variety of dance styles through dance and fitness. They will develop their choreography skills to perform as a group/or individual in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine their ability to observe performances and give constructive feedback.	Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind through the medium of dance and dance related practice. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.		
Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Anaerobic Aerobic Cardiovascular	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel; how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects	Heart rate Muscular Respiratory Skeletal Target zones Time under tension		
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map**Topic: Fitness: HT3**

Pathway: Fitness				
Prior Learning: Students have completed units of work in KS3 which focused on understanding the importance of a healthy body and a healthy mind. They have completed a unit of health and fitness which covers a variety of training methods.		Current Learning: Students will develop their knowledge and understanding of how to improve their fitness through different mediums and how different practices affect our bodies in different ways.	Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.	
Units covered over the year: Circuits, aerobics, yoga, Zumba, weight training, boot camp				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Anaerobic Aerobic Cardiovascular Heart rate Muscular	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel; how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Pooerna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects	Skeletal Respiratory Target zones Time under tension		
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map

Topic: Girls Games: HT3

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

Topic Number: 1

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

Year 10 Learning Map: HT3

Christian Beliefs				
Prior Learning This topic builds on your knowledge base from KS3 where you learnt about Christianity in Year 7. You will build on key terms you have already learnt such as Atheist and Theist, and you will be able to compare and contrast Christianity to other religious traditions such as Buddhism. Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to exam style questions that you will already have practised in your first Year 10 topic.	Current Learning In this topic you will learn about a variety of Christian beliefs from different denomination in Christianity. You will start by learning about the beliefs on the Nature of God and the life of Jesus and understand the significance of his role on salvation and atonement. You will be introduced to a number of key teachings that are still used in Christianity today such as the Parables, the Last Supper, 10 Commandment and Creation and how these teachings may influence Christians in the world today. You will continue to develop your skills of evaluation and debate by discussing whether or not these Christian beliefs are still relevant in the 21 st century. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	Subsequent Learning This topic will initially introduce you to key Christian teachings which can then be applied to many other moral issues throughout RE in GCSE RE such as Medical Ethics, and War and Crime; as a contrast to other religions such as Christianity. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. In addition, this topic will help you to prepare for the later topic of Christian Practices where you will learn how these beliefs influence how Christians put their religion into practice around the world. For all future topics you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic.	Ways in which parents/carers can support Watching clips and discussing articles on BBC religions will help develop an understanding of Christianity and its main beliefs.	
Lesson Sequencing 1. Nature of God 2. God is omnipotent Loving and Just 3. The Trinity 4. The incarnation 5. Crucifixion 6. Resurrection 7. Sin and Original Sin 8. Sin Salvation and Atonement 9. Beliefs about the afterlife – resurrection 10. Beliefs about the afterlife heaven and hell 11. Creation 12. The problem of Evil 13. Christian responses to Evil	Tier 3 Vocabulary Omnipotent Loving Just Trinity Transcendent Resurrection Salvation Atonement Inconsistent Triad Sin /Original Sin	Extended Learning You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Christianity: BBC - Religion: Christianity		

Year 10 Learning Map: HT3

Topic Number: 1

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

Year 10 Learning Map: HT3

Topic Number: B4

Bioenergetics										
Prior Learning				Current Learning			Extended learning		Subsequent Learning	
This topic builds on students' prior knowledge from B1 of the Year 9 scheme of work, linking the structure and importance of organelles to their function. This topic also builds on prior understanding of enzymes and the conditions that affect them.				In this topic you will learn how the body responds to exercise and the importance of aerobic and anaerobic respiration. You will then discover how the body maintains a constant internal environment and the different conditions and hormones involved.					This topic will support you when revising photosynthesis & cell Biology.	
Lesson Sequencing (lessons highlighted in green represent subject content for only separate Science students)				Tier 3 Vocabulary					Ways in which parents/carers can support	
Lesson number	Spec code	our spec code	lesson title	Aerobic respiration Anaerobic respiration Metabolism Sensory Motor Relay Endocrine ADH Negative feedback Glucose Glucagon Glycogen Insulin Pancreas Auxins			All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.		Support your child's progress through:	
1	4.2.3.1	B4.1	Plant tissues						• Educake - to complete homework and access further revision	
2	4.2.3.2	B4.2	Plant organs 1						• myGCSE science - for extra support videos and work on the topics stated	
3	4.2.3.2	B4.3	Plant organs 2						• GCSEpod- for extra support videos and work on the topics stated	
4	4.4.1.1	B4.5	Photosynthesis						• Accessing their Microsoft Teams work for directed exercises on current topics	
5	4.4.1.2	B4.6	Limiting factors							
6	4.4.1.2	B4.7	RP6 Pondweed							
7	4.4.1.2	B4.8	Analysis of RP 6							
8	4.4.1.3	B4.9	Uses of glucose from photosynthesis and FA							
9	4.4.2.1	B4.10	Aerobic and anaerobic respiration							
10	4.4.2.2	B4.11	Response to exercise							
11	4.4.2.3	B4.12	Metabolism							

Topic Number: C4

Chemical changes			
Prior Learning This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of metals, the reactions undergone by metals, as well as what acids are and the reactions undergone by acids.		Current Learning In this topic you will learn about: the reactions undergone by metals; the reactivity of metals; how to prepare a soluble salt from an acid and a metal oxide; the pH scale and neutralisation. Students studying triple science will learn about common organic molecules as well.	Subsequent Learning This topic will prepare you for inorganic chemistry and biochemistry should you choose to study A level Chemistry
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson number	Spec code	lesson title	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning: - CGP revision guides - Janice VanCleave's Chemistry for Every Kid: 101 Easy Experiments that Really Work
1	4.4.1.1, 4.4.1.3	Metal oxides	
2	4.4.1.2	Reactivity of metals	
3	4.4.1.4	Redox reactions (HT only)	
4	4.4.2.1	Reactions of acids and metals	
5	4.4.2.1	Reactions of acids and metals	
6	4.4.2.4	pH and neutralisation	
7	4.4.2.3	Making soluble salts	
8	4.4.2.3	RP8- Making salts	
9	4.4.2.5	Titration	
10	4.4.2.5	Titration RP + FA	
11	4.4.2.6	Strong and weak acids (HT only)	
12	4.4.3.1	Process of electrolysis (half equations HT only)	
13	4.4.3.2	Electrolysis of molten ionic compounds	
14	4.4.3.3	Extracting metals	
15	4.4.3.4	Electrolysis of aqueous solutions	
16	4.4.3.4	RP9	
17	4.4.3.5	Half equations (HT only)	

Topic Number: C5

Equilibrium and electrolysis					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of organic compounds. Students will learn about energy changes, endothermic and exothermic reactions.		In this topic you will learn about: what a reversible reaction. You will also learn how the energy of chemical reactions changes depending on whether the temperature of the reaction increases or decreases			
Lesson Sequencing (lessons highlighted in green represent subject content for only higher tier science students)		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
		Reversible reaction Endothermic Energy changes Exothermic Reaction profiles	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning - CGP revision guides - SuperSimple Chemistry: The Ultimate Bitesize Study Guide - Science Encyclopaedia: Atom Smashing, Food Chemistry, Animals, Space, and More! - Educake - Physics and maths tutor	Support your child's progress through: <u>Educake</u> - to complete homework and access further revision	
1	4.5.1.1				Exo and endo + Reaction profiles
2	4.5.1.1				RP4
3	4.5.1.2				Analysis
4	4.5.1.3				Bond energies
5	4.5.1.3				Bond energies
6	4.5.2.1				Cells
7	4.5.2.2	Hydrogen fuel cells			

Spanish



Year 10 Learning Map: HT3

Topic Number: 3

Theme 1, Unit 3 : Education and work						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on the language that students have learnt at Key Stage 3 on school subjects and jobs.		In this topic you will learn about how to talk about your life at school and give opinions, with justification, on school subjects. The unit of work then goes on to look at the different options that are available to students post-16 and discuss whether they would like to continue with studies or get a job. The final part of the unit focuses on careers and vocabulary linked to different professions.	This topic will prepare students for future topics by recapping the use of opinions and justifications, as well as strengthening students understanding of using the future tense.			
Lesson Sequencing		Key Vocabulary	Extended Learning		Ways in which parents/carers can support	
Week 1	School subjects	Estudiar= to study Las asignaturas = school subjects Dejar= to drop Continuar con= to continue with Elegir= to choose En el futuro= In the future Espero = I hope Quiero = I want Los trabajos= Jobs El sueldo= wage	- Students are given a list of vocabulary to learn each week and do weekly vocabulary tests. - All vocabulary can also be accessed on Quizlet. - Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers). - Grammar practice - www.bbc.co.uk/bitesize		To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. Borrowing Spanish DVDs or books from the library or watching films in Spanish on Netflix. Helping students to practise vocabulary each week in preparation for the vocabulary test.	
Week 2	The school day					
Week 3	At school					
Week 4	Choices post-16					
Week 5	Jobs					
Week 6	Looking for work					

Topic: R181 - Fitness Testing & R180: Reducing the risk of sports injuries and dealing with common medical conditions

Prior Learning- R181 – Topic 1 & Topic 2		Current Learning- R181 – Topic 3	Subsequent Learning- R181 – Topic 4
Prior knowledge of designing and conducting skill-based testing to be able analyse own strengths and areas of improvement in chosen sports.		During this topic pupils understand the principles of training which ensure training is effective. Pupils will develop an understanding of the different methods of training as well as what aerobic and anaerobic exercise is.	This topic will increase pupils' self-awareness of their practical strengths and areas to improve as an athlete. It will facilitate improvements in their practical ability either for their club/team or in their own time due to an increased understanding of training methods and training programmes.
Prior Learning – R180		Current Learning – R180	Subsequent Learning – R180
Topic Area 1: Extrinsic and intrinsic factors that affect the risk of injury		Topic area 2: Warm up and cool down routines The different components of a warm-up and cool down, the physiological and psychological benefits of warming up, the physiological benefits of cooling down.	Topic area 3: Different types and causes of injuries. Acute and chronic injuries Topic area 4: Reducing risk, treatment of and rehabilitation of sports injuries and medical conditions. Topic area 5: Causes, symptoms and treatment of medical conditions
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Principles of training	Circuit training Continuous training Fartlek Training FITT principle Interval Training Overload Plyometrics Progression Resistance Training Reversibility Specificity	All students have access to The PE Classroom and are encouraged to work through the unit quizzes and exam questions weekly. Wider reading: https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/2_Principles_of_training_-Principles_and_methods_of_training_-_GCSE_Physical_Education_Revision_-_BBC_Bitesize
Week 2	Training methods 1		
Week 3	Training methods 2		
Week 4	Aerobic and Anaerobic		
Week 5	Coursework Completion		
		Ways in which parents/carers can support	
		Watching sport and having conversations around which key skills are needed in different sports and positions. Support coursework deadlines and ensure there are opportunities to attend after school intervention when necessary. Encourage a healthy active lifestyle and support a love of sport.	

Year 10 Engineering



KS4 Learning Map

Term: Half Term 3

Year 10 - OCR Engineering Design				
Unit R038: Principles of engineering design In this unit you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. You will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. You will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.		Unit R039: Communicating designs In this unit you will learn how to develop your techniques in sketching and gain industrial skills in engineering drawing using standard conventions. This includes dimensioning, line types, abbreviations, and representation of mechanical features. You will enhance your confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs.		
Lesson Sequencing	Week	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1 R039: CAD Drawing	Week 16&17	Block Diagrams	accessfm.com Sketching and annotation - Communication of ideas - Edexcel - GCSE Design and Technology Revision - Edexcel - BBC Bitesize First Angle Orthographic Projection (technologystudent.com)	Practice videos to help with engineering drawings. <u>Design Sketching Class - Instructables</u> Remote Control Industrial & Product <u>Design Sketching - YouTube</u> Download sketch up at home and design a remote control.
Lesson 2 R039: NEA Assignment Task 1		Circuit Diagram		
Lesson 3 R039: CAD Drawing		Diameter		
Lesson 4 R039: NEA Assignment Task 1		Exploded view drawings		
Lesson 5 R038: CAD Drawing Theory		Flow Charts		
Lesson 6 R038: CAD Drawing Theory		Free-hand sketching		
Lesson 7 R039: NEA Assignment Task 1	Week 18&19	Linear Measurement		
Lesson 8 R039: NEA Assignment Task 1		Orthographic drawings		
Lesson 9 R039: NEA Assignment Task 1		Projection Lines		
Lesson 10 R039: NEA Assignment Task 1		Radius		
Lesson 11 R039: NEA Assignment Task 1		Standard drawing conventions		
Lesson 12 R039: NEA Assignment Task 1		Tolerances		
Lesson 13 R039: NEA Assignment Task 2	Week 20&21	Working Drawings		
Lesson 14 R039: NEA Assignment Task 2				
Lesson 15 R039: NEA Assignment Task 2				
Lesson 16 R039: NEA Assignment Task 2				
Lesson 17 R039: NEA Assignment Task 2				
Lesson 18 R039: NEA Assignment Task 2				

WJEC Hospitality and Catering



KS4 Learning Map

Term: Half Term 3

Year 10- Hospitality & Catering	
Unit 1 Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.	Unit 2 Aim and purpose: The applied purpose of this unit is for learners to safely plan, prepare, cook, present nutritional dishes and review their performance. Introduction: In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment: • the operation of the front and back of house • hospitality and catering provision to meet specific requirements • health and safety in hospitality and catering provision • food safety • preventative control measures of food-induced ill health. Current Learning Students are currently working on unit 2 in order to submit in Spring 2024. They will spend theory lessons learning new content based on nutrition and menu-planning. They will partake in practical lessons aimed at building their skill repertoire and giving them experience of high-skilled dishes.

Lesson Sequencing		Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support
Lesson 1-2 Lesson 3 Lesson 4-5 Lesson 6 Lesson 7-8 Lesson 9 Lesson 10-11 Lesson 12 Lesson 13-14 Lesson 15-18	Unit 2 1.2.2.2 How to plan production CA	Unit 2 Accompaniments Antioxidant Bain Marie Commodities Deficiency Fortification Garnish Macronutrients Micronutrients Mise en place Organoleptic Portion control Sauté	<u>WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide</u> : Tull, Anita: Amazon.co.uk: Books <u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering:</u> Amazon.co.uk: Saunders, Bev, Mackey, Yvonne: 9781510473331: Books All cookbooks are a good place to build your knowledge on recipes, and cooking processes.	Unit 2- support and encourage your child to cook at home, practising dishes that use higher skills. When out and about take note of different hospitality and catering establishments and what they have to offer. When shopping, discuss factors that affect the choices made. <u>Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA)</u> <u>Revision - BBC Bitesize</u>
	Unit 2 3.1. how to prepare and make dishes PRACTICAL -piping cream/mayonnaise/ jelly cubes/fudge cubes			
	Unit 2 2.3.1 how to prepare and make dishes skills and techniques			
	Unit 2 3.1. how to prepare and make dishes PRACTICAL – EXAM MAIN			
	Unit 2 1.2.2.2 How to plan production CA			
	Unit 2 3.1. how to prepare and make dishes PRACTICAL -EXAM MAIN SIDES			
	Unit 2 1.2.2.2 How to plan production CA			
	Unit 2 3.1. how to prepare and make dishes PRACTICAL – EXAM DESSERT			
	Unit 2 1.2.2.2 How to plan production CA			
	Unit 2 3.1. how to prepare and make dishes PRACTICAL – EXAM DESSERT SIDES			

