



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 2



**RIDGEWOOD
SCHOOL**

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KS3 Learning Maps – Half Term 2

Dear parent/carer,

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

Included within the Learning Maps are 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



Year 8 Learning Map

HT2

Wayne Thiebaud themed					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on students’ existing knowledge of the Pop Art movement, its key practitioners, colour theory, and previous material-based experiments.		In this topic, you will explore the themes within Wayne Thiebaud’s work, learn how to limit a colour palette, practise observational drawing linked to the theme, and experiment with abstraction techniques. You will develop subject-specific vocabulary through class discussions, one-to-one conversations, and written evaluations, helping you to identify strengths and areas for improvement.		This topic will prepare you to simplify drawings and paintings, make selective use of colour, and further develop your ability to consolidate learning in order to produce a personal final piece.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	Thiebaud Artist page including modelled ice-drawings	Abstract Clay Collage Construct Exaggerate Layer Observational Palette Technique	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.nga.gov/collection/artist-info.3185.html#biography https://www.nuartgallery.com/artists/39-cecil-touchon/biography/	Visit Leeds or Doncaster Art Galleries and explore how popular culture has influenced the subject matter of the artworks.	
Week 2	Paper craft			Create drawings of selected pieces to add to your sketchbooks.	
Week 3	Paper craft				
Week 4	Clay construction designs				
Week 5	Clay construction designs				
Week 6	Clay construction				
Week 7	Clay construction				
Week8	Clay construction				

Drama

Year 8 Learning Map

Topic Number 1: Pantomime

Topic: Pantomime				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your understanding of characterisation skills, such as facial expressions, body language, use of voice, reactions, status, and eye contact, developed in earlier topics such as Matilda and Mime (where we created monologues for key characters and performed short sections of script). You will also be introduced to a new performance style – Pantomime.	In this topic, you will learn about the key features of the performance style Pantomime. You will explore its main characteristics and apply these to short performances, incorporating essential elements of the style. You will also develop key terminology linked to pantomime and begin to independently apply its features to create new characters. This topic is important for developing your knowledge of theatre history and understanding how performance styles have evolved over time. You will also consider how different styles influence our ability to communicate messages effectively to an audience.	This topic will prepare you for further exploration of performance styles throughout Key Stage 3, particularly in Year 9, where we study John Godber and Physical Theatre. It will equip you with the skills needed to succeed in future work involving performance styles and their social and historical contexts. You will be expected to demonstrate the ability to explore, describe, and apply performance styles across Performing Arts at Key Stage 4, where you will examine a range of productions. This foundation will be especially valuable for Component 1: Exploring the Performing Arts.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1: Rehearsal – development of the script – Stock Character focus	Audience Participation Direct Address Exaggeration Monologue Narration Pantomime Slapstick Comedy Stock Characters Unison	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: All About Theatre – National Theatre The Time Traveller's Guide to British Theatre: The First Four Hundred Years – Aleks Sierz and Lia Ghilardi Theatre Histories: An Introduction – Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner, and Tobin Nellhaus	You can support your child's progress by exploring the Drama Teacher Melodrama website. It provides a wealth of information on the history, plots, stock characters, and key techniques used to create a melodrama. https://thedramateacher.com/19th-century-melodrama/ The ROSES Theatre Company has a selection of family-friendly, professionally filmed pantomimes available on YouTube. These are excellent examples of contemporary pantomime. Links are available below: https://youtu.be/agqAVZWl8aI - Aladdin https://youtu.be/qrnbnNkiOdM - Dick Whittington https://youtu.be/uLLs2KN3HdQ - Cinderella You may also wish to experience live theatre locally at CAST, our regional theatre, which offers a diverse range of productions throughout the year. https://castindoncaster.com/	
Lesson 2: Rehearsal – development of the script – Slapstick Comedy				
Lesson 3: Rehearsal – peer assessment				
Lesson 4: Rehearsal – self assessment				
Lesson 5/6: Rehearsals – focus on feedback from rehearsals				
Lesson 7: Performances				
Lesson 8: Performances ASSESSMENT				

Year 8 Half Term 2: The Origins of Tragedy

Prior Learning:		Current Learning:	Subsequent Learning:
This topic builds upon students' knowledge of plays and the genre of tragedy introduced in Shakespearean Villains in Year 7. Their understanding of Shakespearean and older language from these two topics will also support their comprehension of the language used in Othello – the main text of this topic. Students will continue to develop key analytical skills first introduced through their study of Ghost Boys in Year 7.		The main focus of this topic is to understand the features of tragic plays across a range of eras (Greek, Shakespearean, and Modern). Students will analyse key characters and scenes from various plays and texts, exploring how the storylines align with the key elements of tragedy as outlined by Aristotle. Throughout the topic, students will examine how the genre of tragedy has evolved over time and how modern interpretations have reimagined its traditional tropes.	When students progress to Key Stage 4, they will study Macbeth as part of their English Literature course. This is one of Shakespeare's most iconic tragedies. Their understanding of the elements of tragedy will support their comprehension of the structure of a tragic play and how Shakespeare portrays two of his most renowned characters: Macbeth and Lady Macbeth. The broader literary knowledge they develop will also aid their analysis of key scenes, themes, and characters in An Inspector Calls and A Christmas Carol – two of their other GCSE literature texts.
Lesson Sequencing		Tier 2/3 Vocabulary	Extended Learning
1	Introduction to the Genre of Tragedy	- Anagnorisis - Catharsis - Corruption - Duplicious - Fate - Hamartia - Hubris - Inevitable - Morality - Peripeteia - Soliloquy - Tragedy - Tragic Hero	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. Digital Literacy Curriculum Bedrock Learning
2	Greek Tragedy: Exploring the story of Oedipus		
3	Greek Tragedy: Exploring the story of Orpheus and Eurydice		
4	Shakespearean Tragedy: Examining the conventions of tragedy in Othello		
5	Shakespearean Tragedy: Analysing Othello as a Tragic Hero		
6	Modern Tragedy: Exploring Things Fall Apart by Chinua Achebe		
7	Modern Tragedy: Examining how the conventions of tragedy in modern examples.		
8	Assessment Week		
			Parental/carer support: Please support your child by engaging with our KS3 Extended Learning Map, linked below. It provides a range of activities related to this topic – from films to watch, to places to visit: KS3 Extended Learning (ridgewoodschool.co.uk) You can also explore more Shakespearean tragedies on the Shakespeare Learning Zone website, which is designed specifically for students: https://www.rsc.org.uk/shakespeare-learning-zone?from=dropdown

Geography



Year 8 Learning Map

Topic Number: 2

Water on Land			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on Key Stage 2 knowledge from primary school. Students are expected to understand key aspects of human and physical geography. It also links back to the Year 7 topic on rocks, particularly rock types found at coastlines and how they are affected by geographical processes.	In this topic, you will learn about the processes, landforms, and management of coastal and river landscapes, including where these two environments meet. You will begin by exploring erosion, deposition, and transportation processes. The topic will then connect river and coastal landscapes, revisit climate change themes, and introduce a global case study focused on the Sundarbans.	This topic, centred on coastal landscapes, builds on similar skills and knowledge from the study of rivers. You will also examine the challenges faced by coastal areas (such as erosion) and the strategies used to manage them. This learning links directly to the study of rivers and coasts in Paper 1: Physical Geography, should you choose to take GCSE Geography.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Where is all the water?	There will be <u>two</u> pieces of geography research homework a half term. This will be based on the topic theme, to extend your place and process knowledge. Between assessment periods you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography. Watch and read about the coastal processes, landforms and management on the 'Time for Geography – Coasts' website. https://timeforgeography.co.uk/videos_list/coasts/Rivers (timeforgeography.co.uk) BBC Bitesize – Wider reading on coastal processes, landforms and management. There are also tests and quizzes that can be taken to test and help with knowledge and understanding of the topic. https://www.bbc.co.uk/bitesize/topics/z6bd7ty Rivers - KS3 Geography - BBC Bitesize	Watch or share news reports related to river and coastal areas. Recap key processes, landform formation, and management strategies through wider reading and recommended links.
Lesson 2	Water cycle		
Lesson 3	Processes EDT		
Lesson 4	Erosional landforms		
Lesson 5	Deposition and deltas		
Lesson 6	Using water: past and present		
Lesson 7	River flooding and management CC		
Lesson 8	Coastal flooding and management CC		
Lesson 9/10	Sundarbans		
Lesson 11	Great barrier reef		

HISTORY

Age of Revolutions				
Prior Learning	Current Learning	Subsequent Learning		
In Year 7, you studied the history of Britain. The Year 8 history curriculum broadens this foundation by exploring European history. This topic builds on your understanding of political and social revolutions. In Year 7, you examined the causes and impacts of the English Civil War. You will now use that knowledge to compare and contrast similar events in other European countries. It also builds on the writing and source analysis skills you have been developing during your time at Ridgewood.	In this topic, you will explore the causes, events, and consequences of political revolutions in four major countries – France, Russia, Spain, and Italy. You will consider how these revolutions affected the everyday lives of citizens and how they reshaped the political landscape across Europe. This topic is important for deepening both your historical knowledge and your skills. You will further develop your ability to analyse sources, construct well-reasoned arguments in essays, and select precise, relevant evidence to support your points.	As you progress through Year 8, you will continue to investigate how the social and political landscape of Europe evolved throughout the 19th and 20th centuries. You will also explore how the actions of individuals can influence events at local, national, and international levels. Additionally, you will continue to refine your use of the PFE structure and key literacy techniques across Key Stage 3. Finally, your work in this topic will help prepare you for GCSE and A-Level exams, which require you to explain and justify your opinions — skills that you will be consistently practising in lessons.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
What were the causes, and events of the French Revolution?	Alliance Bolshevik	Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps or make quizzes/flash cards on the key content.	You could watch the documentaries below with your son/daughter:	
What were the consequences of the French Revolution?	Monarchy Paramilitary		Netflix: The Russian Revolution	
Why did the Russian Revolution occur?	Parliament Political		YouTube: The Secret Versailles of Marie Antoinette The Spanish Civil War (Episodes 3 and 4, in particular)	
How did the Russian Revolution affect Europe?	Rebellion Revolution			
What was the narrative of the Italian Revolution?	Tsar			
What were the consequences of the Spanish Revolution?				
What were the causes and events of the Spanish Revolution?				
What are the similarities between these Revolutions?				

Year 8 Learning Map

Topic Number: 2

Topic Title: Business enterprise				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your understanding of business and the wider world. You will also continue to develop your ICT skills, including the use of online resources, OneNote and OneDrive.		In this topic, you will learn about different types of business ownership and the skills and qualities required to be a successful entrepreneur. You will explore how market research can significantly impact a business and how effective customer service can support business growth.	This topic will prepare you for the next unit on Business Finance and Excel. It will also provide an insight into Business Studies at Key Stage 4, introducing some of the key themes you will study in greater depth.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	
Lesson 1	Business ownerships	After sales Before sales Franchise Partnership Primary Proximity Public limited company Qualitative Quantitative Secondary Sole trader	To help you prepare for your ICT assessment, your teacher will provide a knowledge organiser before each CF assessment. This is a valuable resource and should be used as part of your revision. You are also encouraged to visit https://idea.org.uk , which offers free mini courses on a variety of computer-based topics. You can earn digital badges upon completion to track your progress. Additional opportunities Here are some further websites to support your learning: www.codemonkey.com www.codecademy.com/ Learn today, build a brighter tomorrow. Code.org <u>Sole traders - Forms of business ownership - GCSE Business Revision - Other - BBC Bitesize</u> <u>What is market research? - Market research - GCSE Business Revision - Other - BBC Bitesize</u>	
Lesson 2	Entrepreneurs			
Lesson 3	Market research			
Lesson 4	Primary and secondary			
Lesson 5	Customer service			
Lesson 6	Business location			
Lesson 7	Recap			

MATHS

Year 8 Learning Map

Topic Number: 2

Statistics Part 1				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior skills in representing data from Key Stage 2. You will also have applied these skills in Year 7 Science.	In this unit, you will learn to represent and interpret data using a variety of statistical diagrams.	This topic will prepare you to apply algebra to a range of problems for AO3, including those involving angles, area, and perimeter.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order best suited to the needs of the class: • Calculate averages (mode, median, and mean) and range from a data set • Draw and interpret bar charts, including dual and composite bar charts • Draw and interpret pie charts • Draw and interpret scatter diagrams • Choose appropriate methods of data representation	Mean Mode Median Range	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Murderous Maths: The Mean and Vulgar Bits by Kjartan Poskitt (available in the school library) Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <u>Mathswatch</u> – to complete homework and access additional revision materials <u>Corbett Maths</u> – for extra support videos and practice on the topics covered	

Hip-Hop and Rap

Hip-Hop and Rap			
Prior Learning This topic also builds on your understanding of popular music from the 1960s to the present day. It further develops your skills in using a Digital Audio Workstation and enhances your knowledge of key musical elements, particularly melody and rhythm.	Current Learning In this topic, you will develop your contextual and musical understanding of Hip-Hop, with a particular focus on Rap as a key feature of the style. You will listen to and analyse this genre of music. You will develop your vocal performance skills by composing your own rap. Additionally, you will enhance your compositional skills using a Digital Audio Workstation by creating a backing track and recording your vocal rap.	Subsequent Learning This topic will support and develop your skills in working with a Digital Audio Workstation. You will become more confident in composing using this software, which will be particularly useful if you choose to study Music Technology at GCSE level. You will also deepen your knowledge of popular music styles to enhance your understanding at GCSE. Additionally, you will improve your performance skills and gain confidence in performing in front of others.	
Lesson Sequencing	Tier 3	Ways in which parents/carers can support	
Lesson 1	Context of Hip-Hop and Rap	You can support your child by creating an electronic track together using free online software for composing music. You might consider downloading GarageBand or searching for free software called Audacity or EduBandlab . You can encourage your child to listen to a variety of musical styles to broaden their musical taste. Great podcasts are available on BBC Sounds.	
Lesson 2	Creating a breakbeat		
Lesson 3	Create a melodic sample		
Lesson 4	Development of sample		
Lesson 5	Writing a rap workshop		
Lesson 6	Begin to record rap into track		
Lesson 7	Record rap		
Lesson 8	Edit audio and dynamic processing		
Lesson 9	Edit audio and dynamic processing continued		
Lesson 10	To finalise our project – Teacher assessment		
Lesson 11	Complete the listening assessment TBC on CF2		
Lesson 12	Showcase		
Vocabulary Audio Interface Breakbeat Compression Copy Cross fade Cut DJ Editing Tools Flow Gain MC Noise gate Rap Rhyme scheme Sample Structure Toasting XLR			
Extended Learning You have access to our subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account. Alternative reading opportunities: Engage in material by the BBC Hip-Hop, song that shook America Hip-Hop and Rap Revision guide provided by the BBC Useful link for creating rap rhyme schemes			

Year 8 Learning Map

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
In Year 7, you learnt the basic skills needed to play a competitive game of badminton. You should be able to identify the different areas and lines on the court, as well as safely set up and take down a net. You will have some experience of the serve, overhead and underarm clear, drop, and smash shot techniques. You should be able to hold a rally and play competitively with a partner.		In this topic, you will build on the skills learnt in Year 7 to become a more effective badminton player. You will continue practising shots such as the low forehand serve, overhead and underarm clear, drop, and smash. There will be a greater emphasis on outwitting your opponent by focusing on shot placement and positioning to gain an advantage during competitive games. The scheme of work will conclude with an overview of the specific rules for singles and doubles gameplay. More confident students may also have the opportunity to umpire matches.	In Year 9, you will focus on: - Developing the backhand short serve to begin a rally - Anticipating the serve - Capitalising on poor serves - Continuously improving shots on both the forehand and backhand - Moving your opponent around the court (outwitting your opponent) - Evaluating both your own and others' performances by analysing strengths and weaknesses - Developing strategies and tactics to achieve high-level performance and refined techniques - Learning the rules for doubles and singles play in greater detail to enable umpiring of competitive games
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Low Forehand Serve	Backhand Court Lines Drop Shot Forehand Net Overhead/Underarm Clear Rally Serve Singles/Doubles Smash	Students could use the following websites to develop their knowledge and skills: https://www.masterbadminton.com/badminton-basics.html https://www.badmintonskills.net/badminton-techniques-for-the-beginner/ http://www.badminton-information.com/badminton-techniques.html https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3
Week 2	Overhead Clear Technique Underarm Clear Technique		
Week 3	Drop Shot Technique		
Week 4	Smash Shot Technique		
Week 5	Shot Positioning Doubles Gameplay		
			Ways in which parents/carers can support: If possible, provide students with as many opportunities as possible to play net and wall games, such as: - Badminton - Tennis - Table Tennis - Squash These activities will help develop a transferable skill set across these sports.

Physical Education

Year 8 Learning Map

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
In Year 7, you learnt the basic skills needed to play a competitive game of handball. You will have some experience of the rules, passing, shooting, and both defensive and offensive formations and tactics. You should be able to play competitively as part of a team.		In this topic, you will develop the skills learnt in Year 7 to become a more effective handball player. You will continue practising various passing and shooting techniques, as well as dribbling. There is a greater emphasis on outwitting your opponent in Year 8, where you will explore formations and tactics designed to gain an advantage in competition. More confident students may have the opportunity to take on officiating roles during matches.	In Year 9, you will further develop the skills acquired in Years 7 and 8 to enhance your handball performance. The focus will shift towards greater independence and leadership, with teachers encouraging students to demonstrate these qualities throughout the scheme. You will continue working on team tactics, including both defensive and offensive positioning, to gain a competitive edge. More confident students might take on coaching or managerial responsibilities.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Recap of Rules Passing Recap	• Centre Line • Dribble Fault • Free Throw • Goal Area • Goalkeeper Throw • Offence Foul • Officiating • Steps • Throw In • Time-Out	Students could use the following websites to develop their knowledge and skills: IHF What is handball? (thesubath.com) team handball Game, Rules, & Facts Britannica Home - England Handball Association Handball - News, Athletes, Highlights & More (olympics.com)	Where possible, provide students with plenty of opportunities to play invasion games such as: • Rugby • Football • Basketball • Hockey Playing these sports will help develop a skill set that is transferable across invasion games.
Week 2	Dribbling & Shooting Recap			
Week 3	Defensive Formations			
Week 4	Attacking Formations			
Week 5	Gameplay			

Physical Education

Year 8 Learning Map

Topic: Basketball

Health Related Fitness (HRF)				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the various skills you have previously learnt, such as throwing and catching. Team play and communication will also play a significant role. If you have played basketball at primary school or in an after-school club, you may already be familiar with the basics of dribbling and shooting, which will support your learning in this unit.		In this topic, you will learn the basic rules of basketball and how to play a simplified version of the game successfully. You will develop your skills in passing, dribbling, and gameplay to improve your performance and ability to support others. Additionally, you will enhance your teamwork, communication, and leadership skills.	Many of the skills learnt in basketball are transferable to other activities. You will revisit basketball again in Year 9, where you will explore gameplay in more depth and have further opportunities to develop the skills acquired in Year 8.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Ball familiarisation Dribbling	Bounce pass Chest pass Foul	Students could use the following websites to develop their knowledge and skills: 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	Practise throwing and catching games at home using a size 6 basketball or any similarly sized ball.
Week 2	Passing and receiving	Lay up Man-to-man defence		Attend games played by friends, family, or local clubs to watch and learn.
Week 3	Shooting: Set shot	Overhead pass Possession		Encourage your child to join the school team or a local basketball club. Links to local clubs: Danum Eagles: https://www.facebook.com/DanumEaglesBasketballClub/
Week 4	Shooting: Lay up	Set shot Travelling Violation		
Week 5	Game play & competition			Hatfield Fliers: https://www.facebook.com/hatfieldfliersbasketball/

Physical Education

Year 8 Learning Map

Topic: Football

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the skills you developed in Year 7, such as passing, dribbling, and shooting. You may already play football during school or outside of school.		In this topic, you will learn the basic rules of football and how to play the game successfully. You will develop your skills in passing, heading, and gameplay to improve your performance and ability to support others. You will also learn the importance of spacing when attacking. Additionally, you will enhance your teamwork, communication, and leadership skills.	Many of the skills learnt in football are transferable to other team sports. You will revisit football again in Year 9, where you will deepen your understanding of gameplay and have further opportunities to develop the skills acquired in Year 8.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	Ball control Turns and outwitting a defender	Attacker	Encourage students to practise "keepie uppies."
Week 2	Passing and first touch	Chest	Attend local matches to watch friends, family, or clubs play.
Week 3	Shooting with power	Cryuff	Support your child to join the school team or a local football club.
Week 4	Defending Two vs One Heading	Defender	You might also enjoy watching "Take Me Home" on Amazon for inspiration.
Week 5	Game play and assessment	Inside hook Midfielder Outside hook Penalty Space	

Physical Education

Year 8 Learning Map

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
You will have a developing knowledge and understanding of netball. You will have practised and progressed through the basic skills such as passing, receiving, pivoting, stopping, and moving. You should have a basic understanding of the main rules and laws relating to these skills and the game overall, as well as an awareness of why warm-ups and cool-downs are important when performing.		In this unit, you will learn to perform, develop, and incorporate skills including passing, footwork, pivoting, outwitting opponents, shooting, rebounding, dodging, attacking, and defending. You will begin to develop your understanding of tactics and strategies used in netball for both attack and defence, learning how to outwit opponents. You will evaluate performances by analysing strengths and weaknesses, while adapting and refining your skills, strategies, and tactics. Additionally, you will develop an understanding of the main laws of the game and appreciate the importance of responding to changing situations during play.	In Year 9, you will continue to develop and incorporate fundamental netball skills—passing, receiving, pivoting, stopping, moving, outwitting opponents, and shooting—within a more competitive environment. You will deepen your knowledge of these skills and the key rules and laws governing them. You will further develop your ability to evaluate performances and analyse strengths and weaknesses, refining skills, strategies, and tactics to achieve high-quality techniques and performance levels.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Closing down Goal side Intercepting Keeping space Obstruction Outwit Penalty Pivot Possession Rebound	Practise throwing and catching games at home using a size 5 netball (or any similarly sized ball). Attend matches to watch friends, family, or local clubs play. Encourage your child to join the school team or a local netball club once they are back up and running. Link to a local club: http://www.southyorkshirenetball.com/27364/27385.html
Week 2	Advanced dodging		
Week 3	Shooting		
Week 4	Rebounding and defending a shot		
Week 5	Games and positional play		

Prior Learning This topic builds on the skills you developed in Year 7, such as tackling, passing, and gameplay strategies to outwit opponents. You may already play rugby during school or outside of school.	Current Learning In this topic, you will learn the basic rules of Rugby League and how to play the game successfully. You will develop your passing, catching, and gameplay skills to improve your performance and your ability to support others. You will also learn about the importance of spacing when attacking. Additionally, you will enhance your teamwork, communication, and leadership skills.		Subsequent Learning Many of the skills learnt in rugby are transferable to other team sports. You will revisit rugby again in Year 9, where you will explore gameplay in more depth and have further opportunities to develop the skills acquired in Year 8.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Drive Tackle	Students could use the following websites to develop their knowledge and skills: 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	Take your son/daughter to watch friends, family, or local clubs play. Encourage your child to join after-school practices or a local rugby club once they are back up and running.
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		
	Deep line		
	Defensive line		
	Drive tackle		
	Drop kick		
	Dummy		
	Flat pass		
	Grubber		
	Knock on		
	Marker		
	Off-side		
	Passive tackle		
	Place kick		
	Play of the ball		
	Punt		
	Scoot		

Physical Education

Year 8 Learning Map

Topic: Gymnastics

Gymnastics				
Prior Learning: Students should already be able to use a variety of techniques and skills in gymnastics. They can perform individual balances and understand sequence choreography, knowing how to execute a high-quality sequence. Students should be able to perform a variety of linking moves, such as basic rolls and other rotations. They can perform solo and duet routines, and are able to observe performances, giving constructive feedback using praise and next steps.		Current Learning: By the end of this unit, students should be able to accurately replicate different types of balances, both individually and with a partner. They will develop their abilities in rolling and linking movements. Students will acquire the skills necessary to create fluent routines as individuals and in pairs. Body tension, control and aesthetics will be enhanced through compositional ideas. Students will demonstrate high-quality performances, techniques and routines. They will also be able to evaluate their own and others' performances, offering praise and suggesting next steps for improvement.		Subsequent Learning: In Year 9, students will accurately replicate basic balance, rotation and flight-based movements. They will demonstrate correct take-off and landing techniques, maintaining clear body shapes while airborne. They will continue to develop skills for fluent routine creation. Body tension, control and aesthetics will be further refined through compositional ideas. Students will link the methods of travel learnt during the scheme into individual and partner sequences, both on the floor and on low apparatus. They will continue to evaluate their own and others' performances effectively.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Types of balance and levels	Aesthetically pleasing Axis	Students could use the following website to develop their knowledge and skills: https://www.british-gymnastics.org/ Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104	Watch videos of gymnastics performances to gain inspiration and understanding of techniques. Encourage your child to join the after-school club or a local gymnastics club. Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104
Week 2	Balance and rolls (with partner)	Execution Extension		
Week 3	Sequence development	Frontal plane		
Week 4	Head stand and handstands	Mount/dismount Pike Sagittal plane Straddle Tension Tuck		
Week 5	Performance and assessment			

Year 8 Learning Map

Topic: Rugby

Prior Learning		Current Learning	Subsequent Learning
In Year 7, you learnt the basic skills needed to play a competitive game of rugby. You should be able to recap the safety elements of tackling and falling to the floor. You will have some experience of how to create space and use the correct passing technique. You should be developing confidence when taking the ball into a tackle and understand the importance of moving forward because of the backward passing rule.		In this topic, you will build on the skills learnt in Year 7 to become a more effective rugby player. You will continue to practise tackling, passing, creating space, and kicking. There will be a greater emphasis on outwitting your opponent, focusing on how to gain an advantage during games. You will also learn the specific rules and tactics of play. More confident students may have opportunities to contribute coaching ideas.	In this topic, you will build on the skills learnt in Year 7 to become a more effective rugby player. You will continue to practise tackling, passing, creating space and kicking. There will be a greater emphasis on outwitting your opponent, focusing on how to gain an advantage during games. You will also learn the specific rules and tactics of play. More confident students may have opportunities to contribute coaching ideas.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Tackling Recap	Communication Defensive Line Drive Tackle Kicking (Grubber, Chip, Bomb and Punt) Offside Passing (Lateral, Switch, Pop) Passive Tackle Scoot Space Technique	Students could use the following websites to develop their knowledge and skills: https://passport.worldrugby.org/?page=beginners https://www.rugbyhow.com/basic-rugby-rules.html https://ruckscience.com/learn/first-rugby-practice/
Week 2	Passing and Creating Space		
Week 3	Kicking		
Week 4	Play of the Ball and Game Play		
Week 5	Play of the Ball and Game Play		
			Ways in which parents/carers can support: Where possible, give students plenty of opportunities to play invasion games such as: • Rugby • Football • Basketball • Hockey If you are interested in rugby, consider joining a local rugby club.



Year 8 Learning Map

Topic Number: 1

Human Rights						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on work you have covered in Religious Education and PSHCE in Year 7. It will extend your knowledge and understanding of how others are treated, as well as the laws in place to support and ensure equality.		In this topic, you will learn key information about the Declaration of Human Rights, why it came into effect, and how it impacts you personally. You will develop an understanding of the implications of human rights and why these differ for children and young people compared with adults. You will also develop skills in reasoning and argument, forming your own opinions while listening to others to make informed judgements. This topic is important, as it lays the foundation for maintaining a happy and healthy lifestyle from now into adulthood.	This topic will prepare you for further learning in PSHCE and RE through to the end of Year 11. It will introduce key concepts such as equality, prejudice and discrimination, and how to ensure that prejudice and discrimination do not affect you or those around you. You will develop skills to reflect on actions and their consequences, learning how to manage these positively. Additionally, you will begin to establish skills to make informed judgements and present them coherently.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Lesson 1	What are human rights?	Declaration Discrimination Equality Human Rights Act Prejudice Rights United Nations Wellbeing	You can use independent study opportunities to explore the following websites. Review the information provided and consider how human rights have evolved over time: The Human Rights Act Equality and Human Rights Commission (equalityhumanrights.com) Universal Declaration of Human Rights United Nations		Discuss the creation of the Declaration of Human Rights, why it was established, and examine accounts of life before it became law. Explore local and national news stories to discuss the differences in living conditions for those whose human rights are protected and those who are not.	
Lesson 2	What is the most important human right?					
Lesson 3	Children's human rights L1					
Lesson 4	Children's human rights L2					
Lesson 5	Equality					
Lesson 6	Does everyone deserve human rights?					
Lesson 7	Assessment – Speech on the importance of Human Rights.					

Year 8 Learning Map

RE

Buddhism continued				
Prior Learning	Current Learning	Extended Learning	Ways in which parents/carers can support	Subsequent Learning
This topic builds on your knowledge from primary school, where you may have already studied Eastern religious traditions. This background helps to develop an understanding of other cultures. You will build on key terms you have already learnt, such as atheist and theist, and be able to compare and contrast Buddhism with other religious traditions, such as Christianity. Throughout this topic, you will continue to develop your skills in explanation by selecting specific evidence from religious texts and sources of authority to support your points. You will also enhance your skills in interpreting and analysing specific passages from religious texts, applying them to moral issues and beliefs.	In this topic, you will learn about a variety of Buddhist beliefs and practices from both Mahayana and Theravada Buddhism. You will be introduced to key Buddhist teachings such as the Four Noble Truths and the Eightfold Path, and explore how these teachings influence Buddhists today. You will also develop your skills in evaluation and debate by discussing whether these Buddhist practices and beliefs remain relevant in the 21st century. This will help you apply these beliefs and teachings effectively to exam questions in Religious Education.	You can use independent study opportunities to explore the following websites, articles, and books about religious views relating to Buddhism: Key Stage 3 – Buddhism – by Neil McKain Buddhism for beginners – including agnostic and secular Buddhism	Watching films such as 'The Life of the Buddha' (2007) together can help to deepen students' understanding of Buddhist teachings and practices. You might also encourage students to try some guided meditation to experience firsthand the traditions they learn about in school. https://www.youtube.com/watch?v=CvF9AEe-oZc	In this topic, you will learn about a variety of Buddhist beliefs and practices from both Mahayana and Theravada Buddhism. You will be introduced to key Buddhist teachings, such as the Four Noble Truths and the Eightfold Path, and explore how these teachings influence Buddhists today. You will also develop your skills in evaluation and debate by discussing whether these Buddhist practices and beliefs remain relevant in the 21st century. This will help you to apply these beliefs and teachings effectively to exam questions in Religious Education.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	Subsequent Learning
1. Introduction to Buddhism 2. The Buddha's birth and his life of luxury 3. The Four Sights and Ascetic life 4. Meditation and Enlightenment 5. The Four Noble Truths 6. The Eightfold Path 7. The Three Marks of Existence 8. The Three Jewels 9. The 5 Precepts and The 6 Perfections	Ascetic Buddha Compassion (Karuna) Enlightenment Karma Luxury Meditation Monks Prophecy Suffering	You can use independent study opportunities to explore the following websites, articles, and books about religious views relating to Buddhism: Key Stage 3 – Buddhism – by Neil McKain Buddhism for beginners – including agnostic and secular Buddhism	Watching films such as 'The Life of the Buddha' (2007) together can help to deepen students' understanding of Buddhist teachings and practices. You might also encourage students to try some guided meditation to experience firsthand the traditions they learn about in school. https://www.youtube.com/watch?v=CvF9AEe-oZc	In this topic, you will learn about a variety of Buddhist beliefs and practices from both Mahayana and Theravada Buddhism. You will be introduced to key Buddhist teachings, such as the Four Noble Truths and the Eightfold Path, and explore how these teachings influence Buddhists today. You will also develop your skills in evaluation and debate by discussing whether these Buddhist practices and beliefs remain relevant in the 21st century. This will help you to apply these beliefs and teachings effectively to exam questions in Religious Education.

Topic Number: B3

B3- Evolution and inheritance			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on B3 from the Year 7 scheme of learning. Students should already understand genetic variation and its importance to the survival of organisms. You will also have learned about the importance of fertilisation.	In this topic, you will learn how natural selection leads to variation and the evolution of species. You will also study the history and structure of DNA, understanding how this genetic material codes for the makeup of an organism.	This topic will prepare you for GCSE Biology, where in B3 you will learn about antibiotic resistance. It will also prepare you for B5, where you will study human reproduction and variation through selective breeding and genetic engineering.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Biodiversity	All students have access to Educake and are encouraged to complete the fortnightly homework set by their teacher. Wider reading: CRISPR: A Powerful Way to Change DNA by Yolanda Ridge The Double Helix by James Watson (Young Readers Edition) DNA: A Graphic Guide to the Molecule that Shook the World by Israel Rosenfield and Edward Ziff	Support your child in accessing Educake to complete their homework, as well as additional quizzes targeting areas where they may be struggling. KS3 revision guides and workbooks are available to purchase via ParentPay. Please ensure students are regularly accessing Microsoft Teams to complete work set by their teachers, especially if they are absent from lessons.
Lesson 2	Natural Selection		
Lesson 3	Research the discoveries of Charles Darwin		
Lesson 4	DNA, Chromosomes, Genes		
Lesson 5	Inherited Disorders		
Lesson 6	Discovery of DNA		
Lesson 7	Research the discovery of the structure of DNA		
Lesson 8	Mutations and genetic modification		

Year 8 Learning Map

Topic Number: P1

P1- Contact forces and pressure							
Prior Learning		Current Learning	Subsequent Learning				
This topic builds on the KS3 Year 7 curriculum topic P1, where students studied forces and their effects.		In this topic, you will learn how forces are exerted when objects are in contact. You will also explore how pressure is exerted and learn how to calculate pressure using force and surface area.			This topic will prepare you for P5 in GCSE Physics, where you will study forces and motion in greater depth.		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can support		
Lesson 1	Friction and Drag	Atmospheric pressure	All students have access to Educake and are encouraged to complete the fortnightly homework set by their teacher. Wider reading: Can You Feel the Force? by Richard Hammond The Way Things Work by David Macaulay Awesome Physics Experiments for Kids by Erica L. Colón		Support students in accessing Educake to complete their homework, as well as additional quizzes targeting areas where they may be struggling. KS3 revision guides and workbooks are available to purchase via ParentPay. Please ensure students regularly access Microsoft Teams to complete work set by their teachers, especially if they are absent from lessons.		
Lesson 2	Investigating Air Resistance	Compression					
Lesson 3	Stretching and Squashing	Contact force					
Lesson 4	Investigating Force Extension	Deformation					
Lesson 5	Pressure	Equilibrium					
Lesson 6	Pressure in Liquids	Friction					
Lesson 7	Pressure in gases	Newton					
Lesson 8	Sink or Float?	Pressure					



Year 8 Learning Map

Topic Number: 2

Mi casa y mi barrio: My home and local area				
Prior Learning		Current Learning	Subsequent Learning	
Throughout Year 7, you learnt to give opinions on a range of topics and used the present tense. These skills, including using opinions and verb conjugations, will be developed further in Year 8. You also learnt about the weather, which will be revisited in a new context.		In this topic, you will learn to write and talk about your home and local area in Spanish. You will be able to give your opinion on where you live, describe the type of house you live in, and talk about the rooms in your house.	This topic will prepare you to become a more confident Spanish speaker. The vocabulary you learn will enable you to speak in greater depth about yourself beyond basic introductions. After this unit, we will move on to holidays, where knowledge of opinions and structuring conversations will be crucial.	
Lesson Sequencing		Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Compass points and weather	El norte – north El sur – south	Students will be provided with revision resources and tasks to complete at home in preparation for their assessment in Week 6. Additional learning could focus on vocabulary related to the topic. The following list contains vocabulary linked to the topic. https://quizlet.com/gb/241645756/mi-barrio-y-mi-casa-flash-cards/?funnelUUID=eb306e25-096b-4613-b813-0403e325610e	To develop listening and speaking skills and to foster greater cultural awareness, parents are encouraged to support pupils in visiting the YouTube channel Coffee Break Spanish. Here, students can listen to native Spanish speakers answering questions on a variety of topics, such as free time, ordering food, and giving opinions.
Week 2	Types of region	El este – east		
Week 3	Places in a town	El oeste – west		
Week 4	Types of house	La ciudad – city		
Week 5	Furniture and prepositions	Mi barrio – my neighbourhood		
Week 6	Revision	La costa – coast		
Week 7	Assessment week	Las montañas – mountains El campo – countryside El piso – flat Mi casa – my house		

Year 8 Learning Map

HT2

Branding 2						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on students' understanding of branding, marketing, and product development. Students will further develop their knowledge of colour, drawing skills, and their use of materials and techniques.		In this topic, you will learn about branding companies such as Pentagram, Pearlfisher, and Turner Duckworth. You will research and present information about these companies, analysing their work and producing your own visual responses inspired by them.	This topic will prepare you to develop your own brand across a variety of outcomes.			
Week Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Week 1	Why explore the work of others? Pentagram	Branding	Endeavour to complete the home learning tasks set by your teacher throughout the lessons. These activities may vary depending on the pace of the lessons. Make a conscious effort to observe branding, packaging designs, and advertising of related products.	Browse the work of the following marketing companies: 1. Pentagram 2. Pearlfisher 3. Turner Duckworth Discuss how their work might influence your own creative projects.		
Week 2	Pentagram design company	Consumerism				
Week 3	Pearlfisher design company	Colour Culture				
Week 4	Pearlfisher design company	Design Icon				
Week 5	Turner Duckworth design company	Loyalty Marketing				
Week 6	Turner Duckworth design company	Recognition Typography				
Week 7	Focused improvements.					