



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 and wide reading opportunities, to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (Homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

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

For most subjects in this booklet, there is just one Learning Map as all students study the same content, which is then tailored to their group and individual needs. 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

Headteacher



Year 8 Learning Map

HT2

Wayne Thiebaud themed							
Prior Learning		Current Learning	Subsequent Learning				
This topic builds on students existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.		In this topic you will learn the themes of Wayne Thiebaud's work, how to limit a colour palette, observed drawing related to the theme and abstraction techniques. You will learn subject specific language and terms in class, 1:1 discussion as well as written evaluation to recognise areas of success and improvement.	This topic will prepare you for learning how to simplify drawings and painting, how to be selective in the use of colour and develop your ability in collating learning to create a personal final piece.				
Week Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support		
Week 1	Thiebaud Artist page including modelled ice-drawings	Abstract Collage Construct Exaggerate Observational Palette	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 Leeds/ Doncaster Art Galleries and recognise how popular culture has affected subject matter in the Art works. Create drawings of the work to add to your sketch books.		
Week 2	Paper craft		Visit: https://www.nga.gov/collection/artist-info_3185.html#biography https://www.nuartgallery.com/artists/39-cecil-touchon/biography/				
Week 3	Paper craft						
Week 4	Clay construction designs						
Week 5	Clay construction designs						
Week 6	Clay construction						
Week 7	Clay construction						
Week 8	Clay construction						

Drama

Year 8 Learning Map

Topic Number: 2

Pantomime				
Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Matilda (where we created monologues for key characters and performed small sections of script) and will introduce you to new performance styles – Pantomime.	Current Learning In this topic you will learn about the key features of the performance style Pantomime. You will explore some key features of this performance style and apply these to short performances, incorporating key features of this style. You will develop key terminology linked to this performance style and independently apply the key features to some new characters. This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience.	Subsequent Learning This topic will prepare you for further performance style exploration throughout key stage, particularly in Y9 where we explore John Godber and Physical Theatre. It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts. You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.		
Lesson Sequencing Lesson 1: Origins of Pantomime Lesson 2: Hero and Dame: Stock Characters Lesson 3: Audience Participation Lesson 4: Contemporary Pantomime: Create your own! Lesson 5: The Pantomime Song Lesson 6: Contemporary Pantomime: Peer Assessment Lesson 7: Contemporary Pantomime: The Final Countdown!	Tier 3 Vocabulary Pantomime Exaggeration Stock Characters Antagonist Protagonist Unison Narration Direct Address Monologue Audience Participation	Extended Learning 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	Ways in which parents/carers can support You can support your child's progress by exploring the Drama Teacher Melodrama website. This provides lots 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 have a number of family friendly, professionally filmed pantomimes available on YouTube. These are excellent examples of contemporary pantomimes. Links are available below: https://youtu.be/agqAVZWl8al - Aladdin https://youtu.be/grnbnNkiodM - Dick Whittington https://youtu.be/uLLs2KN3HdQ - Cinderella 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/	

The Origins of Tragedy				
Prior Learning:	Current Learning:	Subsequent Learning:		
This topic builds upon students' knowledge of plays and tragedy from their study of 'Shakespearean Villains' in Y7. In this topic they looked at the characters within Macbeth and how they linked to the theme of tragedy, as well as the key plot points. Students will continue to work on key analysis skills that they generated when looking at Ghost Boys in Y7 as well as Literature Through the Ages. The knowledge of Shakespearean and older language from these two topics will also help them understand the language used in Othello – which is the main text of this topic.	The main focus of this topic is to understand the features of Tragic plays through a range of eras (Greek, Shakespearean and modern). Students will analyse key characters and scenes from the plays and texts, looking at how the storylines link with the key elements of tragedy explored by Aristotle. In this topic, students will look at how the genre of Tragedy has evolved over time and how modern interpretations have recreated the tropes of Tragedy.	When students progress to KS4, they will study <i>Macbeth</i> as part of their Literature studies. This is one of Shakespeare's most iconic tragedies. Their understanding of elements of tragedy will help them understand the construction of a tragic play and the way in which Shakespeare depicts some of his most famous characters of Macbeth and Lady Macbeth. The knowledge they build of understanding literature on a general level will also help them analyse key scenes, themes and characters in <i>An Inspector Calls</i> and <i>A Christmas Carol</i> – two of their other literature texts for GCSE.		
Lesson Sequencing	Tier 2/3 Vocabulary	Wider Reading	Parental/carer support:	
1 1. What is a 'Tragedy'? 2. What are the conventions of a Tragedy? 3. How are tragedies structured?	- Genre - Audience - Hamartia - Hubris - Symbolism - Tragic Hero - Antagonist - Protagonist - Soliloquy - Catharsis - Peripeteia - Anagnorisis - Corruption - Disobedience - Tragedy - Morality - Duplicitous - Fate - Inevitable	The below are age-appropriate novels that link to the theme of Tragedy: Lionheart by Yaba Badoe The Fault in Our Stars by John Green Romeo and Juliet by William Shakespeare The Song of Achilles by Madeline Miller	Please support your child through the interaction with our KS3 extended learning map linked below. It displays a range of activities from films to watch, to places to visit that link to this topic. KS3 Extended Learning http://ridgewoodschool.co.uk Explore more Shakespearean tragedies on the Shakespeare Learning Zone website designed for students. https://www.rsc.org.uk/shakespeare-learning-zone?from=dropdown	
2 1. What is a Greek tragedy? 2. How is fate presented in the story of Oedipus? 3. How is Oedipus presented as a tragic hero?				
3 1. How is the story of Orpheus and Eurydice a tragedy? 2. The character of Orpheus: Brave or Naïve? 3. Is Prometheus a tragic hero?				
4 1. What is a Shakespearean Tragedy? (Plot and conventions in Othello) 2. What is the context of the play Othello? 3. How is Othello portrayed as a tragic hero at the start of the play?				
5 1. How is Iago presented as a villain? 2. How is the handkerchief used as a symbol in Othello? 3. How is Othello presented as a tragic hero at the end of the play?				
6 1. How is the plot of Blood Brothers a modern tragedy? 2. What is the context of the play blood brothers? 3. How is social class presented in Blood Brothers?				
7 1. How is the character of Mrs Lyons presented as manipulative? 2. What is the role of fate and superstition in Blood Brothers? 3. What lessons will an audience learn from Blood Brothers?				
8 4. Assessment Week				

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. This topic also links back to the Y7 rock topic to link to rock types at coastlines and how they are affected by processes.		In this topic you will learn about the processes, landforms and management of coastal and river landscapes and where they meet. Students will first look at the erosion, depositional and transportation processes. This topic will then link the river and coastal landscapes whilst also linking back to climate change and introduce a global case study of the Sundarbans.		This topic is focused on coastal landscapes and involves the same level of thinking as the topic of rivers. We also look at the issues the coast is facing (erosion) and the ways we manage this. This also links to studying rivers and coasts in the physical paper 1 if you choose to study GCSE Geography.		
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning		Parents/carers can support
Lesson 1	Where is all the water?	Abrasion		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)		Watch/share any news reports on any river and coastal areas.
Lesson 2	Water cycle	Attrition				
Lesson 3	Processes EDT	Coastal				
Lesson 4	Erosional landforms	Management				
Lesson 5	Deposition and deltas	Deposition				
Lesson 6	Using water past and present	Erosion				
Lesson 7	River flooding and management CC	Hard engineering		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		Recap key processes, landform creation and management using wider reading links.
Lesson 8	Coastal flooding and management CC	Hydraulic action				
Lesson 9	Sundarbans	Soft engineering				
Lesson 10	Sundarbans	Solution				
Lesson 11	Great barrier reef	Sub-aerial				
Lesson 12	Climate changes affects on water	Transportation				
		Weathering				

Age of Revolutions				
Prior Learning		Current Learning	Subsequent Learning	
In Year 7, you learned about the history of Britain. The Year 8 history curriculum widens your knowledge by studying European history. This topic builds upon your knowledge of political and social revolutions. In Year 7, you studied the causes and impacts of the English Civil War. You will use this content to draw contrasts between that event and others across different European countries. Finally, it builds upon the writing and source skills you have been developing throughout your time at Ridgewood so far.		In this topic you will consider the causes, events and consequences of political revolutions across four major countries – France, Russia, Spain and Italy. You will consider how these revolutions affected the social lives of citizens in those countries, and the wider political landscape across Europe. This topic is important for you to continue to develop your historical knowledge and skills because it will help you hone your ability to analyse sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.	During your Year 8 history lessons, you will see how the social and political landscape of Europe changed throughout the 19 th and 20 th Centuries. You will continue to discover how the actions of individuals can shape the local, national and international landscapes. Additionally, you will continue to develop your use of the PFE structure and literacy devices throughout Key Stage 3. Finally, your GCSE and A-Level exams all require you to be able to explain and justify your opinions, which you will be practising throughout this topic.	
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	Alliance Bolshevik Monarchy Paramilitary Parliament Political Rebellion Revolution Tsar	All students will be set 'Big Read' homework regularly, and are encouraged to complete this. Additionally, these books are engaging and fascinating reads: The French Revolution by Robert Peel Marie Antoinette by Antonia Fraser	You could watch the documentaries below with your son/daughter: Netflix: The Russian Revolution YouTube: The Secret Versailles of Marie Antoinette The Spanish Civil War (Episodes 3 and 4, in particular)
What were the consequences of the French Revolution?				
Why did the Russian Revolution occur?				
How did the Russian Revolution affect Europe?				
What was the narrative of the Italian Revolution?				
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?				

ICT

Year 8 Learning Map

Topic Number: 2

Business and excel						
Prior Learning		Current Learning		Subsequent Learning		
This topic builds on prior business enterprise knowledge of different types of businesses and financial documents used. This unit will allow students to explore the use of spreadsheet software within a business		This topic will allow you to explore the feature and functions of Excel, and understand how and why spreadsheets are such an effective tool. You will then begin to explore how businesses utilise spreadsheet features in their day-to-day operations, to work out profits, monitor spending and be an effective business.		This topic will prepare you for using spreadsheet software within a business environment. As part of GCSE Business Studies pupils will also use formulas to calculate profit, loss and break even.		
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning		
Lesson 1	Excel Basics	Cell Formula Function Loss Profit Spreadsheet	Key Activities Excel Spreadsheets https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1 Spreadsheets - Software applications - KS3 ICT Revision - BBC Bitesize Practical Exercises: Excel Practice Online Free Excel Exercises (excel-practice-online.com)	Use the following websites to develop spreadsheet skills: https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1 Home Learning Activities Pupils are encouraged to complete the activities on IDEA.org.uk alongside the curriculum.		
Lesson 2	Profit & Loss					
Lesson 3	Break Even					
Lesson 4	Cash Flow					
Lesson 5	AP1 Assessment					
Lesson 6	Graphs & Charts					
Lesson 7	IF Statements					

MATHS

Year 8 Learning Map

Topic Number: 2

Statistics Part 1				
Prior Learning	Tier 3 Vocabulary	Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your prior skills in KS2 representing data. You will have also used these skills in Y7 Science.	In this unit you will learn to represent and interpret data using a range of statistical diagrams.	This topic will enable you to apply algebra to a range of topics for AO3 problems including angles, area and perimeter.		
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs: - Calculate averages (mode, median and mean) and range from a data set - Draw and interpret bar charts, dual and composite bar charts - Draw and interpret pie charts - Draw and interpret scatter diagrams - Choose appropriate data representations	Mean Mode Median Range	All students have access to Sparx Maths 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.cgpbbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <u>MathsWatch</u>- to complete homework and access further revision. <u>Corbett Maths</u> - for extra support videos and work on the topics stated.	

Spanish

Year 8 Learning Map

Topic Number: 2

Hospedarse en España – Staying in Spain				
Prior Learning		Current Learning	Subsequent Learning	
Throughout Year 7 you learnt to give opinions on a number of topics and used the present tense. Skills using opinions and verb conjugations, together with some higher structures will be used in the new topic of Year 8.		In this topic you will learn to write and talk about daily life in Spanish. You will be able to compare how daily routines differ between the UK and some Hispanic countries. You will also consolidate previous learning on the topics of typical Spanish food in this unit of work.	This topic will prepare you for becoming a more confident speaker of Spanish, as the vocabulary we learn will be useful if you ever visit a Spanish speaking country. The grammatical skills you will develop are transferable between topic areas and will enable you to become more confident in the use of the language.	
Lesson Sequencing		Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Regions in Spain	Soler + infinitive – to usually do something Suelo ir al insti a las ocho – I usually go to school at 8:00 Estoy hablando – I am speaking Tener que + infinitive – to have to	euroclub-schools.org is a website where you can read about different aspects of Spanish history and culture. There are sometimes worksheets that you can complete. There is a whole section on Spanish foods, regions in Spain and even some Christmas jokes too: https://www.euroclub-schools.org/spanish-zone	To build listening and speaking skills and to encourage more cultural awareness, parents can encourage pupils to visit the YouTube Blog Coffee Break Spanish. Students can listen to native speakers of Spanish here answering questions on a number of topics such as free time, ordering foods and opinions.
Week 2	Differences in daily routine and weather			
Week 3	Mealtimes and revision of present tense			
Week 4	Recipes, ingredients and quantities			
Week 5	Places in town	Tengo que ir al supermercado – I have to go to the supermarket		
Week 6	Regional life			
Week 7	Big Write			



Year 8 Learning Map

Topic Number: 2

Hip-Hop and Rap			
Prior Learning	Current Learning	Subsequent Learning	
The topic builds on your understanding of popular music from the 1960s - current day. This topic builds on your understanding of working on a Digital Audio Workstation. This topic also builds on your understanding of the musical elements of melody and rhythm.	In this topic, you will develop your contextual and musical understanding of Hip-Hop and a key feature of this style, Rap. You will listen and analyse this style of music. You will develop your vocal performance through composing your own rap. You will enhance your compositional skills in a Digital Audio Workstation by creating a backing track and recording your vocal rap.	This topic will support your skills working within a Digital Audio Workstation. You will become more confident to compose using a Digital Audio Workstation which will be useful if you want to opt for Music Technology at GCSE level. You will also enhance your knowledge of Popular styles to support your understanding at GCSE level.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
1 Context of Hip-Hop and Rap	Rhyme scheme	You have access to our subscription to Focus on Sound.	You can support your child by jointly creating an electronic track together using free online software that is available to compose music. You can download: Garage band or EduBandlab .
2 Creating a breakbeat	Sample	Click on Focus on Sound and then log on using your Microsoft Teams account.	
3 Create a melodic sample	Breakbeat	Alternative reading opportunities:	
4 Development of sample	MC	Engage in material by the BBC Hip-Hop, song that shook America	
5 Writing a rap workshop	Toasting	Hip-Hop and Rap Revision guide provided by the BBC	
6 Begin to record rap into track	XLR	Useful link for creating rap rhyme schemes	
7 Record rap	Audio Interface		
8 Edit audio and dynamic processing	Rap		
9 Edit audio and dynamic processing continued	Editing Tools		
10 To finalise our project – Teacher assessment	DJ		
11 Complete the listening assessment TBC on CF2	Structure		
12 Showcase	Flow		
	Cut		
	Copy		
	Cross fade		
	Compression		
	Noise gate		

Topic: Badminton

Year 8 Learning Map

Prior Learning		Current Learning	Subsequent Learning
In Y7, you learnt the basic skills needed to play a competitive game of badminton. You should be able to identify different areas and lines on the court as well as set up and take down of a net safely. You will have some experience of the serve, overhead/underarm clear, drop and smash shot techniques. You should be able to hold a rally and have a competitive game with a partner.		In this topic you will develop the skills learnt in Y7, to allow you to become a better/more effective badminton player. You will continue to practise shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at shot placement/positioning to give you an advantage within competitive games. Again, you will end the scheme of work looking at the specific rules for singles and doubles gameplay. More confident students might be able to umpire matches.	In Y9, you will look at the following: - Developing the backhand short serve to begin a rally - Anticipating the serve - Capitalising on poor serves - Continuous development of shots on both the forehand and backhand - Moving your opponent around their court (outwitting your opponent) - Evaluating both your own and others' performance, analysing strengths and weaknesses - Developing strategies and tactics to produce high levels of performances and high-quality techniques - Rules needed for doubles and singles play so that you can umpire competitive games
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Low Forehand Serve	1. Serve	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/z37i2p3/revision/3
Week 2	Overhead Clear Technique Underarm Clear Technique	2. Forehand 3. Backhand	
Week 3	Drop Shot Technique	4. Court Lines 5. Net 6. Rally	
Week 4	Smash Shot Technique	7. Overhead/Underarm Clear 8. Drop Shot	
Week 5	Shot Positioning Doubles Gameplay	9. Smash 10. Singles/Doubles	
			Ways in which parents/carers can support: If possible, give students as many opportunities to play net/wall games: - Badminton - Tennis - Table Tennis - Squash This will help develop a skill set which should be transferable between these types of sports.

Physical Education

Year 8 Learning Map

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
In Y7, you learnt the basic skills needed to play a competitive game of handball. You will have some experience of the rules of handball, passing, shooting, defensive/offensive formations and tactics. You should be able to play a competitive game within a team.	In this topic you will develop the skills learnt in Y7, to allow you to become a better/more effective handball player. You will continue to practise the various passing and shooting techniques as well as the dribbling technique. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at formations and tactics that can be used to try to gain the advantage over the competition. More confident students might be able to take on an officiating role within matches.		In Y9, you will develop the skills learnt in Y7 & 8 to allow you to become a better/more effective handball player. You will continue to practise the skills highlighted below. There is a bigger emphasis on independence and leadership in Y9 and teachers will be looking for students to demonstrate this throughout this scheme. You will continue to look at team tactics including both defensive and offensive positioning to give you an advantage within competitive games. More confident students might be able to take on a coaching/managerial role.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Recap of Rules Passing Recap	- Free Throw - Time-Out - Offensive Foul - Goalkeeper Throw - Steps - Dribble Fault - Throw In - Officiating - Goal Area - Centre Line	- IHF <u>What is handball?</u> (thesubath.com) <u>team handball Game, Rules, & Facts Britannica</u> <u>Home - England Handball Association</u> <u>Handball - News, Athletes, Highlights & More</u> (olympics.com)	If possible, give students as many opportunities to play invasion games: - Rugby - Football - Basketball - Hockey This will help develop a skill set which should be transferable between these types of sports. If Interested in rugby, join a local handball club.
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 different skills you have learnt previously, such as throwing and catching. Team play and communication will also play a huge part. If you have done any basketball at primary school or in an afterschool club you may have already learnt the basics of dribbling and shooting, this will help within this unit of work.		In this topic you will learn the basic rules of Basketball and how to play the basic version of the game successfully. You will develop your skills of passing, dribbling and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.	Many of the skills learnt in basketball are transferable across the different activities. You will also revisit basketball again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Ball familiarisation Dribbling	Chest pass Bounce pass Overhead pass Possession Foul Violation	British Basketball League (BBL). Rules of the game http://www.bbl.org.uk/rules-of-the-game/ BBC Sport – Learn dribbling skills: http://news.bbc.co.uk/sport1/hi/other_sports/basketball/4183616.stm How to play basketball: https://www.breakthroughbasketball.com/basics/basics.html	* Practise throwing and catching games at home using a size 6 – basketball or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local basketball club. Link to some local clubs: Danum Eagles: https://www.facebook.com/DanumEaglesBasketballClub/ Hatfield fliers: https://www.facebook.com/hatfieldfliersbasketball/
Week 2	Passing and receiving			
Week 3	Shooting: Set shot			
Week 4	Shooting: Lay up			
Week 5	Game play & competition			

Physical Education

Year 8 Learning Map

Topic: Football

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learnt in year 7, such as passing, dribbling and shooting. You may play football during school or outside of school.		In this topic you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in football are transferable across the different team activities. You will also revisit football again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Ball control Turns and outwitting a defender	Penalty Defender Midfielder Attacker Space Cryuff Outside hook Inside Hook Chest	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Fancy skills to learn https://www.wemakefootballers.com/top-10-best-football-skills-2/ The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=oPtXlmHOKew How to improve your heading https://www.youtube.com/watch?v=D i kHxu94k Top skills during a game https://www.youtube.com/watch?v=kiNcnqj8vmg
Week 2	Passing and first touch		
Week 3	Shooting with power		
Week 4	Defending Two vs One Heading		
Week 5	Game play and assessment		
		Ways in which parents/carers can support	
		* Get them to practise doing “keepy uppies” * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local football club Link to some local clubs: *Watch “Take me home” on Amazon	

Physical Education

Year 8 Learning Map

Topic: Netball

Prior Learning		Current Learning		Subsequent Learning	
You will have a developing knowledge and understanding of the game. Having performed and progressed through the basic skills of Netball such as; <i>Passing, Receiving, pivoting, stopping and moving. You will have a basic knowledge of the main rules and laws within the game regarding these skills and in the game; and to understand why they warm up and cool down when performing.</i>		In this unit you will learn to perform, develop and incorporate the skills of <i>passing, footwork, pivoting, outwitting opponents, shooting, re-bounding, dodges, attacking skills, and defending skills</i> in Netball. You will start to develop your knowledge and understanding of the tactics and strategies used in Netball when attacking and defending and learn how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics. You will develop an understanding for the main laws of the game and recognise the importance of responding to changing situations within the game.		In year 9 you will develop your skills to perform, develop and incorporate the basic fundamental skills of Netball including; passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting within a more competitive environment. You will develop your knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and your ability to evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.	
Lesson Sequencing		Tier 3 Vocabulary		Extended learning	
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Pivot	The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnI-Dis BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm England Netball: https://www.englandnetball.co.uk/	Ways in which parents/carers can support * Practise throwing and catching games at home using a size 5 netball (or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local netball club (when they are back up and running). Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html	
Week 2	Advanced dodging	Outwit			
Week 3	Shooting	Obstruction			
Week 4	Rebounding and defending a shot	Possession			
Week 5	Games and positional play	Penalty			
		Closing-down			
		Goal side			
		Keeping space			
		Intercepting			
		Rebound			

Physical Education

Year 8 Learning Map

Topic: Rugby League

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learnt in year 7, such as tackling, passing and game play to outwit opponents. You may play rugby during school or outside of school.		In this topic you will learn the basic rules of Rugby League and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and the ability to support others. You will learn how spacing is important when attacking and in addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in rugby are transferable across the different team activities. You will also revisit rugby again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Lesson 1	Drive Tackle	Passive tackle	Rugby League rules – Beginner Friendly Rugby League Rules realbuzz.com 10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube The Rules of Rugby League - EXPLAINED! The Rules of Rugby League - EXPLAINED! - YouTube Creating a rugby league player The Perfect Rugby League Player - YouTube
Lesson 2	Passive Tackle	Drive tackle	
Lesson 3	Passing	Flat Pass	
Lesson 4	Creating space	Deep line	
Lesson 5	Kicking	Flat Pass	
Lesson 6	Kicking	Dummy	
Lesson 7	Play off the ball	Knock on	
Lesson 8	Game play and assessment	Place Kick	
		Drop Kick	Ways in which parents/carers can support * Get them to practise doing "keepy uppies" * Go to watch friends/family or local clubs play. * Encourage your child to join after school practices, or a local rugby club (when they are back up and running).
		Grubber	
		Punt	
		Off-side	
		Play of the ball	
		Defensive line	
		Marker	
		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. Students are able to perform individual balances and have the knowledge of sequence choreography knowing how to perform a quality sequence. Students are able to perform a variety of linking moves such as basic rolls and other rotations. Students are able to perform in solo and duet performances and can observe performance and give 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 as an individual and with a partner. They will develop their abilities for rolling and linking movements. Students will develop the skills necessary to develop fluent routines as an individual and in pairs. Body tension, control and aesthetics will be developed through compositional ideas. Students will demonstrate high quality performances, techniques and routines. Students will be able to evaluate their own and others performances and be able to suggest praise and next steps to improve the performance of self and others.	Subsequent Learning: In Y9 students will go on to accurately replicate basic balance, rotation and flight-based movements. They will be able to demonstrate correct take-off and landing techniques, as well as a clear body shape whilst airborne developing the skills necessary to develop fluent routines. Body tension, control and aesthetics will be developed through compositional ideas whilst they demonstrate high quality performances, techniques and routines. Students will be able to link each of the methods of travel learnt during the scheme into individual and partner sequences both on the floor and on low apparatus and be able to evaluate their own and other performances.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Types of balance and levels	Aesthetically pleasing Sagittal plane Frontal plane Axis Mount/dismount Execution Straddle Pike Tuck Extension Tension	https://www.british-gymnastics.org/ Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104	Watch videos of gymnastics performances. Encourage your child to join the afterschool club, or a gymnastics club. Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104
Week 2	Balance and rolls (with partner)			
Week 3	Sequence development			
Week 4	Head stand and handstands			
Week 5	Performance and assessment			

Year 8 Learning Map

Topic: Rugby

Prior Learning		Current Learning	Subsequent Learning
In Y7, you learnt the basic skills needed to play a competitive game of rugby. You should be able to recap safety elements when tackling and falling to the floor. You will have some experience of how to create space and the correct passing technique. You should be looking to develop confidence when taking the ball into a tackle and understand the importance of moving forward due to the passing backward rule.		In this topic you will develop the skills learnt in Y7, to allow you to become a better/more effective rugby player. You will continue to practice tackling, passing, creating space and kicking. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at how to gain an advantage within games. Again, you will end the scheme of work looking at the specific rules and tactics of gameplay. More confident students might be able to contribute coaching ideas.	In Y9, you will continue gain confidence in the skills learnt in Y8 to allow you to become a better/more effective rugby player. You will continue to practice techniques such as: • Tackling • Passing • Creating Space • Kicking Y9 students should be confident when carrying the ball and tackling. There will be a bigger emphasis on how to improve performance as a team.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Tackling Recap	1. Scoot	Ways in which parents/carers can support: If possible, give students as many opportunities to play invasion games: • Rugby • Football • Basketball • Hockey If Interested in rugby, join a local rugby club.
Week 2	Passing and Creating Space	2. Space	
Week 3	Kicking	3. Communication	
Week 4	Play of the Ball and Game Play	4. Technique	
Week 5	Play of the Ball and Game Play	5. Passive Tackle	
		6. Drive Tackle	Extended learning • https://passport.worldrugby.org/?page=beginners • https://www.rugbyhow.com/basic-rugby-rules.html • https://ruckscience.com/learn/first-rugby-practice/
		7. Passing (Lateral, Switch, Pop)	
		8. Offside	
		9. Defensive Line	
		10. Kicking (Grubber, chip, Bomb and Punt)	

Human Rights				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on work that you have looked at in Religious Education and the work you have completed in PSHCE in year 7. This topic will build on your knowledge and understanding of the treatment of others and what laws are in place to help support and ensure equality.		In this topic you will learn key information about what the Declaration of Human Rights is, why this came into effect and how this impacts you personally. You will develop an understanding of the consequences of Human Rights and why they differ for young people and children to adults. You will develop key skills to reason and argue forming your own opinions but listening to others to make informed judgement. This topic is important to develop a foundation of how to ensure you have a happy and healthy lifestyle from now into adulthood.	This topic will prepare you for the further learning in PSHCE and RE right through to the end of year 11. It will introduce you to key concepts such as equality, prejudice and discrimination and how to ensure that prejudice and discrimination does not happen to you or those around you. You will develop the skills to reflect and understand how actions have consequences and how to manage these positively. You will begin to establish skills to learn how to effectively make informed judgements and present these in a coherent way.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
1	What are human rights?	Declaration Discrimination Equality Human Rights Act Prejudice Rights United Nations Wellbeing	You can use independent study opportunities to engage with the following websites. Look at the information provided and how things have changed over time <u>The Human Rights Act</u> <u>Equality and Human Rights Commission</u> (<u>equalityhumanrights.com</u>) <u>Universal Declaration of Human Rights</u> <u>United Nations</u>	Discuss the creation of the Declaration of Human Rights and why this began- look at accounts of life before this became law. Look at local and national news stories and discuss the difference in living for those with HR protected and those who do not.
2	What is the most important human right?			
3	Children’s human rights L1			
4	Children’s human rights L2			
5	Equality			
6	Does everyone deserve human rights?			
7	Assessment: Speech on the importance of Human Rights.			

Year 8 Learning Map

RE

Buddhism continued				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge base from primary school, where you may have already learnt about Eastern religious traditions. This is useful as it helps us to develop an understanding of other cultures. You will build on key terms you have already learnt such as Atheist and Theist, and you will be able to compare and contrast Buddhism to other religious traditions such as Christianity. 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 moral issues and beliefs.	In this topic you will learn about a variety of Buddhist beliefs and practices from both Mahayana Buddhism and Theravada Buddhism. You will be introduced to a number of key Buddhist teachings such as the Four Noble Truths and the Eightfold Path, and how these teachings may influence Buddhists in the world today. You will also work on your skills of evaluation and debate by discussing whether or not these Buddhist practices and beliefs are still relevant in the 21st century. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	This topic will initially introduce you to key Buddhist teachings and practices which can then be applied to many other moral issues throughout RE in Key Stage 3 and 4 such as Medical Ethics, and War and Crime; as a contrast to other religions such as Christianity. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. In addition, this topic will help you to prepare for GCSE RE Key Stage 4 as Buddhism is one of the two religions that we study for the exam. For this you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic.		
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
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	Meditation Luxury Ascetic Enlightenment Prophecy Monks Suffering Buddha Compassion (Karuna) Karma	You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Buddhism: <u>Key Stage 3 – Buddhism – by Neil McKain</u> <u>Buddhism for beginners – including agnostic and secular Buddhism</u>	Watching films such as 'The Life of the Buddha' (2007) together could help to raise students' understanding of Buddhist teachings and practices. You may want to put some of these Buddhist traditions into practice by attempting some guided meditation to experience first-hand what they learn about in school: https://www.youtube.com/watch?v=CvF9AEe-oZc	

Blade and Bone			
What is the Reading Curriculum?		What is the book about?	
 The reading curriculum is currently delivered to Y8 four days a week in PDP time. Lessons include the following skills - predict, clarify, question, and summarise. This structure has been shown to improve reading by teaching children strategies that they can use to help them to understand what they are reading and how to break down the content for understanding. It is a strategy that was developed as a technique to help teachers bridge the gap for students who have discrepancies between their levels of decoding and comprehension skills. The structure encourages children to think about their thought process, it helps children to be actively involved and boost confidence for readers of all levels. This can foster a real interest for reading and enable them to become lifelong readers.		Young surgeon Ezra McAdam must hasten to Paris to rescue his friend Loveday Finch and her charge Mahmoud, the Ottoman prince, who have been caught up in the Revolution. On the way, Ezra experiences the war first hand on the battlefields of Northern France, where his surgical skills are in high demand by the beleaguered French army. Meanwhile, in Paris, the guillotine is busy, and the medical world is finding the surfeit of bodies useful to its research into the seat of life. Ezra is not persuaded by the controversial theories of his French colleagues, but his mind is on other matters. Finding Loveday and Mahmoud is proving harder than he had imagined: it would appear that Paris really is the most dangerous place on earth. Ezra's search takes him from the grand Hotel Dieu to the dark catacombs below the city; from the opulent War Office to the tall, forbidding <i>Conciergerie</i> – the city prison – here he must undertake the most audacious rescue attempt of all.	
Themes raised in the book	Genre	Why this book?	Ways in which parents/carers can support
Forensic medicine and surgery Political upheaval Social unrest War and revolution	Historical fiction	Cross curricular links with History and Biology. History - French Revolution Biology – Forensic medicine and surgery	Encourage students to loan books from our library and support reading at home. We have a 'PDP linked books' section in the library which is stocked with books that are similar in thematic content and genre to the 'Reading Curriculum' book that students can loan. Actively discuss what they are reading with them.

Year 8 Learning Map

Topic Number: B3

B3- Evolution and inheritance							
Prior Learning		Current Learning	Subsequent Learning		Ways in which parents/carers can support		
This topic builds on B3 from the Year 7 scheme of learning. Students should know about genetic variation and the importance of this to the survival of organisms. You will have also learned about the importance of fertilisation.		In this topic you will learn how natural selection leads to variation and evolution of species. You will also learn about the history and structure of DNA. You will learn 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 learn about human reproduction and variation in the form of selective breeding and genetic engineering.				
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning				
Lesson 1	Biodiversity	Biodiversity	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: KS3 Biology Study & Question Book - Higher (CGP KS3 Science) by CGP Books Amazing Evolution: The Journey of Life Hardcover – 11 April 2019 by Anna Claybourne (Author), Wesley Robins	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft teams to complete work directed by their teachers.			
Lesson 2	Natural Selection	Chromosomes Competition DNA					
Lesson 3	Research the discoveries of Charles Darwin	DNA Evolution					
Lesson 4	DNA, Chromosomes, Genes	Extinct Gene					
Lesson 5	Inherited Disorders	Inherited characteristics. Natural selection Population					
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 study forces and their effects.	In this topic you will learn how forces are exerted when objects are touching each other. You will also learn how pressure is exerted and learn how to calculate pressure from force and surface area.	This topic will prepare you for P5 in GCSE Physics where you will study forces and motion.		
Lesson Sequencing		Extended learning	Ways in which parents/carers can support	
Lesson 1	Friction and Drag	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky	Support your child’s progress through: - Educake - to complete homework and access further revision - BBC Bitesize - Accessing their Microsoft Teams work for directed exercises on current topics	
Lesson 2	Investigating Air Resistance			
Lesson 3	Stretching and Squashing			
Lesson 4	Investigating Force Extension			
Lesson 5	Pressure			
Lesson 6	Pressure in Liquids			
Lesson 7	Pressure in gases			
Lesson 8	Sink or Float?			

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 learn to develop their colour knowledge, drawing and use of materials and techniques.		In this topic you will learn about branding companies Pentagram, Pearlfisher and Turner Duckworth. You will present information about them and show reference to their work through analysis and your own visual responses.	This topic will prepare you for developing your brand across a number of outcomes.			
Week Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Week 1	Why explore the work of others? Pentagram	Branding Consumerism	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products.		Browse the work of the following marketing companies: Pentagram Pearlfisher Turner Duckworth Discuss how their work may influence your own work.	
Week 2	Pentagram design company	Colour Culture				
Week 3	Pearlfisher design company	Design Icon				
Week 4	Pearlfisher design company	Loyalty Marketing				
Week 5	Turner Duckworth design company	Recognition Typography				
Week 6	Turner Duckworth design company					
Week 7	Focused improvements.					