



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y10

HALF TERM 3



RIDGEWOOD
SCHOOL

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KS4 Learning Maps – Half Term 3

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 suggested wider 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. Maths has different Learning Maps depending if students are working towards Higher or Foundation Papers. For Core PE, students rotate around different topics through the year. Teachers will explain to students at the start of each rotation which topic they are learning, but all of these Learning Maps are included in this booklet.

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

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

Yours faithfully,

Andy Bridge

Headteacher

ART

Year 10 Learning Map

Topic Number: HT3

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

Year 10 Learning Map

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

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

Drama

Year 10 Learning Map

Spring Term 1

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

Year 10 Learning Map – Half Term 3

A Christmas Carol			
Prior Learning	Current Learning	Wider Reading Opportunities	Subsequent Learning
Building on analytical skills from Key Stage 3, you will enhance your ability to look for deeper meaning in a text. Skills in this unit are comparable to analysis of poetry and fiction extracts you have studied: the novella <i>Ghost Boys</i> in Year 7. <i>Shakespeare's Romeo and Juliet</i> covered in Year 8, and <i>An Inspector Calls</i> and war poetry from Year 9. Lesson Sequencing Week 1: Introduction to the Victorian era, Dickens' life and Stave One. Week 2: Stave One Week 3: Stave One. Week 4: Practice Essay Week 5: Stave Two Week 6: Stave Two Week 7: Practice Essay Week 8: Stave Three Week 9: Stave Three Week 10: Practice Essay/ Stave Four Week 11: Stave Four Week 12: Stave Five Week 13: Assessment	You will study Dickens' iconic and festive novella about redemption, compassion and social responsibility for the Nineteenth century novel component of the GCSE English Literature Paper 1 exam. You will be assessed on the following skills: • AO1: This assesses your understanding of the novel. In the exam, you will need to make points about the novel and use evidence from the novel to support your interpretations. • AO2: This assesses your ability to analyse language, form and structure used by the writer to create meanings. • AO3: This assesses your ability to make links between the novel and the time it was written.	Tier 3 Vocabulary • Novella • Stave • Dialect • Allegory • Foil • Third person • Omniscient narrator • Pathetic fallacy • Antithesis • Motif • Symbolism	Ways in which parents/carers can support • Watch one of the many films adaptations or the novella. • There is a breadth of knowledge online about the Victorian age - research the context and how it influenced Dickens' work. The British Library website is a good place to start: https://www.bl.uk/works/a-christmas-carol# • Dickens is a world famous novelist - research his work, his craft and his style. Find out what inspired him to write about the ideas and themes in <i>A Christmas Carol</i>: https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-a-christmas-carol • Visit York Castle Museum and explore the recreated Victorian street exhibition: https://www.yorkcastlemuseum.org.uk/exhibition/kirkgate-the-victorian-street/

Year 10 Learning Map – Half Term 3

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

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

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

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

Y10 AQA – 3.1 Living with the physical environment – Section C: Physical landscapes in the UK			
Prior Learning	Current Learning	Extended Learning	Subsequent Learning
This topic builds on your knowledge from KS3, particularly your knowledge of Rivers and urbanisation. It builds upon prior skills such as map, stats/maths and graphical skills linked to UK physical landscapes. As well as global urban mapping skills and population data.	In this topic, you will learn about river and coastal geography and also introduce the second paper focused on human geography, where we look at 'The Urban World'. Starting with the growth of world cities. This topic is important for you to develop your geographical skills and case study application in extended geographical writing. In the urban issues and challenges topic we will look at global growth of urban areas and world cities. Building on skills of choropleth mapping of megacities, development figures and development data calculations	You will be set weekly GCSE homework tasks. This book is an engaging and fascinating read: Coastlines: The Story of Our Shore Patrick Barkham	This topic will finish the physical environment content – on paper 1 (after rivers) We will go on to explore the dynamic nature challenges in the human environment looking at human processes. Focusing on how they change spatially and temporally, starting with global patterns of urban change. The topic will also equip you with the skills you need to be successful in Paper 1, 2 and 3 of your Geography GCSE
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<u>UK Physical Landscapes-Rivers</u> River Management/Engineering Flood Case Study <u>Coasts</u> Wave types and characteristics Coastal processes – erosion & weathering Coastal processes – transport & deposition Coastal Management: Hard Engineering Coastal Management: Soft Engineering UK Coastal Management Example UK Coastal Management Example UK Physical Landscape Recap and Assessment	Abrasion Agriculture Attrition Constructive Destructive Hydraulic Action Infrastructure Lowland Natural Increase Management Meander Megacity Urbanisation Upland Waterfall	You could watch the following documentaries with your child: Netflix: Kate Humble's Coastal Britain – 6 Episode Docu-series YouTube: Any YouTube videos focused on, coasts and rivers. As well as Increasing Global Urbanisation e.g. <u>Urbanisation and the rise of the megacity - YouTube</u>	GCSEPod Homework <u>GCSEPod</u>

Health & Social Care

Year 10 Learning Map – Half Term 3

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

Superpower Relations and the Cold War (Part 1)

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

Year 10 Creative iMedia Learning Map

Topic Number:3

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

Year 10 Computer Science Learning Map

Topic Number: 3

1.3 Computer Networks & 2.2 Programming Techniques				
Prior Learning This topic builds on prior knowledge from KS3 ICT and of some of the fundamental components learnt in HT1 and HT2.	Current Learning This unit explores computer networks beginning with local area networks and moving on to larger networks such as the internet. You will look at how webpages are retrieved on the internet and learn key hardware used to create a network. Alongside this, you will continue developing practical programming skills in Python looking at file writing and the use of sub routines.		Subsequent Learning This topic will be followed by network security which requires an understanding of network structures and performance.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	LAN and WAN Network Hardware Practical Programming	Local Router Switch Latency Wireless Star and Mesh IP address MAC address Server Peers Network interface card Bridge Protocol Layering ISP DNS	Pupils can revise material using Seneca Learning which is an interactive resource. Here exercises are set weekly in line with the topics we are covering. GCSE Computer Science - OCR - BBC Bitesize GCSE topics — Isaac Computer Science https://student.craigndave.org/gcse-ocr-i277-computer-science-videos	There are many OCR GCSE Computer Science resources. We recommend the links under extended learning as well as the site below. https://sites.google.com/horburycomputing.co.uk/gcse-computing/1-3-networks-connections-and-protocols
Week 2	Modes of connection Network performance Practical Programming			
Week 3	Client server and Peer to peer Network Topologies Practical Programming			
Week 4	IP and MAC addressing, The DNS Practical Programming			
Week 5	Cloud computing, Protocols Practical Programming			
Week 6	TCP IP Stack, Encryption Practical Programming			
Week 7	Exam Technique Assessment and Improvements			

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

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

MATHS

Higher – Transformations, Constructions, Plans and Elevations and Bearings

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

MATHS

Higher – Solving quadratic and simultaneous equations and inequalities				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
This unit builds on prior knowledge learnt in Y7-9 solving equations and working with quadratics. You will also use your prior knowledge of quadratic and linear graphs, applying this to simultaneous equations.	In this topic, you will learn how to solve linear and non-linear (quadratic) simultaneous equations both graphically and algebraically. You will also revisit solving and plotting inequalities on a number line, extending this towards inequality regions.		This topic will prepare you for a subsequent units including inequality regions. You will interleave your skills in solving simultaneous equations with a range of upcoming topics such as circle theorems to access AO3 problems.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: - Solve and plot inequalities on a number line - Solve simultaneous equations graphically - Solve linear simultaneous equations algebraically - Solve non-linear (quadratic) simultaneous equations algebraically - Plot inequality equations on a graph and find regions that satisfy multiple inequalities	Algebraically Graphically Inequality Linear Non-linear Quadratic Satisfy Simultaneous	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides - higher tier	Support your child's progress through: MathsWatch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Maths Genie - for exam questions, videos and solution on the topics stated	

Year 10 Learning Map

Topic Number: 3

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

Music Technology Y10 HT3

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

KS4 Learning Map

Topic: Alternative Games'

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

KS4 Learning Map

Topic: Boys Games'

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

KS4 Learning Map

Topic: Dance Fitness

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

KS4 Learning Map

Topic: Fitness

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

KS4 Learning Map

Topic: Girls Games'

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

Year 10 Learning Map

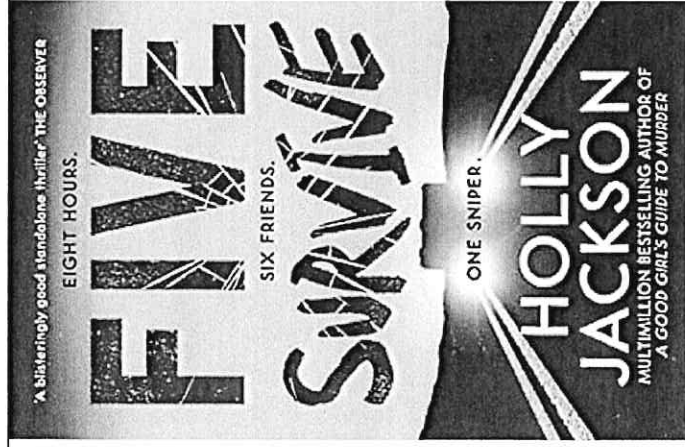
Topic Number: 1

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

Year 10 Learning Map

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

Five Survive			
Themes raised in the book	Genre	Why this book?	What is the book about?
Secrets Betrayal Corruption Manipulation Determination Grief Trauma	Young adult mystery thriller	Fast paced and suspenseful narrative to support students' engagement. A number of plot twists to support group discussion within the session (with a focus on the skill of prediction and inference)	What is the Reading Curriculum? The reading curriculum is currently delivered to Y10 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. What is the book about? Eighteen year old Red and her friends are on a road trip in an RV, heading to the beach for Spring Break. Spirits are high. Until the RV breaks down in the middle of nowhere. And as the wheels are shot out, one by one, the friends realise that this is no accident. There's a sniper out there. He's watching them and he knows exactly who they are. One of the group has a secret that the sniper is willing to kill for. As a game of cat-and-mouse plays out, the group desperately tries to get help. Buried secrets are forced to light and tensions within the group reach deadly levels. Only one thing is for sure. Not everyone will survive the night . . . Number one in the <i>New York Times</i> Young Adult Hardcover Bestseller list, week commencing 19/12/2022 Number four in the <i>Sunday Times</i> Children's and YA Fiction chart, week commencing 12/12/2022 Ways in which parents/carers can support 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 10 Learning Map

Topic Number: B3

Immunology and Photosynthesis				
Prior Learning This topic builds on students' prior knowledge from B1 of the Year 9 scheme of work, linking the structure and importance of organelles to their function. This topic builds on Key stage 3 understanding of the human defence system.		Current Learning In this topic you will learn how the body responds to pathogens. It then builds on students understanding of the human defence system to explain the importance of vaccination and how antibiotic resistance develops. You will also learn how plants produce glucose by photosynthesis & the factors that control photosynthesis.	Subsequent Learning This topic will support you when revising respiration and enzymes. It will also link to your understanding of cell organelles and structures.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 & 16 17 18 19 20	Spec	Immune system	All students have access to Educake, myGCSE science and GCSEpod 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 - A history of medicine – BBC Bitesize	Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
	4.3.1.1	Phagocytosis		
	4.3.1.2	Engulf		
	4.3.1.3	Pathogen		
	4.3.1.4	Gonorrhoea		
	4.3.1.6	Measles		
	4.3.1.7	HIV		
	4.3.1.8	Rose black spot		
	4.3.1.9	Tobacco mosaic virus		
	4.3.2.1	Salmonella		
	4.3.2.2	Malaria		
	4.3.3.1	Vaccination		
	4.3.3.2	Antibiotic resistance		
	4.4.1.1	Photosynthesis		
	4.4.1.2	Limiting factor		
	4.4.1.3	Photosynthesis		
	4.4.1.3	Limiting factor		
	Revision			
	Test			
	check point lesson			

Year 10 Learning Map

Topic Number: B4

Respiration and homeostasis																																																																		
Prior Learning This topic builds on students’ prior knowledge from B1 of the Year 9 scheme of work, linking the structure and importance of organelles to their function. This topic also builds on prior understanding of enzymes and the conditions that affect them.	Current Learning In this topic you will learn how the body responds to exercise and the importance of aerobic and anaerobic respiration. You will then discover how the body maintains a constant internal environment and the different conditions and hormones involved.	Subsequent Learning This topic will support you when revising photosynthesis & cell Biology.																																																																
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support																																																															
<table><tr><th>Lesson</th><th>Spec</th><th>lesson title</th></tr><tr><td>1</td><td>4.4.2.1</td><td>aerobic and anaerobic respiration</td></tr><tr><td>2</td><td>4.4.2.2</td><td>response to exercise</td></tr><tr><td>3</td><td>4.4.2.3</td><td>metabolism</td></tr><tr><td>4</td><td>4.5.1.1</td><td>homeostasis</td></tr><tr><td>5</td><td>4.5.2.1</td><td>nervous system</td></tr><tr><td>6 & 7</td><td>4.5.2.1</td><td>nervous system RP</td></tr><tr><td>8</td><td>4.5.2.2</td><td>brain</td></tr><tr><td>9</td><td>4.5.2.3</td><td>eye</td></tr><tr><td>10</td><td>4.5.2.4</td><td>control of body temperature</td></tr><tr><td>11</td><td>4.5.3.1</td><td>human endocrine system</td></tr><tr><td>12</td><td>4.5.3.2</td><td>control of blood glucose</td></tr><tr><td>13</td><td>4.5.3.3</td><td>maintaining water and nitrogen balance in the body</td></tr><tr><td>14</td><td>4.5.3.4</td><td>hormones in human reproduction</td></tr><tr><td>15</td><td>4.5.3.5</td><td>controlling fertility</td></tr><tr><td>16</td><td>4.5.3.7</td><td>negative feedback</td></tr><tr><td>17</td><td>4.5.4.1</td><td>control and coordination</td></tr><tr><td>18 & 19</td><td>4.5.4.1</td><td>control and coordination RP 8</td></tr><tr><td>20</td><td>4.5.4.2</td><td>uses of plant hormones</td></tr><tr><td>21</td><td></td><td>Test</td></tr><tr><td>22</td><td></td><td>check point lesson</td></tr></table>	Lesson	Spec	lesson title	1	4.4.2.1	aerobic and anaerobic respiration	2	4.4.2.2	response to exercise	3	4.4.2.3	metabolism	4	4.5.1.1	homeostasis	5	4.5.2.1	nervous system	6 & 7	4.5.2.1	nervous system RP	8	4.5.2.2	brain	9	4.5.2.3	eye	10	4.5.2.4	control of body temperature	11	4.5.3.1	human endocrine system	12	4.5.3.2	control of blood glucose	13	4.5.3.3	maintaining water and nitrogen balance in the body	14	4.5.3.4	hormones in human reproduction	15	4.5.3.5	controlling fertility	16	4.5.3.7	negative feedback	17	4.5.4.1	control and coordination	18 & 19	4.5.4.1	control and coordination RP 8	20	4.5.4.2	uses of plant hormones	21		Test	22		check point lesson	Aerobic respiration Anaerobic Respiration Metabolism Sensory Motor Relay Endocrine ADH Negative feedback Glucose Glucagon Glycogen Insulin Pancreas Auxins	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignotofsky	Support your child’s progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
Lesson	Spec	lesson title																																																																
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21		Test																																																																
22		check point lesson																																																																

Topic Number: C4

Environmental chemistry			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge from Key Stage 3, following on from the structure of the Earth and basic knowledge of the atmosphere.	In this topic you will learn about: what the Earth's atmosphere was like millions of years ago and how it has changed into the current atmosphere; what the greenhouse effect is and how humans are contributing towards climate change; how we can be more sustainable; how fresh and waste water are treated.	This topic will give you an understanding of what climate change is and how it is caused, as well as an understanding of how scientists are tackling global issues.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
1	Atmosphere	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.	Support your child's progress through:
2	The Early atmosphere and how it changed to the current Atmosphere		• <u>Educake</u> - to complete homework and access further revision • <u>myGCSE science</u> - for extra support videos and work on the topics stated • <u>GCSEpod</u>- for extra support videos and work on the topics stated • Accessing their Microsoft Teams work for directed exercises on current topics
3	Greenhouse Effect		
4	Human Impact on Climate Change		
5	Global Climate Change		
6	Atmospheric Pollutants from Fuels		
7	Properties and Effect of Atmospheric Pollutants		
8	Revision		
9	Sustainable Development		
10	Potable Water		
11	RP 13 (Desalination)		
12	Waste Water Treatment		
13	Methods of Extracting Metals		
14	Life Cycle Assessment		
15	Ways of Reducing the use of Resources		
16	Revision		
17			
18			

Topic Number: C5

Reactivity		
Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of metals, the reactions undergone by metals, as well as what acids are and the reactions undergone by acids.	In this topic you will learn about: the reactions undergone by metals; the reactivity of metals; how to prepare a soluble salt from an acid and a metal oxide; the pH scale and neutralisation. Students will learn about common organic molecules as well.	This topic will prepare you for inorganic chemistry and biochemistry should you choose to study A level Chemistry
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support
1 Metal oxides	Metal Ion Reactivity Acid Alkali pH scale Strong (acid) Weak (acid) Neutralisation Salt	Support your child's progress through: • <u>Educake</u> - to complete homework and access further revision • <u>myGCSE science</u> - for extra support videos and work on the topics stated • <u>GCSEpod</u>- for extra support videos and work on the topics stated • Accessing their Microsoft Teams work for directed exercises on current topics
2 Metals, water and acid		
3 The reactivity series		
4 Oxidation and reduction in terms of electrons		
5 Reactivity of acids with metals		
6 Neutralisation of Acids and salt production		
7 Soluble salts		
8 RP8		
9 RP8		
10 The pH Scale and Neutralisation		
11 Strong and weak acids		
12 Structure and formulae of alkenes		
13 Reactions of alkenes		
14 Alcohols		
15 Carboxylic acids		
16 Addition polymerisation		
17 Condensation polymerisation		
18 Amino acids and DNA		
	Extended learning All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: • CGP revision guides • Janice VanCleave's Chemistry for Every Kid : 101 Easy Experiments that Really Work	

Year 10 Learning Map

Topic Number: P3

Particles and radiation			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of the structure of the atom and the subatomic particles. It also builds on your maths understanding of rearranging equations to find the term you require.		In this topic you will learn how to calculate density of materials. You will then investigate the structure of an atom and discover what isotopes are. This will then lead to developing your understanding of the different types of radiation and its uses.	This topic will support your chemistry knowledge of the structure of an atom. It will also lead you into understanding how to rearrange equations.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson	Spec code	lesson title	
1	4.3.1.1	Density of materials	
2 & 3	4.3.1.1	RP 5	
4	4.3.1.2&4.3.2.1	Changes of state and kinetic theory	
5	4.3.2.3	Specific latent heat	
6	4.3.3.1	Particle motion in gas	
7	4.3.3.2	Pressure in gases	
8	4.4.1.1 & 3	The structure of an atom and	
9	4.4.1.2	Mass number, atomic number and	
10	4.4.2.1	Radioactive decay and nuclear	
11	4.4.2.2	Nuclear equations	
12	4.4.2.3	Half lives and the random nature	
13	4.4.2.4	Radioactive contamination	
14	4.4.3.1	Background radiation	
15	4.4.3.3	Uses of nuclear radiation	
16	4.4.4.1 & 2	Nuclear Fission and fusion	
17		Revision: Density and RP 5	
18		Revision: Specific latent heat &	
		Fission Fusion Atom Proton Neutron Electron Isotope Alpha Beta Gamma Half life Density Specific latent heat All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - A short History of Nearly Everything - Bill Bryson - The Quantum Universe: Everything that can happen does happen – Brian Cox and Jeff Forshaw - The Grand Design – Stephen Hawkin and Leonard Mlodinow	Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics

Year 10 Learning Map

Topic Number: P4

Waves																																																														
Prior Learning This topic builds on students' prior knowledge of waves from KS3.	Current Learning In this topic you will learn that waves are a way in which energy may be transferred between stores. Both mechanical and electromagnetic waves will transfer energy but not matter. These basic principles allow all electronic and advance machinery to work.	Subsequent Learning This topic will underpin students' understanding of certain types of energy transfer. It will enable students to continue to develop their maths skills emerging from previous topics.																																																												
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support																																																												
<table border="1"> <thead> <tr> <th>Lesson</th><th>Spec</th><th>Lesson title</th></tr> </thead> <tbody> <tr><td>1</td><td>4.6.1.1</td><td>Transverse and Longitudinal</td></tr> <tr><td>2</td><td>4.6.1.2</td><td>Properties of waves</td></tr> <tr><td>3</td><td>4.6.1.2</td><td>Required Practical 8</td></tr> <tr><td>4</td><td>4.6.1.3</td><td>Reflection of waves</td></tr> <tr><td>5</td><td>4.6.1.3</td><td>Required Practical 9</td></tr> <tr><td>6</td><td>4.6.1.4</td><td>Sound waves</td></tr> <tr><td>7</td><td>4.6.1.5</td><td>Waves for detection and exploration</td></tr> <tr><td>8</td><td>4.6.2.1</td><td>Types of EM waves</td></tr> <tr><td>9</td><td>4.6.2.2</td><td>Properties of EM waves</td></tr> <tr><td>10</td><td>4.6.2.3</td><td>Required Practical 10</td></tr> <tr><td>11</td><td>4.6.2.3</td><td>Required Practical 10</td></tr> <tr><td>12</td><td>4.6.2.4</td><td>Uses and applications of EM waves</td></tr> <tr><td>13</td><td>4.6.2.5</td><td>Lenses</td></tr> <tr><td>14</td><td>4.6.2.6</td><td>Visible light</td></tr> <tr><td>15</td><td>4.6.3.1</td><td>Emission and absorption of infrared</td></tr> <tr><td>16</td><td>4.5.3.1</td><td>Forces and elasticity</td></tr> <tr><td>17</td><td>4.5.3.1</td><td>Required Practical 6</td></tr> <tr><td>18</td><td>4.5.3.1</td><td>Required Practical 6</td></tr> <tr><td>19</td><td></td><td>test</td></tr> </tbody> </table>	Lesson	Spec	Lesson title	1	4.6.1.1	Transverse and Longitudinal	2	4.6.1.2	Properties of waves	3	4.6.1.2	Required Practical 8	4	4.6.1.3	Reflection of waves	5	4.6.1.3	Required Practical 9	6	4.6.1.4	Sound waves	7	4.6.1.5	Waves for detection and exploration	8	4.6.2.1	Types of EM waves	9	4.6.2.2	Properties of EM waves	10	4.6.2.3	Required Practical 10	11	4.6.2.3	Required Practical 10	12	4.6.2.4	Uses and applications of EM waves	13	4.6.2.5	Lenses	14	4.6.2.6	Visible light	15	4.6.3.1	Emission and absorption of infrared	16	4.5.3.1	Forces and elasticity	17	4.5.3.1	Required Practical 6	18	4.5.3.1	Required Practical 6	19		test	Longitudinal Transverse Wavelength Frequency Peak Trough Reflection Refraction Spectrum Electromagnetic Absorption	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - An introduction to the electromagnetic spectrum - https://imagine.gsfc.nasa.gov/science/toolbox/emspectrum1.htm - What is an electromagnetic wave? - https://hubblesite.org/contents/articles/the-electromagnetic-spectrum
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Topic: R181 - Fitness Testing & R180: Reducing the risk of sports injuries and dealing with common medical conditions				
Prior Learning- R181 – Topic 1 & Topic 2 Prior knowledge of designing and conducting skill-based testing to be able to analyse own strengths and areas of improvement in chosen sports.		Current Learning- R181 – Topic 3 During this topic, pupils understand the principles of training which ensure training is effective. Pupils will develop an understanding of the different methods of training as well as what aerobic and anaerobic exercise is.	Subsequent Learning- R181 – Topic 4 This topic will increase pupils' self-awareness of their practical strengths and areas to improve as an athlete. It will facilitate improvements in their practical ability either for their club/team or in their own time due to an increased understanding of training methods and training programmes.	
Prior Learning – R180 Topic area 2: Warm up and cool down routines The different components of a warm-up and cool down, the physiological and psychological benefits of warming up and the physiological benefits of cooling down.		Current Learning – R180 Topic area 3: Different types and causes of injuries. Acute and chronic injuries.	Subsequent Learning – R180 Topic area 4: Reducing risk, treatment of and rehabilitation of sports injuries and medical conditions. Topic area 5: Causes, symptoms and treatment of medical conditions.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Principles of training	Circuit training Continuous training Fartlek Training FITT principle Interval Training Overload Plyometrics Progression Resistance Training Reversibility Specificity	All students have access to 'The PE Classroom' and are encouraged to work through the unit quizzes and exam questions weekly. Wider reading: https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/2 <u>Principles of training - Principles and methods of training - GCSE Physical Education Revision - BBC Bitesize</u>	Watching sport and having conversations around which key skills are needed in different sports and positions. Support coursework deadlines and ensure there are opportunities to attend after school intervention when necessary. Encourage a healthy active lifestyle and support a love of sport.
Week 2	Training methods 1			
Week 3	Training methods 2			
Week 4	Aerobic and anaerobic			
Week 5	Coursework completion			

WJEC Hospitality and Catering



RIDGEWOOD
SCHOOL

KS4 Learning Map

Term: Half Term 3

Year 10- Hospitality & Catering	
Unit 1 Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.	Unit 2 Aim and purpose: The applied purpose of this unit is for learners to safely plan, prepare, cook, present nutritional dishes and review their performance. Introduction: In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment: • the operation of the front and back of house • hospitality and catering provision to meet specific requirements • health and safety in hospitality and catering provision • food safety • preventative control measures of food-induced ill health. Current Learning Students are currently working on unit 2 in order to submit in Spring 2025. They will spend theory lessons learning new content based on nutrition and menu-planning. They will partake in practical lessons aimed at building their skill repertoire and giving them experience of high-skilled dishes.

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

