



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 3



RIDGEWOOD
SCHOOL

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KS3 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 to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (Homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

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

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

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

Yours faithfully,

Andy Bridge

Deputy Headteacher

Year 9 Learning Map: HT3

HT3

Self Portraits					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on the theme of identity within students' own work. Students will develop drawing language and skills in core drawing and painting methods, including colour mixing. The work of others will be used to inspire and influence personal responses.		In this topic, you will learn how to draw faces and facial features using tone and texture to create a realistic likeness of yourself. You will also, through studying the work of Charlotte Caron, use symbolism to demonstrate your own characteristics.	This topic will prepare you to use symbols to identify narratives. You will be able to identify how artists use methods to convey a message, and how they use a combination of materials and techniques in an individual way.		
Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
1	Experimentation with the work of Charlotte Caron.	Construction	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. https://www.artpedagogy.com/self-portraits-pt1-about-face.html https://www.artpedagogy.com/self-portraits-pt2-more-than-just-a-pretty-face.html	Discuss the work of Charlotte Caron; what animal would each family member be? <u>Art & Science Journal — Charlotte Caron In this series of portraits....</u> Work alongside your child following the video: https://classroom.thenational.academy/lessons/people-the-face-68upac	
2	Application of artist techniques creating drawings of animals.	Experiment			
3	Application of artist techniques creating drawings of animals.	Feature			
4	Application of skills applied to final piece.	Identity			
5	Application of skills applied to final piece.	Media			
6	Application of skills applied to final piece.	Portrait			
		Symbolism			
		Texture			
		Tone			



Year 9 Learning Map

Topic Number: 3

DNA			
Prior Learning	Current Learning	Extended Learning	Subsequent 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 <i>Matilda</i> (where you created monologues for key characters and performed small sections of script) and John Godber (where you learnt about Godber's performance style and how to recreate this within a performance piece).	In this topic, you will learn a range of performance techniques and apply these techniques to a performance. You will study text extracts from the play <i>DNA</i> by Dennis Kelly and explore the key themes and contexts of the play. You will develop key terminology linked to these performance techniques for creating and developing characters, and independently apply characterisation skills to scripted extracts as well as devised work. This topic is important for developing your knowledge of performance techniques and understanding how to create a successful performance in response to a text. You will consider the impact of your application of performance skills in creating a successful character and reflect upon the major themes and issues of the play.	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: - National Theatre – All About Theatre - DNA – Dennis Kelly - Stanislavski In Practice: Exercises for Students – Nick O'Brien	This topic will prepare you for further development of performance techniques throughout Key Stage 3. It will equip you with the characterisation and performance skills needed to produce an effective character, which will support you in Year 9 performance topics and future text study. You will be required to demonstrate the ability to explore, describe and apply characterisation and performance skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful for Component 2: Developing Skills and Techniques within the Performing Arts.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1: DNA: Key facts and building tension in the opening. Lesson 2: Tempo, Space and Power between the characters Lesson 3: Freeze Frames: What happened to Adam? Lesson 4: DNA: Isolation and Phil Lesson 5: Creating Humour: Jan and Mark Lesson 6: Text Condensing Lesson 7: The end of the play: What is the message?	- Characterisation - Gesture - Levels - Movement - Nature vs Nurture - Pace - Proxemics - Space - Tempo - Tone		Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. There are a number of Naturalistic Productions that can be accessed here including: Othello and 15 Heroines Genesis Theatre Company have a free production of DNA that can be viewed on YouTube. This will introduce to the characters and themes of the production https://youtu.be/RKh3T9A4uBE

ENGLISH - Romeo and Juliet			
Prior Learning: This topic builds on the analysis skills you will have focused on during previous topics such as <i>Shakespearean Villains</i> and <i>The Origins of Tragedy</i>, as well as the writing skills you developed in the <i>Fantasy Writing</i> and <i>Gothic Writing</i> topics in Years 7 and 8, and the earlier Year 9 topic, <i>Dystopian Fiction</i>. You will further develop your ability to select relevant evidence, understand writers' choices, and analyse the language and structural devices used by writers. Furthermore, you will write both fiction and non-fiction texts based on your reading of <i>Romeo and Juliet</i>. In addition, you will gain a strong understanding of Shakespearean language.	Current learning: In this topic, you will learn how to effectively analyse dramatic techniques, characters, themes and language within a Shakespearean play. You will also learn how the context of a text (what was happening at the time) can influence a writer when creating fiction. This topic is important for developing your knowledge of English, as it will enhance your understanding of text analysis and your ability to produce extended pieces of essay-style writing, fiction and non-fiction. You will also learn how to confidently use one-word analysis to explore dramatic techniques used by Shakespeare and understand that characters are a construct. As part of developing your analysis, you will also become confident in identifying and analysing the dramatic, language and structural techniques used by Shakespeare.	Subsequent Learning: This topic will prepare you for further text analysis in Year 9 and beyond, as part of the <i>An Inspector Calls</i> and <i>War Poetry</i> units. It will also equip you with the skills needed to succeed in your study of further texts as you progress to GCSE English Language and Literature in Year 10. These topics will include reading comprehension skills, as well as fictional and non-fictional writing skills. This unit will be particularly important in supporting your preparation for both of your English Literature exams, where you will be asked to analyse three fictional texts, one of which will be a play by Shakespeare. In addition, for your English Language Component 1 exam, you will be required to analyse one fictional source and pay specific attention to the language and structural features used by a writer to create effect—just as you will analyse the choices made by Shakespeare when studying <i>Romeo and Juliet</i>.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Parental/Carer Support:
WEEK 1 – Introduction to Shakespeare, context, the prologue and Tybalt	- Antithesis - Couplet - Dramatic Irony - Iambic Pentameter - Oxymoron - Prologue - Quatrain - Semantic Field - Soliloquy - Sonnet - Tragedy	- Rani and Sukh by Bali Rai - Noughts and Crosses by Malorie Blackman - He said, She said by Kwame Alexander - The Sun is also a Star by Nicola Yoon - Love, hate and other filters by Samira Ahmed - All the Bright Places by Jennifer Niven - The Lines we Cross by Randa Fattah	- Article based on Romeo - https://www.themaisius.com/romeo-and-juliet-correction/ - Royal Shakespeare Company's guide to Romeo and Juliet - https://www.rsc.org.uk/shakespeare-learning-zone/romeo-and-juliet - Find out more about Shakespeare's globe and life: https://www.shakespearesglobe.com/discover/s/shakespeares-world/ - Watch the play: https://www.youtube.com/watch?v=wFBWXRqa7Gs
WEEK 2 – Act 1 Love, Romeo, and Lord Capulet			
WEEK 3 – Act 1 and 2, Love, Juliet, and Romeo and Juliet's first meeting			
WEEK 4 – Mock Assessment and Act 3			
WEEK 5 – Context and improvements			
WEEK 6 – Mock assessment and Act 4			
WEEK 7 – Act 5, Scene 1 & 5: The structure and the end of the play			
WEEK 8 – Assessment Week			

Geography



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Year 9 Learning Map

Topic Number: 3

Conservation of The Living World									
Prior Learning		Current Learning			Extended Learning			Subsequent Learning	
Students have explored their knowledge of the themes in this topic in other KS3 schemes of learning, such as <i>Hot Deserts</i> , <i>Blueprints for the Future</i> and <i>Resources</i> . These topics have already covered concepts such as environmental sustainability, plant and animal adaptations, and human influence on the natural world.		This scheme of learning is an adventurous, investigatory series of contemporary lessons that introduce students to key ecological processes and the importance of conservation. It will allow students to understand rates of extinction and the causes and impacts of habitat loss. Concepts such as wildlife corridors, habitat fragmentation and pioneer species equip students with fundamental environmental understanding.			There are many ecological and conservation themed documentaries: Planet Earth 1,2,3 <u>Planet Earth - BBC iPlayer</u> <u>Blue Planet</u> <u>The Blue Planet - BBC iPlayer</u> <u>Biodiversity, extinction and gene pools - Ecosystems and habitats - KS3 Biology - BBC Bitesize</u> <u>Protecting the environment - BBC Bitesize</u>			If students choose to continue their Geography studies into KS4, they will be able to apply their knowledge and understanding of conservation in Paper 1. This is a multidisciplinary topic with key synoptic links to Science.	
Lesson Sequencing		Tier 3 Vocabulary			Ways in which parents/carers can support				
Lesson 1	Where are the ecosystems?	1. Biome			Engage with local conservation projects, create Bee Hotels and Hedgehog dens.				
Lesson 2	Why are ecosystems important?	2. Climate			Attend conservation sessions at Yorkshire Wildlife Park.				
Lesson 3	How are ecosystems threatened?	3. Conservation			GCSEPod Homework				
Lesson 4	What does extinction look like?	4. Ecosystem			Students - GCSEPod				
Lesson 5	What are wildlife corridors?	5. Engineer species							
Lesson 6	The Yukon to Yellowstone Case Study	6. Extinction							
Lesson 7	How do ecosystems begin?	7. Habitat fragmentation							
Lesson 8	Are zoos the way forward?	8. Latitude							
Lesson 9	Local wildlife protection.	9. Pioneer species							
Lesson 10	Investigating local ecosystems	10. Wildlife corridors							

South African Apartheid				
Prior Learning		Current Learning	Subsequent Learning	
In previous topics in Years 8 and 9, you have seen examples of discriminatory laws faced by different groups of people in countries such as Germany and Britain. This topic will extend that knowledge in a new context and setting. In Years 7, 8 and 9, you also learned how individuals can affect political and social change, which will be further developed in this unit. This unit also builds upon your knowledge of non-European, global history. Finally, these lessons build upon the source analysis and essay-writing skills you have developed throughout Key Stage 3.		In this topic, you will explore the discrimination, segregation and suffering of Black, native South Africans at the hands of European settlers. You will also see how individuals and groups led successful protests to effect political and social change. This topic is important for developing your historical skills and knowledge, as it will help you refine your ability to write evaluative essays using the TR-ADE-C structure, and to craft narrative accounts with precise evidence.	In Years 9 and 10, you will learn about other examples of discrimination and protest in a range of countries. You will consider the similarities and differences between those events and those that occurred in South Africa. You will be required to demonstrate the ability to develop arguments using evidence throughout all topics in Key Stages 3, 4 and 5.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Why did Apartheid occur in South Africa?	Afrikaans Apartheid Discrimination Legislation Massacre Passbooks Presidency Segregation Uprising	Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content. These books are engaging and fascinating reads: Out of Bounds by Beverley Naidoo The Garbage King by Elizabeth Laird	You could watch the following documentaries with your son/daughter:	
How did Apartheid laws affect black Africans?			Netflix:	
How did Nelson Mandela encourage the end of the Apartheid regime?			Mandela: Long Walk to Freedom	
What were the causes, events and consequences of the Sharpeville Massacre?			Kalushi	
What were the causes, events and consequences of the Soweto Uprising?			YouTube:	
How did the Apartheid regime end?			Nelson Mandela: The Fight for Freedom	
How equal is South Africa now?				

Year 9 Learning Map: HT4

Topic Number: 4

Programming - Python					
Prior Learning This topic builds on Scratch programming and sequencing instructions.		Current Learning In this topic, you will be introduced to programming techniques and how programming uses algorithms. You will learn the fundamentals of programming using a text-based language, Python. This will include inputs and outputs, sequence, and selection. You will also learn how to debug code and prevent syntax errors.	Subsequent Learning This topic will prepare you for: • Using Python Idle and Shell • Sequencing lines of code in the correct format • Checking code for errors • Using correct syntax • How to use iteration with sequencing and user inputs.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Introduction to Programming	Algorithm	Use the following websites to extend your coding knowledge:	Use the following websites to develop Python skills:	
Lesson 2	Sequencing Instructions	Debugging		https://www.w3schools.com/python/	
Lesson 3	Python Syntax and Sequencing	Else	Python Programming:	https://stackoverflow.com/questions	
Lesson 4	Python Syntax Errors	Idle	https://www.w3schools.com/python/	https://www.youtube.com/user/thenewboston/videos	
Lesson 5	Python Data Types	IF	General coding including block-based and text-based		
Lesson 6	Python Selection	Iteration	https://code.org/		
		Logical Programming			
		Python Selection			
		Sequence			
		Shell			
		Syntax			

MATHS

Higher – Algebra 5				
Prior Learning	Current Learning	Subsequent Learning		
This will develop and deepen your understanding of algebra that you covered in Key Stage 3. You studied the foundation knowledge of this unit in Years 7 and 8.	In this topic, you will learn how to manipulate algebraic expressions and formulae. You will be able to solve various equations.	This topic will prepare you for higher order algebraic questions later in Years 10 and 11 so that you can access problems with multiple topics.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: • Generating sequences (arithmetic and geometric) • Finding the nth term of sequences. • Using the nth term of a sequence to solve problems.	Equation Expand Expression Factorise Formula Identity Indices Solve Variable	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Why Do Buses Come in Threes? By Rob Eastaway and Jeremy Wyndham • Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

MATHS

Statistics 2				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior learning on statistical diagrams from Year 8 and aims to deepen your understanding on averages.	In this topic you will learn how to represent data in multiple ways and how to read a range of statistical diagrams. You will also learn to calculate and understand averages.	This topic will prepare you for higher-level statistical work in Years 10 and 11, including cumulative frequency graphs and box plots.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: - Plot and interpret scatter diagrams - Draw and interpret frequency polygons - Draw and interpret pie charts - Draw and interpret stem and leaf diagrams - Draw, interpret and use two-way tables - Calculate the mean, mode, median and range from a data set - Calculate the mean, mode, median and range from a frequency and grouped frequency table - Draw, interpret histograms	Composite Correlation Estimate Frequency Histogram Mean Median Mode Range	All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set. - Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield - Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <u>MathsWatch</u> - to complete homework and access further revision. <u>Corbett Maths</u> - for extra support videos and work on the topics stated. <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

MATHS



Statistics 2 - Tables, charts and graphs				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior learning of reading scales on graphs, drawing circles, measuring angles, plotting coordinates, and knowing the number of degrees in a full and half turn. You will also have previous experience with tally charts, inequality notation, finding the midpoint of two numbers, and using correct notation for time on both the 12- and 24-hour clocks.	In this topic you will build on your ability to read, understand and interpret data from tables, graphs and charts. You will also learn to draw different graphs and charts and use them to make predictions and find values for the mean, median, mode, range and average of a data set.	This topic will prepare you for all further learning in Maths and other subjects beyond such as Geography and Science. Many real-life situations require you to interpret data in a range of formats.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: • Mean, median, mode • Frequency tables • Bar charts • Distance and time tables • Time series graphs • Scatter Graphs • Estimating and line of best fit • Pie charts	Correlation, Positive, Negative Data, Scatter graph Discrete, Continuous, Estimate Frequency Line of best fit Mean, Median, Mode Pie chart Qualitative, Quantitative Range, Average Sample, Population Sort Table	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Murderous Maths- The Mean and Vulgar Bits by Kjartan Poskitt (available in the school library) Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secon-dary-books/ks3/maths	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	

Number 3 Fractions and Decimals				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior knowledge from Key Stage 2 and Years 7 and 8, deepening your understanding of fractions and decimals through reasoning and extending to higher-order problems.	In this topic, you will learn how to interchange between fractions, decimals and percentages, and how to apply the four operations to fractions and decimals. You will also tackle higher-level problems involving fractions and decimals.	This topic will prepare you for using decimals and fractions in all subsequent units, such as ratio, shape and algebra.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: • Converting fractions, decimals and percentages • Converting between improper fractions and mixed numbers • Adding and subtracting fractions • Multiplying and dividing fractions • Multiplying and dividing with decimals	Equivalent Improper fraction Mixed number Original Product Reverse Simplify	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Fractions in Disguise: A Maths Adventure by Edward Einhorn • Mathematics: The New Golden Age by Keith Devlin • Murderous Maths- The Mean and Vulgar Bits by Kjartan Poskitt (available in the school library) Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Year 9 Learning Map

Song Writing				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your understanding of popular band instruments from the previous academic year, while providing the challenge of composing your own pop song using a 4-bar chord structure with lyrics.		In this topic, you will learn to create your own pop song and perform your composition to the class using typical band instruments in an ensemble. This topic will also develop your understanding of common elements of music in the popular style.	This topic will develop your skills in both performance and composition as you begin to understand the musical features of a pop song. Your ensemble skills will also improve, helping you to feel more confident performing in front of others. This topic will enhance your understanding of the area of study <i>Popular Music</i> , which includes styles such as Rock, 90s Pop, and Gaming Music, as GCSE terminology is introduced. This will support your wider listening in later key stages.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1 & 2	To develop an understanding of popular song structure and chords. Plus, the creation of bands.	Chord Progression Chords	You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account. Alternative reading opportunities: <u>BBC Bitesize - Popular Music Styles</u> <u>Useful BBC link to support writing your own song</u>	Listen to different pieces of Popular music on YouTube or Spotify and try to identify the instruments in the piece. Which part is the verse/chorus etc. Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.
Lesson 3 & 4	To develop an understanding of song writing focusing on lyrical writing and apply this in your band.	Chorus Drum Fill		
Lesson 5 & 6	To develop an understanding of song writing considering song structure and apply this in your band.	Harmony Intro/Outro		
Lesson 7	To deepen an understanding of popular instruments and understand what makes an effective rehearsal.	Lyrics		
Lesson 8	To continue to deepen an understanding of popular instruments and understand what makes an effective rehearsal.	Melody Style		
Lesson 9	To develop an understanding of the assessment criteria to provide peer feedback.	Verse Vocal Timbre		
Lesson 10	To complete a listening assessment using practical knowledge from rehearsals and respond to peer feedback from Lesson 6.			
Lesson 11	To perform to a live audience and review the outcomes based on the assessment criteria.			

Year 9 Learning Map

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
In Year 8, you continued to practise shots such as the low forehand serve, overhead and underarm clear, drop and smash shots. You began to focus on outwitting your opponent by considering shot placement and positioning to gain an advantage in competitive games. You ended the scheme of work by learning the specific rules for singles and doubles play, and some of you may have had experience of umpiring matches.		In this unit, you will develop the backhand short serve to begin a rally. After two years of learning about badminton, you will focus on anticipating the serve and capitalising on poor serves. You will continue to practise shots on both the forehand and backhand sides, with an emphasis on moving your opponent around the court. You will also learn how to evaluate both your own and others' performance by analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high-quality techniques. By the end of the scheme, you should know the basic rules needed for doubles and singles play and therefore be able to umpire competitive games.	You will continue to develop your knowledge of badminton in Years 10 and 11 Core PE. This time will be used to continue to practise badminton skills and techniques. More confident or able players, or those who would like to take sport further as a career, will be asked to take on a coaching role, which will help you deepen your knowledge and understanding of technique and gameplay analysis.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support:
Week 1	Backhand Serve	Analyse Anticipate Drive Evaluate Forehand/Backhand Outwit Opponent Push Singles/Doubles Strategy Umpire	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.
Week 2	Push Shot		
Week 3	Backhand Drive		
Week 4	Net Play		
Week 5	Net Play 2		
Week 6	Backhand Clear		
Week 7	Singles Gameplay		
Week 8	Doubles Gameplay		
		Extended Learning	
		Use the following websites: 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	

Year 9 Learning Map

Topic: Year 9 Dance

Dance						
Prior Learning This topic builds on previous learning of the techniques and skills students have used to choreograph a phrase in their gymnastics lessons, including key aspects such as body tension, use of levels, formations, and the use of canon, unison, retrograde and travel.		Current Learning: In this topic, students will develop an understanding and appreciation of different styles of dance from around the world. Students will perform a variety of dance styles and choreograph a routine to demonstrate a medley of dances from different countries. They will develop their choreography skills to perform as a group in a range of styles and refine their evaluation skills of their own and others' performances. They will also continue to refine their ability to observe performances and give constructive feedback using praise and next steps.		Subsequent Learning: This topic will develop students' ability to work in a group and to lead or follow others in order to produce a dance routine that incorporates learning from across the whole unit. It will give them the opportunity to express their personality through dance and allow them to enjoy and learn about movement from around the world. It may also broaden their knowledge and understanding of nationality, culture and dress in other countries, which may support their learning in subjects such as Geography, History and English.		Ways in which parents/carers can support Allow students the opportunity to practice their dance at home and perform. Encourage your child to watch You tube videos focused on choreographic devices Encourage your child to join the afterschool club, or a dance school
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning			
Week 1	Bollywood	Actions	Bollywood: https://www.youtube.com/watch?v=ErbcVvXud8			
Week 2	African	Choreography Dynamics Formations Medley Musicality Relationships (canon/unison) Sequence Space	African: Start from 4 minutes 40 seconds until 5 minutes 10 seconds https://www.youtube.com/watch?v=eFgBhMVgltg			
Week 3	Choreography		Irish: https://www.youtube.com/watch?v=HgGAzBBDE454			
Week 4	Irish		Rock and Roll: https://www.youtube.com/watch?v=azLFvQsVwcQ			
Week 5	Rock and roll					
Week 6	Choreography					
Week 7	Rehearsal and performance					

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
In Year 8, you continued to practise the basic skills needed to play a competitive game of handball. You began to focus on outwitting your opponent by exploring formations and tactics that can be used to gain an advantage over the competition. Some students may have had experience of officiating matches.		In this topic, you will develop the skills learned in Years 7 and 8 to become a more effective handball player. After two years of learning about handball, you will begin to take on more of a leadership role. If leadership does not come naturally to you, you will be encouraged to become a more independent learner. You will also learn how to evaluate both your own and others' performance by analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high-quality techniques. By the end of the scheme, you should know the rules of handball and therefore be able to officiate competitive games.	You will continue to develop your knowledge of handball in Years 10 and 11 Core PE. This time will be used to continue to practise handball skills and techniques. More confident or able players, or those who would like to take sport further as a career, will be asked to take on a coaching role, which will help you deepen your knowledge and understanding of technique and gameplay analysis.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support:
Week 1	Recap of Rules Passing Recap	Centre Line Dribble Fault Free Throw Goal Area Goalkeeper Throw Offensive Foul Officiating Steps Throw In Time-Out	- IHF What is handball? (thesubath.com) team handball Game, Rules, & Facts Britannica Home - England Handball Association Handball - News, Athletes, Highlights & More (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.
Week 2	Dribbling			
Week 3	Shooting Recap			
Week 4	Defensive Formations			
Week 5	Attacking Formations			
Week 6	Gameplay			
Week 7	Gameplay/Tournament			

Year 9 Learning Map

Physical Education

Topic: Football

Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Subsequent Learning
Prior Learning This topic builds on the different skills you have learnt in Year 8, such as passing, dribbling and shooting. You may play football in school or outside of school.	Week 1	Attacking 2 v 1	Current Learning In this topic, you will learn more advanced techniques and tactics of football and how to implement them successfully in a game. You will develop your skills in pressing, counter-attacking, shooting and attacking the box to improve your performance and ability to support others. You will also learn the importance of spacing when attacking and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills.	Subsequent Learning All skills learnt in football are transferable across different team activities. You will develop these skills further if you join a football team. In Key Stage 4, you will revisit football, where you will learn more about gameplay and have additional opportunities to develop the skills you have learnt.
	Week 2	Defending 3 v 2		
	Week 3	Passing out from the back/ possession		
	Week 4	Press/Counter		
	Week 5	Shooting Attacking the box		
	Week 6	Tournament		
	Week 7	Game play and assessment		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Attacking 2 v 1	Attacker Counter Defender	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Pressing in football https://www.youtube.com/watch?v=40crCs6TcbM Counter attacking https://www.youtube.com/watch?v=6q6DOJcdQeg You know the drill (soccer am) https://www.youtube.com/watch?v=VbuWvHINKSOA	* Get them to practice doing “keepy uppies” * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local football club (when they are back up and running). Link to some local clubs: * Watch “Take me home” on Amazon * Watch a live game and talk about tactics * Ask them to evaluate a single player’s performance.
Week 2	Defending 3 v 2	Drive Midfielder Press		
Week 3	Passing out from the back/ possession	Sharp movement Space		
Week 4	Press/Counter			
Week 5	Shooting Attacking the box			
Week 6	Tournament			
Week 7	Game play and assessment			

Topic: Rugby League

Prior Learning		Current Learning	Subsequent Learning
In Year 8, you continued to practise techniques and skills such as tackling, passing, creating space and kicking. You began to focus on outwitting your opponent, exploring how to gain an advantage within games through creating space, using dummies, and passing or running at speed. You ended the scheme of work by learning the specific rules and tactics of gameplay.		In this topic, you will learn more advanced techniques and tactics of rugby and how to implement them successfully in a game. You will develop your skills in attacking, defending, kicking and general gameplay to improve your performance and ability to support others. You will also learn the importance of spacing when attacking, defending and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills. Year 9 students should be confident when carrying the ball and tackling. There will be a greater emphasis on improving performance as a team.	You will continue to develop your knowledge of rugby in Years 10 and 11 Core PE. This time will be used to continue practising rugby skills and techniques and applying them in matches. More confident or able players, or those who would like to take sport further as a career, will be asked to take on a coaching role, which will help you deepen your knowledge and understanding of technique and gameplay analysis.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Tackling Recap	Deep line Defensive line Drive tackle Drop Kick Flat Pass Flat Pass Knock on Off-side Passive tackle Place Kick	10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube Creating a rugby league player The Perfect Rugby League Player - YouTube Tackle Technique in Rugby League TACKLE TECHNIQUE in rugby league with Barry Eaton and Chev Walker (Leeds Rhinos) - YouTube - Rugby World Magazine - Eddie Jones – My Life and Rugby - The Lions – When the Going Gets Rough
Week 2	Passing		
Week 3	Creating Space		
Week 4	Kicking		
Week 5	Play of the Ball and Game Play		
Week 6	Play of the Ball and Game Play		
Week 7	Full game play and assessment		
			Ways in which parents/carers can support If possible, give students as many opportunities to play invasion games: Rugby Football Basketball Hockey Watch a live game and talk about tactics - Ask them to evaluate a single players performance. If Interested in rugby, join a local rugby club.

Year 9 Learning Map

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
Students should have an understanding of, and be able to play and create, small-sided games and simplified versions of competitive or invasion team games. They should also be capable of sending, receiving and travelling with a ball in these games. Students should know how to plan, use and adapt strategies and tactics in all types of game situations, keeping games organised and flowing.		Students will be taught to perform, develop and incorporate the basic fundamental skills of netball, such as passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting. Students will also develop their knowledge and understanding of these skills and the major rules and laws within the game relating to them. There will be a focus on how to outwit opponents, evaluate performances, analyse strengths and weaknesses, and develop, adapt and refine skills, strategies and tactics to produce high levels of performance and high-quality techniques.	All skills learnt in netball are transferable across different activities. Students may also revisit netball in Year 10, where they will continue to learn more about tactical gameplay.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Analyse	Netball rules – Simple netball https://www.rulesofsport.com/sports/netball.html BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm Netball presentation https://www.youtube.com/watch?v=WGaYDvaZ4No The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnI-Dis
Week 2	Running footwork, breaking, turning in the air and pathway of pass	Disguise	
Week 3	Positional play	Dummies	
Week 4	Shooting – with steps and higher net	Evaluate	
Week 5	Tactics at centre pass	Footwork	
Week 6	Tactics at side-line & back-line pass	Outwit Opponent	
Week 7	Game play and assessment	Overlaps	
		Pivot	* Practice 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.southyorkshirennetball.com/27364/27385.html
		Possession	
		Umpire	

Ways in which parents/carers can support

Year 9 Learning Map: HT3

Topic Number: 2

Consent and Relationships						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on work that you studied in Year 8 on healthy relationships and the law. You will continue to develop your knowledge and understanding of what a healthy relationship looks like and how to access support and help in situations where you may be at risk.		In this topic you will learn important information on what is meant by the term consent, including how to ensure consent is given and what to do if it is not. You will develop an understanding of the key characteristics of a healthy relationship to ensure you are aware of how to spot any "red flags." You will gain an understanding of the legal, physical and emotional impact of crimes such as honour-based violence and forced marriage. This topic is essential in ensuring you know how to keep yourself safe and have happy, healthy and safe relationships.	This topic will prepare you for further learning in PSHCE when we explore relationships and sexual health. It will provide a foundation for understanding the law and the different consequences of harmful and abusive behaviour in relationships.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Lesson 1	Consent	Abuse	You can use independent study opportunities to look at information produced by NSPCC and Barnardos on these sensitive topics. <u>Sexuality and sexual orientation</u> <u>NSPCC</u> <u>Why Emmerdale's Jacob thinks he's in love with his abuser</u> <u>Barnardos</u> <u>https://loverespect.co.uk/who-are-we/</u>	To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate this.		
Lesson 2	Consent and the law	Consent				
Lesson 3	Healthy relationships- online relationships	Cyberbullying				
Lesson 4	Healthy behaviour- relationship abuse	Domestic				
Lesson 5	Forced marriage and FGM	Female genital mutilation				
Lesson 6	HBV	Forced marriage				
Lesson 7	Assessment – Leaflet	Honour based violence Marriage Sexual Assault				

Year 9 Learning Map: HT3

Crime and Punishment				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge of Christian and Buddhist beliefs and teachings from Years 7 and 8, and allows you to apply this knowledge to moral issues surrounding crime and justice. You will utilise knowledge gained in Year 8 on justice and forgiveness from the Social Justice topic. Key religious teachings, such as the sanctity of life, which you have already learned, will be important when discussing issues such as capital punishment. Throughout this topic, you will continue to develop your skills in interpreting and analysing specific passages from religious texts, allowing you to apply them when evaluating moral issues linked to crime.	In this topic, you will learn a variety of religious and non-religious beliefs about why people commit crime, as well as the different punishments used in the UK and worldwide. You will explore different types of crime and why society punishes those who commit them. You will debate controversial issues such as the use of corporal and capital punishment, and discuss whether we have a duty to forgive those who commit crimes. Your skills in evaluation and debate will also be enhanced when discussing issues such as whether the death penalty should be reinstated in the UK, and whether prison is an effective form of punishment.	This topic will prepare you for other Key Stage 3 and 4 topics in RE, such as <i>War</i> later in Year 9, where you will consider war criminals and how justice can be achieved through war. You will also study Crime and Punishment in more depth at GCSE. You will further develop and refine your evaluative skills as you learn to reach justified judgments about moral issues within RE. You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
- What is Justice? - What are the causes of crime? - Why do we punish? Aims of punishment. - Prisons - Corporal Punishment - Capital Punishment - How should we punish young criminals? - Punishing young criminals- case study - Religion and punishment - Hate Crimes - Forgiveness of criminals	Capital Punishment Community Service Corporal Punishment Crime Forgiveness Hate crimes Justice Prison Punishment Reform	You can use independent study opportunities to read about the work of <u>Amnesty International</u> who work to ban the death penalty across the world.	Parents/carers could support by researching and discussing the work of famous Christians such as Elizabeth Fry who reformed prisons due to her religious beliefs. You could watch the following BBC teach clip together and discuss why Elizabeth did the work she did: <u>Elizabeth Fry</u> They could also talk about the different reasons why some people choose to forgive criminals for example the mother of Anthony Walker. There is a BBC class clip you can watch about this: <u>Gee Walker</u>	

Topic Number: C1

Fundamental chemistry																																	
Prior Learning This topic builds on students’ prior knowledge from Key Stage 3, deepening their understanding of the model of the atom and the groups and properties of elements in the periodic table.	Current Learning In this topic, you will learn about: the structure of the atom; the development of the periodic table and atomic models; the properties of key groups on the periodic table; how to experimentally determine the rate of a reaction; and the factors that can affect the rate of a reaction.	Subsequent Learning This topic will prepare you for the chemistry component of GCSE Science, providing a fundamental understanding of the atoms you will encounter and the basics of chemical reactions.																															
Lesson Sequencing- Lessons in green are topics which will only be examined if the student goes on to complete individual science GCSEs	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support																														
<table><tr><th>Lesson number</th><th>lesson title</th></tr><tr><td>1</td><td>Atoms, elements and compounds</td></tr><tr><td>2</td><td>Development of atomic model</td></tr><tr><td>3</td><td>Electronic structure</td></tr><tr><td>4</td><td>Ions and Isotopes</td></tr><tr><td>5</td><td>Compounds and Equations</td></tr><tr><td>6</td><td>Separating mixtures</td></tr><tr><td>7</td><td>Electronic Structure + The Periodic Table</td></tr><tr><td>8</td><td>Development of periodic table</td></tr><tr><td>9</td><td>Metals and non-metals</td></tr><tr><td>10</td><td>Noble Gases</td></tr><tr><td>11</td><td>Group 1 metals (including demo)</td></tr><tr><td>12</td><td>Group 1 metals</td></tr><tr><td>13</td><td>Halogens</td></tr><tr><td>14</td><td>Transition metals + Typical properties</td></tr></table>	Lesson number	lesson title	1	Atoms, elements and compounds	2	Development of atomic model	3	Electronic structure	4	Ions and Isotopes	5	Compounds and Equations	6	Separating mixtures	7	Electronic Structure + The Periodic Table	8	Development of periodic table	9	Metals and non-metals	10	Noble Gases	11	Group 1 metals (including demo)	12	Group 1 metals	13	Halogens	14	Transition metals + Typical properties	• Atom • Catalyst • Collision theory • Concentration • Electron • Halogen • Metal • Neutron • Non-metal • Nucleus • Proton • Rate of reaction	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: CGP revision guides SuperSimple Chemistry: The Ultimate Bitesize Study Guide "The Elements: A Visual Exploration" by Theodore Gray "Basher Science: The Periodic Table" by Adrian Dingle	Support students in accessing Educake to complete their homework, and encourage them to complete additional quizzes in areas where they are struggling. KS3 revision guides and workbooks are available on ParentPay. Ensure students are accessing Microsoft Teams to complete work set by their teachers if they are absent from a lesson.
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Year 9 Learning Map

Topic Number: P1

Energy																																				
Prior Learning This topic builds on students’ prior knowledge of energy types and transfer from year 7 & 8.	Current Learning In this topic, you will learn how to calculate elastic potential energy, gravitational potential energy, specific heat capacity and power. Students will also use their prior understanding of energy types and transfers to draw Sankey diagrams.	Subsequent Learning This topic will underpin the physics course when students begin their GCSE studies and will help them build on their maths skills, particularly rearranging equations, for later topics.																																		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support																																	
<table><tr><td>Lesson number</td><td>lesson title</td></tr><tr><td>1</td><td>Energy Stores and Types</td></tr><tr><td>2</td><td>Energy Transfers</td></tr><tr><td>3</td><td>Kinetic Energy</td></tr><tr><td>4</td><td>Gravitational Potential Energy</td></tr><tr><td>5</td><td>Elastic Energy</td></tr><tr><td>6</td><td>Energy transformations</td></tr><tr><td>7</td><td>Power</td></tr><tr><td>8</td><td>Efficiency</td></tr><tr><td>9</td><td>Energy Resources</td></tr><tr><td>10</td><td>Specific Heat capacity</td></tr><tr><td>11</td><td>Specific Heat capacity Practical</td></tr><tr><td>12</td><td>Specific Heat capacity Practical 2</td></tr><tr><td>13</td><td>Thermal Insulation</td></tr><tr><td>14</td><td>Thermal Insulation Practical</td></tr><tr><td>15</td><td>Thermal Energy, Efficiency and energy resources Review</td></tr></table>	Lesson number	lesson title	1	Energy Stores and Types	2	Energy Transfers	3	Kinetic Energy	4	Gravitational Potential Energy	5	Elastic Energy	6	Energy transformations	7	Power	8	Efficiency	9	Energy Resources	10	Specific Heat capacity	11	Specific Heat capacity Practical	12	Specific Heat capacity Practical 2	13	Thermal Insulation	14	Thermal Insulation Practical	15	Thermal Energy, Efficiency and energy resources Review	Chemical energy, Electrical energy, Energy, Energy transfer, Gravitational potential energy, Specific heat capacity, Thermal energy, Work done	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher Wider reading: CGP revision guides A Brief History of Time - <i>Stephen Hawking</i> "Energy Island" by Allan Drummond "The Boy Who Harnessed the Wind" (Young Readers Edition) by William Kamkwamba	Support students in accessing Educake to complete their homework, and encourage them to complete additional quizzes in areas where they are struggling. KS3 revision guides and workbooks are available on ParentPay. Ensure students are accessing Microsoft Teams to complete work set by their teachers if they are absent from a lesson.	
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Topic Number: 3

Mi futuro: Future aspirations					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on knowledge previously learnt in earlier years. It will include vocabulary linked to studies and school subjects, key verbs and opinion phrases. It will also build on knowledge of the future and conditional tenses.		In this topic, you will learn to write and talk about your future plans and aspirations in Spanish. You will plan speaking role-plays with a particular focus on job interviews, using the new vocabulary you have learnt. You will also develop a deeper understanding of grammar and the difference between using the simple future and conditional tenses.	This topic will prepare you to become a more confident speaker of Spanish, as the tasks will help you build confidence in speaking in formal situations, such as job interviews. After this unit, we will move on to talking about a visit to Madrid, so knowledge of the future tense will be crucial for later learning.		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Writing assessment- Films				
Week 2	Jobs that use languages	Ambicioso/a – ambitious Cantante – Singer El trabajo – job Espero – I hope Estaré – I will be Estudiaré – I will study Ganar – to earn Informático/a – IT technician Periodista – reporter	Students will be provided with a Knowledge Organiser to revise key vocabulary. They will also receive lists of key vocabulary to learn throughout the half term. Additional learning could focus on vocabulary related to the topic. The following list contains vocabulary linked to the topic. https://quizlet.com/gb/1103072856/mi-futuro-flash-cards/?i=ybbrx&x=1igt	Another great way of building up vocabulary is by using www.quizlet.com which has a range of vocabulary lists for every topic.	
Week 3	Plans for the future - the future tense				
Week 4	Jobs in the future				
Week 5	Future studies				
Week 6	My dream job				

Topic: 3 Fakeaways

Food Technology					
Prior Learning		Current Learning	Subsequent Learning		
Students should have acquired a sound understanding of healthy eating and nutrition during Half Term 1.		In this topic, students will draw upon their knowledge of nutrition and use it to consider our diet as a nation and the consequences of unhealthy lifestyle choices. Students will learn the key differences between a domestic kitchen and a commercial kitchen, while taking part in a range of practical sessions designed to introduce new skills and develop existing ones.	This topic will prepare students to make informed choices when planning meals, shopping for ingredients, and preparing and cooking dishes safely and hygienically. Students will gain foundational knowledge of the food industry to prepare them for the Key Stage 4 qualification.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Lesson 1	Chow Mein	Additives, Artificial, Control points, Deficiency, Domestic, Industrial, Uniform	https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes Food safety - your responsibilities: Food hygiene - GOV.UK (www.gov.uk)	Leisure time: watch food programmes such as <i>The Food Inspectors</i>. Shopping: challenge your child to explain the difference between 'use by' and 'best before' dates. Dinner time: support your child in planning and preparing dinner for the family.	
Lesson 2	Deficiency and excess				
Lesson 3	Halloumi curry				
Lesson 4	Ultra-processed foods				
Lesson 5	Enchiladas and nachos				
Lesson 6	Current issues in food				