



RIDGEWOOD  
SCHOOL

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# Learning Maps

Y11

HALF TERM 5



**RIDGEWOOD  
SCHOOL**

Barnsley Road, Doncaster  
DN5 7UB  
01302 783939

## **Y11 Learning Maps – Half Term 5**

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. Please note, as we move towards the end of Y11, some subjects have not included full learning maps where they have finished the course content and are now revising.

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 you to opportunities for extended learning and ways that you can help your child to accelerate their progress.

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

Yours faithfully,

Andy Bridge

**Deputy Headteacher**

# ART



## Year 11 Learning Map

Topic Number: HT5

| Exam Preparation   |   |   |
|--|---|---|
| Prior Learning   | Current Learning  | Subsequent Learning   |
| <p>The exam builds on learning and preparation of art and design investigations you have utilised over the duration of the course.</p> | <p>You will respond to the externally set examination paper. You will have a number of starting points to choose from to investigate in the same way you have explored coursework projects over the GCSE course. Use the week-by-week guide given in lessons to support your weekly schedule and home learning.</p> | <p>The exam preparation will continue up to the exam on the 16<sup>th</sup> and 17<sup>th</sup> April.<br/>You will apply prior learning to your own investigations and ensure you show a development of ideas, media experimentation and drawing leading to a planned final piece.<br/>Following the exam you may revisit your coursework to make guided improvements.</p>         |
| Sequencing   | Tier 3 Vocabulary   | Extended Learning   |
| Mind mapping.  | Composition   | <p>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.</p> <p>Aqa.org.uk<br/>www.nationalgallery.org.uk<br/>www.tate.org.uk<br/>The Art Book. Phaidon Editors<br/><br/>Outstanding High School Sketchbooks. Amiria Gale</p> |
| Initial artist investigations  | Final piece   |   |
| Artist investigation   | Investigate   |   |
| Experiments related to artist.   | Observe/observation   |   |
| Secondary artist   | Research  |   |
| Artist investigation   | Respond   |   |
| Experiments related to artist.   |   |   |
| Refine idea development.   |   |   |
|  |   | <p>Ways in which parents/carers can support</p> <p>Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.</p>   |

# Business



## Year 11 Learning Map

### Topic Number: 2.5

| Topic Title: Making human resource decisions   |  |
|--|--|
| <p><b>Prior Learning</b><br/>This topic builds on prior knowledge of how businesses make profit and the different type of profit. Also looking back into why breakeven, cash flow etc. are vital for a business's decision making.</p> | <p><b>Current Learning</b><br/>In this topic you will gain an understanding of the different organisational structures that can be used to organise the workforce of a business. You will also review effective recruitment and training methods for employees linked to motivation.</p> |
| <p><b>Subsequent Learning</b><br/>This topic will prepare students for future work in their exams but also links to many other units across the course.</p>  |  |
| <p><b>Lesson Sequencing</b></p>  | <p><b>Tier 3 Vocabulary</b></p>  |
| <p>Lesson 1 Organizational structures</p>  | <p>Hierarchical</p>  |
| <p>Lesson 2 Effective recruitment</p>  | <p>Flat</p>  |
| <p>Lesson 3 Effective training</p>   | <p>Centralised</p>   |
| <p>Lesson 4 Development of employees</p>   | <p>Decentralised</p>   |
| <p>Lesson 5 Motivation</p>   | <p>Communication</p>   |
| <p>Lesson 6 Methods of motivation</p>  | <p>Temporary</p>   |
| <p>Lesson 7 Revision</p>   | <p>Freelance</p>   |
| <p>Lesson 8 End of topic test</p>  | <p>Formal</p>  |
|  | <p>Informal</p>  |
|  | <p>Retention</p>   |
|  | <p>Financial</p>   |
|  | <p>Non-financial</p>   |
|  | <p><b>Wider Reading Opportunities</b></p>  |
|  | <p><u>Hierarchical and flat organisational structures - Organisational structures - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u></p>  |
|  | <p><u>Key job roles and their responsibilities - Effective recruitment - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u></p>   |
|  | <p><u>How businesses train and develop employees - Effective training and development - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u></p>  |
|  | <p><u>Attracting, retaining employees and productivity - Motivation - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u></p>  |
|  | <p><b>Ways in which parents/carers can support</b></p>   |
|  | <p><u>Edexcel GCSE Business (2017)   Pearson qualifications</u></p>  |
|  | <p><u>Business: Edexcel GCSE (senecalearning.com)</u></p>  |

## Y11 OCR GCSE Business Studies – Bespoke Revision

Students studying towards their GCSE Business Studies examinations have now completed the full course content listed on the specification. Learning in lessons is developing examination practice whilst identifying individual pupils' areas to develop using previous sample and past examination papers as well as teacher modelling mark schemes for both theme 1 and 2.

### Key exam information

Exam board: Edexcel

Monday 11<sup>th</sup> May - Paper 1 (Investigating small business) - Calculator may be used— 1hr45min

Thursday 21<sup>st</sup> May - Paper 2 (Building a business) - Calculator may be used— 1hr45min

Every topic can be assessed on any paper, a list of all possible topics for both papers can be found here:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf>

Each of the two components is worth 50% of the final grade awarded.

Each paper consists of 3 sections, A, B and C. Questions in Sections B and C will be based on business contexts given in a Source Booklet

### Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (1-3 times a week) revision.
- Supporting students to identify their examination dates and help to prioritise Business Studies revision when no other subject exam is closest to the present day.
- Ask students to show you their theme 1 and 2 knowledge organisers, questions can then be posed verbally for students to answer such as definitions of key terms for component 1.
- Ensuring all past exam papers are reflected upon, enabling any questions of difficulty to be identified. Students can then email [dwn@ridgewood.school](mailto:dwn@ridgewood.school) for support on specific topics.
- Recommended resources listed such as short video playlists for topics can be viewed alongside students, allowing discussions to then take place on the information presented.

### Recommended resources for revision

- Using the past papers for both components which are stored in pupil's PAST PAPERS folder – there is a link to this on their OneNote homepage
- Using knowledge organisers for both theme 1 and 2.
- Using the pocket power-up revision cards for both theme 1 and 2.
- View the GCSE Business studies playlist by Two Teachers (search tool for topics that require further support). 1. [GCSE Business 1.1 the dynamic nature of a business \(youtube.com\)](#)
- Use exam board related external sites only such as [GCSE Business Studies – Edexcel](#) – [BBC bitesize](#) and [Seneca](#)
- Reflect on Y10 (theme 1) and Y11 (theme 2) OneNote pages which cover each topic taught in class. Pupils also have their physical Business Studies folders which have been taken home
- Revision cards created in lesson

## Y11 OCR GCSE Computer Science – Bespoke Revision

Students studying towards their GCSE Computer Science examinations have now completed the full course content listed on the specification. Learning in lessons is developing examination practice whilst identifying individual pupil's areas to develop using previous sample and real examination papers/teacher modelled mark schemes for both components.

### Key exam information

Exam board: OCR

Monday 12th May - Component 1 (Computer systems) - non-Calculator – 1hr30min

Tuesday 20<sup>th</sup> May - Component 2 (Computational thinking, algorithms and programming) - non-Calculator – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics for both papers can be found here: <https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Each of the two components is worth 50% of the final grade awarded.

In Component 2, students may use either Flowcharts, Pseudocode, Exam Reference Language/High-Level such as Python in **Section A** however in **Section B**, algorithms must only be written in Exam Reference Language/High-Level such as Python.

### Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (1-3 times a week) revision.
- Supporting students to identify their examination dates and help to prioritise Computer Science revision when no other subject exam is closest to the present day.
- Ask students to show you their component 1 and 2 knowledge organisers, questions can then be posed verbally for students to answer such as definitions of key terms for component 1.
- Ensuring all past exam papers are reflected upon, enabling any questions of difficulty to be identified. Students can then email [brasier\\_r@ridgewoodschool.co.uk](mailto:brasier_r@ridgewoodschool.co.uk) for support on specific topics.
- Recommended resources listed such as short video playlists for topics can be viewed alongside students, allowing discussions to then take place on the information presented.

### Recommended resources for revision

- Using the past papers for both components which are stored in pupil's examination folder – there is a link to this on their OneNote homepage
- Using knowledge organisers for both component 1 and 2.
- View the OCR J277 Computer Science playlist (search tool for topics that require further support). [1. OCR GCSE \(J277\) 1.1 The purpose of the CPU - The fetch-execute cycle \(youtube.com\)](#)
- Use exam board related external sites only such as [OCR GCSE Topic List](#) | [CSNewbs](#), <https://isaacomputerscience.org/> and [GCSE Computer Science - OCR - BBC Bitesize](#)
- Reflect on Y10 (component 1) and Y11 (component 2) OneNote pages which cover each topic taught in class.
- Complete OCR GCSE Computer Science content online. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)
- Pupils also have their computer science folders (purple) which have been taken home

# Drama

## Year 11 Learning Map

### Topic Number: 3 - HT5

| Component 3: Responding to a Brief   |  |   |   |
|--|--|---|---|
| <p><b>Prior Learning</b><br/>This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.</p> | <p><b>Current Learning</b><br/>In this topic you will learn a range of performance techniques and you will have the opportunity to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances.<br/><br/>This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.</p> | <p><b>Subsequent Learning</b><br/>This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course.<br/><br/>You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to Level 3 Performing Arts study.</p> |   |
| <p><b>Lesson Sequencing</b><br/>Week beginning: 20.04.26 - Dress/Tech rehearsals<br/><br/>29.04.26 - Performance exams all day.<br/><br/>05.05.26 - Evaluation Report<br/><br/>Course completion: 06.05.26</p>     | <p><b>Tier 3 Vocabulary</b><br/>Stimulus<br/>Characterisation<br/>Narrative<br/>Practitioner<br/>Audience<br/>Performance<br/>Evaluation<br/>Reflection<br/>Skills<br/>Techniques<br/>Ideas</p>  | <p><b>Wider Reading Opportunities</b><br/>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:</p> <ul style="list-style-type: none"> <li>National Theatre – All About Theatre</li> <li>Theatre In Practice – A Student’s Handbook: Nick O’Brien and Annie Sutton</li> </ul>   | <p><b>Ways in which parents/carers can support</b><br/>Explore our Digital Theatre+ package. <a href="http://www.digitaltheatreplus.com">www.digitaltheatreplus.com</a><br/>All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and their professional work.<br/><br/>You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. <a href="https://castindoncaster.com/">https://castindoncaster.com/</a></p> |

## Year 11 Learning Map – Half Term 4

| Non-Fiction Reading and Writing: Eduqas English Language Component 2 Section B   |   |   |
|--|---|---|
| <p><b>Prior Learning</b><br/>Building on non-fiction writing skills from Year 10, you will enhance your ability to write a range of engaging non-fiction texts. This topic will focus on planning and writing: speeches, articles, reports, reviews and letters.</p> <p>You will continue to develop the persuasive writing skills generated through Key Stage 3. It is important that you draw upon your ability to use a range of sophisticated vocabulary, punctuation for effect and varied sentence structures within your writing.</p> | <p><b>Current Learning</b><br/>During your English lessons this half term, you will work on crafting your writing skills to enable you to respond to the two writing tasks you will be required to complete on Section B of English Language Component 2.<br/>You will be assessed on the following skills:<br/><b>AO5</b> (60% of the marks available):</p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><b>AO6</b> (40% of the marks available):</p> <ul style="list-style-type: none"> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> | <p><b>Subsequent Learning</b><br/>In your mock exams, you will be completing a full Component 2 exam paper. It is imperative that you manage your time effectively and ensure that you complete both transactional tasks in 30 minutes each.</p>  |
| <p><b>Lesson Sequencing</b></p> <p>Week 1: Planning and writing a formal letter.</p> <p>Week 2: Planning and writing a persuasive speech.</p> <p>Week 3: Planning and writing a lively article.</p> <p>Week 4: Planning and writing a persuasive review.</p> <p>Week 5: Planning and writing an informative report.</p>  | <p><b>Tier 3 Vocabulary</b></p> <p>Metaphor<br/>Simile<br/>Modal Verbs<br/>Alliteration<br/>Direct Address<br/>Facts<br/>Opinions<br/>Rhetorical Questions<br/>Emotive Language<br/>Statistics<br/>Triplification<br/>Hyperbole<br/>Anecdote<br/>Imperatives<br/>Repetition</p>   | <p><b>Extended Learning</b></p> <p>A great way to practice reading non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access.</p> <p>Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts.<br/>Useful websites:</p> <ul style="list-style-type: none"> <li><a href="#">Home - BBC News</a></li> <li><a href="#">News, sport and opinion from the Guardian's UK edition</a></li> <li><a href="#">The Guardian</a></li> <li><a href="#">BBC Bitesize</a></li> </ul>   |
|  |   | <p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>YouTube is a wonderful resource for English revision.<br/>Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification.</li> <li>The BPC English website also provides videos, resources and PowerPoint slides that you can access and download:<br/><a href="http://www.bpcenglish.wordpress.com">www.bpcenglish.wordpress.com</a></li> <li>Visit the Eduqas website and read the exam specification and browse through past exam papers: <a href="#">GCSE English Language   Eduqas</a></li> </ul> |

## Year 11 Learning Maps – Half Term 4

| Power and Conflict Poetry Anthology Revision   |  |   |
|--|--|---|
| <p><b>Prior Learning:</b><br/>In Year 10, students studied all fifteen poems in the AQA <i>Power and Conflict</i> anthology, including <i>Ozymandias</i>, <i>London</i>, <i>My Last Duchess</i>, <i>Exposure</i> and <i>Bayonet Charge</i>. They explored key themes such as the power of nature, the abuse of human power, conflict in war, identity, memory and loss, while also examining the relevant contextual influences underpinning each poem, including Romanticism, the First World War and colonialism. Students analysed structural methods such as the volta, enjambment, caesura, dramatic monologue and cyclical structure, and developed their ability to compare poems effectively.</p>  | <p><b>Current Learning</b><br/>Students are revisiting the anthology in structured poem pairings. Focusing on:</p> <ul style="list-style-type: none"> <li>Revising key quotations (5 per poem to reduce cognitive overload).</li> <li>Strengthening thematic comparisons.</li> <li>Refining analytical precision.</li> <li>Improving exam technique and timing.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Revisit poems in carefully selected comparison pairs.</li> <li>Practise planning comparative essays</li> <li>Write timed comparative paragraphs.</li> <li>Refine introductions and comparative topic sentences.</li> </ul> |   |
| <p><b>Subsequent Learning</b><br/>Students will sit their GCSE English Literature Paper 2 on <b>Tuesday 19 May 2026</b>.<br/>Paper 2 includes:</p> <ul style="list-style-type: none"> <li>Section A: <i>An Inspector Calls</i></li> <li>Section B: <i>Power and Conflict Poetry</i></li> <li>Section C: Unseen Poetry</li> </ul> <p>As all course content has been covered, lessons now focus on:</p> <ul style="list-style-type: none"> <li>Retrieval practice.</li> <li>Timed essay writing.</li> <li>Comparative fluency.</li> <li>Precision of quotation recall.</li> <li>Exam stamina and time management.</li> </ul>   | <p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>Encourage regular retrieval of key quotations.</li> <li>Test students on 5 quotations per poem.</li> <li>Ask students to explain differences between two poems.</li> <li>Support completion of timed practice questions.</li> <li>Provide a quiet revision space.</li> <li>Encourage revision little and often (20–30 minutes daily).</li> <li>Help students prioritise weaker poems.</li> </ul>   |   |
| <p><b>Lesson Sequencing</b></p> <p><b>Week 1:</b><br/><b>Lesson 1 and 2:</b> 'The Charge of the Light Brigade' and 'Bayonet Charge'<br/><b>Lesson 3 and 4:</b> 'Remains' and 'War Photographer'</p> <p><b>Week 2:</b><br/><b>Lesson 5 and 6:</b> 'Poppies' and 'Kamikaze'<br/><b>Lesson 7 and 8:</b> 'Exposure'</p> <p><b>Week 3:</b><br/><b>Lesson 9 and 10:</b> 'Ozymandias' and 'London'<br/><b>Lesson 11 and 12:</b> 'Storm on the Island' and <i>Extract from 'The Prelude'</i></p> <p><b>Week 4:</b><br/><b>Lesson 13 and 14:</b> 'The Emigrée' and 'Checking Out Me History'<br/><b>Lesson 15 and 16:</b> 'My Last Duchess'</p> <p><b>Week 5:</b><br/><b>Lesson 17 and 18:</b> 'Tissue'<br/><b>Lesson 19 and 20:</b> Timed comparison</p> | <p><b>Tier 3 Vocabulary</b></p> <p>Juxtaposition<br/>Volta<br/>Caesura<br/>Enjambment<br/>Semantic field<br/>Metaphor<br/>Simile<br/>Personification<br/>Connotations<br/>Cyclical structure<br/>Dramatic monologue<br/>Pathetic fallacy<br/>Transience<br/>Futility<br/>Nihilism<br/>Romanticism</p>  | <p><b>Extended Learning</b></p> <p>Students should:</p> <ul style="list-style-type: none"> <li>Create flashcards with: <ul style="list-style-type: none"> <li>5 key quotations per poem.</li> <li>Methods and effects.</li> <li>Context in one concise sentence.</li> </ul> </li> <li>Practise 5-minute comparison plans.</li> <li>Write one timed comparison per fortnight.</li> <li>Use dual coding (mind maps, grids, comparison tables).</li> <li>Record themselves explaining a poem aloud.</li> <li>Revise in themes (e.g. power of nature cluster).</li> <li>Use past AQA questions.</li> </ul> <p>Useful websites:</p> <ul style="list-style-type: none"> <li>Physics and Maths Tutor – Power and Conflict Poetry Revision</li> <li>BBC Bitesize (<i>search for "Power and Conflict poetry"</i>)</li> </ul> |

## Y11 Geography AQA – Bespoke Revision

Students studying towards GCSE Geography AQA examinations have completed the full course content, apart from the pre-release for Paper 3- Issue evaluation which will be released over Easter by the exam board and delivered in lessons over the first two weeks back after Easter. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

### Key exam information

Exam board: AQA

Friday 17<sup>th</sup> May- **Paper 1- Physical Environment** ([Challenge of natural hazards, The living world and Physical landscapes -Coasts and Rivers](#)) – 1hr 30min  
Wednesday 5<sup>th</sup> June- **Paper 2- Human Environment** ([Urban Issues and Challenges, Changing economic world, The challenge of resource management](#)) – 1hr30min

Friday 14<sup>th</sup> June- **Paper 3 Geographical Applications** ([Issue Evaluation Pre-release and Geographical Skills-Fieldwork](#)) – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics can be found here: [AQA | GCSE | Geography | Specification at a glance](#)

### Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for geography by completing practice questions, creating revision resources such as mind maps, flashcards or self-quizzing.
- Encouraging students to attend after school revision sessions every Wednesday (in N4)
- Ensuring all set homework is complete

### Recommended resources for revision

- Using the past papers that we cover in lessons and can also be accessed on -
- Using **BBC Bitesize**: [GCSE Geography - AQA - BBC Bitesize](#)
- Using **Physics Maths Tutor**: [AQA GCSE Geography Revision \(physicsandmathstutor.com\)](#)
- Using **Physics Maths Tutor-Past Papers (AQA)**: [GCSE / IGCSE Geography Past Papers - PMT \(physicsandmathstutor.com\)](#)
- Using **Internet Geography**: [AQA GCSE Geography - Internet Geography](#)
- Students attending after school intervention will be able to use department revision guide and exam practice books with additional revision booklets and knowledge organisers.

# Health & Social Care

## Year 11 Learning Map – Half Term 5

| Year 11 BTEC Level 1/2 Health and Social Care: Human life span and development   |   |  |
|--|---|--|
| <p><b>Prior Learning</b></p> <p>Students have learnt a range of health indicators that are used in health care settings, such as blood pressure, BMI etc. They have learnt how to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health. Students have developed an understanding on the importance of a person-centred approach. Highlighting the potential benefits to an individual's health and well being</p>  | <p><b>Current Learning</b></p> <p>Students will be learn how to design a health and wellbeing improvement plan, including short- and long-term targets, with clear recommendations and actions that can improve an individual's health and wellbeing. Students will highlight the support that is available to the individual and how obstacles that individuals may face when implementing the plan might be overcome.</p> <p>Students will develop the skills and attributes needed to complete their component 3 external exam ready for the 5<sup>th</sup> May. They will develop the skills to interpret and determine the needs of case studies in the exam. Students will gain the knowledge and exam skills to apply their knowledge in the exam.</p> | <p><b>Subsequent Learning</b></p>  |
| <p><b>Lesson Sequencing</b></p> <p>Person-centred approach to improving health and wellbeing and the benefits of a person-centred approach.<br/>Health and wellbeing plan<br/>Revision<br/>Revision<br/>Revision</p>   | <p><b>Tier 3 Vocabulary</b></p> <p>Holistic<br/>Inherited conditions<br/>Recessive<br/>Haemophilia<br/>Predisposition<br/>Acute<br/>Secretes<br/>Substance misuse<br/>Body Mass Index<br/>Health indicator<br/>Gastro-oesophageal reflux disease<br/>Osteoporosis<br/>Malnourished<br/>Health and wellbeing plan<br/>Hypertension<br/>Hypotension</p>   | <p><b>Extended Learning</b></p> <p>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.</p> <p>YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development.</p> <p>Wider reading opportunities:<br/>The fault in are stars by John Green 2012</p> <p><b>Homework-Set once a week</b><br/>All homework will tie in with preparation for the PSA, they will be required to research and make notes to support their completion of the PSA. Students will discuss the benefits of knowing and applying a range of skills and attributes used in care setting to support the needs of service users.</p> |
| <p><b>Ways in which parents/carers can support</b></p> <p>YouTube is a wonderful resource for H&amp;SC revision.<br/>If you search H&amp;SC Level 1/2 tech award several supportive tutorial videos are available.</p> <p>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.<br/><a href="#">BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com)</a></p> <p>You could also watch a number of documentaries of child development such as:<br/>24 hours in A&amp;E<br/>Junior doctors on the front line<br/>One born every minute</p> |   |  |

## Y11 GCSE History – Bespoke Revision

Students studying towards GCSE History examinations have now completed the full course content.

In lessons, students are revising the key information for each paper, and completing exam practice.

### Key exam information

Exam board: Edexcel

15<sup>th</sup> May - Whitechapel and Crime and Punishment

4<sup>th</sup> June – Cold War and Elizabeth I

9<sup>th</sup> June – Civil Rights and Vietnam

### Ways in which parents/carers can support

- Ensure your child is using the Revision Guides provided by their teachers to learn the key content by:
  1. Completing Brian Dumps (then checking their answers, and filling in any gaps)
  2. Testing themselves using Flash Cards
  3. Writing, and taking, their own quizzes
  4. Completing the Elaboration Maps
  5. Planning out / or answering the exam questions on the back pages

### Recommended resources for revision

- Using the Revision Guides all students have been given – these are also available on Teams
- Paper 1 - [Crime and punishment in Britain, c.1000 to the present day - GCSE History Revision - Edexcel - BBC Bitesize](#)
- Paper 2 / 3 (Cold War and Vietnam) - [The Cold War and Vietnam - GCSE History Revision - Edexcel - BBC Bitesize](#)
- Paper 2 (Elizabeth) - [Elizabeth I - GCSE History Revision - Edexcel - BBC Bitesize](#)
- Paper 3 – Civil Rights - [https://www.youtube.com/watch?v=D2\\_o6fVJrBs&list=PL9bgSdxfgbwrfbNyTM\\_CH\\_gYDw1QaoTHJ](https://www.youtube.com/watch?v=D2_o6fVJrBs&list=PL9bgSdxfgbwrfbNyTM_CH_gYDw1QaoTHJ)

# iMedia:



## Year 11 Creative iMedia Learning Map

Topic Number: 5

| Prior Learning    |                            | Current Learning   |   | Subsequent Learning  |  |
|-------------------|----------------------------|--|---|--|--|
|                   |                            | <p><b>Topic Title: R093: Creative iMedia in the media industry</b></p> <p>In this term, pupils have submitted their final pieces of coursework and taken the January theory exam. Pupils may choose to resit the exam in the summer. Revision will be provided to these pupils. A bespoke revision timetable has been created for pupils to study other subject areas.</p> |   |  |  |
| Lesson Sequencing |                            | Tier 2 Vocabulary  | Extended learning   | Ways in which parents/carers can support                                   |  |
| Week 1            | Bespoke revision timetable |  | <p>You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons.</p> <p>In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading.</p> <p><b>Wider Reading Opportunities</b></p> <p><u>R093 - Creative iMedia in media industry sample question paper (ocr.org.uk)</u></p> <p><u>New R093 Creative iMedia in the Media Industry Course (knowitallinjinia.com)</u></p> | <p><u>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</u></p> |  |
| Week 2            |                            |  |   |  |  |
| Week 3            |                            |  |   |  |  |
| Week 4            |                            |  |   |  |  |
| Week 5            |                            |  |   |  |  |

## Y11 Foundation Maths –Bespoke Revision

Students studying towards GCSE Foundation Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

### Key exam information

Exam board: OCR

Thursday 14<sup>th</sup> May- Paper 1- Calculator – 1hr30min

Wednesday 3<sup>rd</sup> June- Paper 2- Non-Calculator – 1hr30min

Wednesday 10<sup>th</sup> June- Paper 3- Calculator – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics can be found here: <https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Foundation-Checklist-1.pdf>

This year students are provided with a formulae sheet: <https://www.ocr.org.uk/images/673234-foundation-tier-formulae-sheet.pdf>

### Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working
- Encouraging students to attend after school revision sessions every Thursday
- Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out
- Ensuring all set homework is complete

### Recommended resources for revision

- Using the past papers that we send students home with once a week
- Using <https://corbettmaths.com/5-a-day/gcse/> to complete 'little and often' revision (choose Numeracy, Foundation or Foundation Plus)
- Using <https://www.mathsgenie.co.uk/papers.html> to access past papers (any exam board is applicable)
- Using <https://corbettmaths.com/2019/04/01/gcse-practice-papers/> to access practice papers
- Using Corbett Maths for extra support videos and work on topics
- Using Maths Genie for exam questions, videos and solution on the topics
- Using MathsWatch to complete homework and access further revision

## Y11 Higher Maths –Bespoke Revision

Students studying towards GCSE Higher Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

### Key exam information

Exam board: OCR

Thursday 14<sup>th</sup> May- Paper 1- Calculator – 1hr30min

Wednesday 3<sup>rd</sup> June- Paper 2- Non-Calculator – 1hr30min

Wednesday 10<sup>th</sup> June- Paper 3- Calculator – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics can be found here: <https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Higher-Checklist.pdf>

This year students are provided with a formulae sheet: <https://www.ocr.org.uk/images/673235-higher-tier-formulae-sheet.pdf>

### Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working
- Encouraging students to attend after school revision sessions every Thursday
- Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out
- Ensuring all set homework is complete

### Recommended resources for revision

- Using the past papers that we send students home with once a week
- Using <https://corbettmaths.com/5-a-day/gcse/> to complete 'little and often' revision (choose Foundation Plus, Higher or Higher Plus)
- Using <https://www.mathsgenie.co.uk/papers.html> to access past papers (any exam board is applicable)
- Using <https://corbettmaths.com/2019/04/01/gcse-practice-papers/> to access practice papers
- Using [Corbett Maths](#) for extra support videos and work on topics
- Using [Maths Genie](#) for exam questions, videos and solution on the topics
- Using [MathsWatch](#) to complete homework and access further revision

## Music Technology Y11 – HT4&5 Preparation for written exam assessment

|   |  |   |   |
|---|--|---|---|
| <p><b>Prior Learning</b></p> <p>This period ends your synoptic assessment window and you begin to revise for your written examination in June.</p> <p>You will combine your learning from the 5 units that you have studied across Year 10 and Year 11.</p> <p>1: Introduction to music technology and the music business</p> <p>2: The digital audio workstation</p> <p>3: Music elements, music styles and music technology</p> <p>4: Sound creation</p> <p>5: Multitrack recording</p> | <p><b>Current Learning</b></p> <p>The exam will contribute 40% towards the overall qualification grade and therefore it is important that you prepare by revising all of the content from Units 1-5 and completing past papers.</p> <p>In lessons we will be going through all unit content, practicing short and extended questions responses and improving our analytical listening skills in readiness for the examination.</p> | <p><b>Subsequent Learning</b></p> <p>You can continue to study for this qualification at post 16.</p>   |   |
| <p><b>Lesson Sequencing</b></p> <p>Lessons will be sequenced so we focus on a topic area each week and this will include working through 1 mark questions, 2 mark questions and extended 4,6,9 and 12 mark questions.</p>   | <p><b>Tier 3 Vocabulary</b></p> <p>Development of music technology</p> <p>Music business</p> <p>DAW software functions</p> <p>Musical elements</p> <p>Musical style</p> <p>Sound creation</p> <p>Multitrack recording</p>  | <p><b>Extended learning</b></p> <p>Access your Teams account and the lesson material to refresh your understanding of key terminology.</p> <p>Access the Knowledge Organisers for each topic.</p> <p>Work through the past paper questions on Teams and the paper copies we have provided.</p> <p>Access the WAGOLLS and WABOLLS to understand how to achieve higher band responses for extended questions.</p> | <p><b>Ways in which parents/carers can support</b></p> <p>Support your child's progress by:</p> <p>Encouraging your child to attend the revision sessions on Thursday from 3-4pm</p> <p>Encouraging your child to revise using the Teams resources and past paper materials</p> <p>Accessing <u>Focus on Sound</u> and then log on using their Microsoft Teams account.</p> <p>Accessing their Microsoft Teams for directed exercises on current topics</p> |

KS4 Learning Map

Topic: Alternative Games

|   |  | Pathway: Alternative Games  |  |  |
|---|--|---|--|--|
| <p><b>Prior Learning:</b> Students have completed units of work in KS3 which focused on skill development, tactics and understanding and analysis of performance in some of the more traditional sports</p> |  | <p><b>Current Learning:</b> Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practise and perfect techniques and game play whilst fostering a love for sport.</p> | <p><b>Subsequent Learning:</b> 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.</p> |  |
| <p><b>Units covered over the year: table tennis, dodgeball, badminton, tchoukball, volleyball, rounders</b></p>   |  |   |  |  |
| <p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>  |  | <p><b>Tier 3 Vocabulary</b></p>   | <p><b>Wider Reading Opportunities</b></p>  | <p><b>Ways in which parents/carers can support</b></p>   |
| Lesson 1  | Introduction of game and key rules linked to modified games  | Analysis<br>Attack<br>Defence<br>Formation<br>Official<br>Tactics<br>Umpire   | 1. Too Many Reasons to Live: Rob Burrow<br>2. Why we kneel how we rise: Michael Holding<br>3. All in: Billie Jean King<br>4. Stronger: Poorna Bell<br>5. My life: Queen of the court: Serena Williams<br>6. Unbelievable: Jessica Ennis  | - Let students play sport<br>- Give them opportunities to get involved in local teams<br>- 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  |   |
|--|---|---|---|
| <p><b>Prior Learning:</b> Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.</p> |   | <p><b>Current Learning:</b> Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.</p> | <p><b>Subsequent Learning</b><br/>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.</p> |
| <p><b>Units covered over the year: Football, basketball, rugby, flag football, dodgeball, handball, rounders</b></p>   |   |   |   |
| <p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>   |   | <p><b>Tier 3 Vocabulary</b></p>   | <p><b>Wider Reading Opportunities</b></p>   |
| Lesson 1   | Recap of skills learnt at KS3 through game play | Analysis<br>Attack  | 1. Too Many Reasons to Live: Rob Burrow   |
| Lesson 2   | Recap of skills learnt at KS3 through game play | Defence<br>Formation  | 2. Why we kneel how we rise: Michael Holding  |
| Lesson 3   | Game play to introduce and revisit tactics      | Official<br>Tactics   | 3. All in: Billie Jean King<br>4. Stronger: Pooerna Bell  |
| Lesson 4   | Game play to introduce and revisit tactics      | Umpire  | 5. My life: Queen of the court: Serena Williams   |
| Lesson 5   | Student led competition                         |   | 6. Unbelievable: Jessica Ennis  |
|  |   |   | <p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>- Let students play sport</li> <li>- Give them opportunities to get involved in local teams</li> <li>- Support in attending school teams and competitions.</li> </ul>   |

## KS4 Learning Map

### Topic: Dance Fitness

|   |  | Pathway: Dance fitness  |  |
|---|--|---|--|
| <p><b>Prior Learning:</b> 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.</p> |  | <p><b>Current Learning:</b> 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.</p> | <p><b>Subsequent Learning:</b> 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.</p> |
| <p><b>Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,</b></p>  |  |   |  |
| <p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>  |  | <p><b>Tier 3 Vocabulary</b></p> <p>Cardiovascular<br/>Muscular<br/>Skeletal<br/>Respiratory<br/>Heart rate<br/>Anaerobic<br/>Aerobic<br/>Target zones<br/>Time under tension</p>  | <p><b>Extended Reading</b></p> <p>1. Too Many Reasons to Live: Rob Burrow<br/>2. Why we kneel how we rise: Michael Holding<br/>3. All in: Billie Jean King<br/>4. Stronger: Poorna Bell<br/>5. My life: Queen of the court: Serena Williams<br/>6. Unbelievable: Jessica Ennis</p>   |
| Lesson 1  | Introduction to the method and teaching of key skills needed           |   | <p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>- Let students play sport</li> <li>- Give them opportunities to get involved in local teams</li> <li>- Support in attending school teams and competitions.</li> </ul>  |
| 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  |   |
|---|--|---|---|
| <p><b>Prior Learning:</b> 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.</p> |  | <p><b>Current Learning:</b> 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.</p>  | <p><b>Subsequent Learning:</b> 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.</p> |
| <p><b>Units covered over the year: circuits, aerobics, yoga, zumba, weight training, boot camp</b></p>  |  |   |   |
| <p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>  |  | <p><b>Tier 3 Vocabulary</b></p>   | <p><b>Wider Reading Opportunities</b></p>   |
| Lesson 1  | Introduction to the method and teaching of key skills needed           | Aerobic<br>Anaerobic  | 1. Too Many Reasons to Live: Rob Burrow   |
| Lesson 2  | Development of key teaching aspects                                    | Cardiovascular<br>Heart rate  | 2. Why we kneel how we rise: Michael Holding  |
| Lesson 3  | Opportunity to develop and create own routines or personalise training | Muscular<br>Respiratory<br>Skeletal   | 3. All in: Billie Jean King<br>4. Stronger: Pooona Bell   |
| Lesson 4  | Opportunity to develop and create own routines or personalise training | Target zones<br>Time under tension  | 5. My life: Queen of the court: Serena Williams   |
| Lesson 5  | Reflect upon training and ideas for further development                |   | 6. Unbelievable: Jessica Ennis  |
|   |  | <p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>- Let students play sport</li> <li>- Give them opportunities to get involved in local teams</li> <li>- Support in attending school teams and competitions.</li> </ul> |   |

**KS4 Learning Map**

**Topic: Girls' Games**

|  |   | <b>Pathway: Girls' games</b>  |   |
|--|---|---|---|
| <p><b>Prior Learning:</b> Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.</p> |   | <p><b>Current Learning:</b> Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.</p> | <p><b>Subsequent Learning</b><br/>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.</p> |
| <p><b>Units covered over the year:</b> basketball, football, netball, dodgeball, handball, rounders</p>  |   |   |   |
| <p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>   |   | <p><b>Tier 3 Vocabulary</b></p>   | <p><b>Wider Reading Opportunities</b></p>   |
| Lesson 1   | Recap of skills learnt at KS3 through game play | Analysis<br>Attack  | 1. Too Many Reasons to Live: Rob Burrow   |
| Lesson 2   | Recap of skills learnt at KS3 through game play | Defence<br>Formation  | 2. Why we kneel how we rise: Michael Holding  |
| Lesson 3   | Game play to introduce and revisit tactics      | Official<br>Tactics   | 3. All in: Billie Jean King<br>4. Stronger: Poorna Bell   |
| Lesson 4   | Game play to introduce and revisit tactics      | Umpire  | 5. My life: Queen of the court: Serena Williams   |
| Lesson 5   | Student led competition                         |   | 6. Unbelievable: Jessica Ennis  |
|  |   |   | <p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>- Let students play sport</li> <li>- Give them opportunities to get involved in local teams</li> <li>- Support in attending school teams and competitions.</li> </ul>   |

### Topic Number: 3/4

|  |   | Relationships   |   |
|--|---|---|---|
| <p><b>Prior Learning</b><br/>This topic builds on:<br/>Work that you have looked at in year 10 understanding a healthy relationship and what the law says. You will continue to improve your knowledge and understanding of what a relationship looks like if it is healthy and how to get support and help in a situation where you may be put at risk.</p> | <p><b>Current Learning</b><br/>In this topic you will learn:<br/>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.<br/>What is meant by sexual health and dispel any myths that are associated with reproductive health. This topic will allow you to deepen your understanding on sexual and reproductive health and the signs and symptoms of different conditions. You will discuss the different strategies/support systems a person can use to help through difficult times and where they can access help and advice.</p> | <p><b>Subsequent Learning</b><br/>This topic will prepare you for:<br/>The changes that happen in the body and ensure you know how to deal and manage with them to keep healthy and safe beyond Ridgewood School. This topic will equip you with strategies that you could turn to in a difficult time to help through stressful situations and give you the knowledge to identify symptoms of sexual health conditions.<br/>You will also develop your knowledge on where support can be sought. 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, healthy and safe from now into adulthood.</p> |   |
| <p><b>Lesson Sequencing</b></p> <p>Lesson 1 Sexual Assault and the Law</p> <p>Lesson 2 Consent</p> <p>Lesson 3 Reproductive health</p> <p>Lesson 4 Alcohol and Sex</p> <p>Lesson 5 Self-Screening</p> <p>Lesson 6 Assessment</p>   | <p><b>Tier 3 Vocabulary</b></p> <p>Consent<br/>Infertility<br/>Oestrogen<br/>Menstruation<br/>Sperm count<br/>Reproductive System<br/>Testicles<br/>Benign</p>  | <p><b>Wider Reading Opportunities</b></p> <p>You can use independent study opportunities to engage with the following websites about healthy bodies and self-screening.<br/><br/><a href="#">Sexual Health Service 4 Doncaster</a>   <a href="#">Sexual Health service</a> (<a href="http://sexualhealthservices4doncaster.co.uk">sexualhealthservices4doncaster.co.uk</a>)<br/><br/><a href="#">Breast Self-Exam - National Breast Cancer Foundation</a><br/><br/><a href="#">Testicular self-examination: Frequently asked questions</a>   <a href="#">CUH</a></p>  | <p><b>Ways in which parents/carers can support</b></p> <p>Explore the websites such as the NHS to help understand how to self-screen for breast and testicular cancer.<br/><br/>Discuss the different things that may impact reproductive health and the importance of accessing professional advice and support if needed and where this can be found.</p> |



## Year 10 Learning Map

| Christian Beliefs   |  |  |  |
|---|--|--|--|
| <p><b>Prior Learning</b><br/>This topic builds on your knowledge base from KS3 where you learnt about Christianity in Year 7.</p> <p>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.</p> <p>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.</p> | <p><b>Current Learning</b><br/>In this topic you will learn about a variety of Christian beliefs from different denomination in Christianity.</p> <p>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.</p> <p>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<sup>st</sup> century.</p> <p>This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.</p> | <p><b>Subsequent Learning</b><br/>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.</p> <p>It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>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.</p> | <p><b>Ways in which parents/carers can support</b><br/>Watching clips and discussing articles on BBC religions will help develop an understanding of Christianity and its main beliefs</p> |
| <p><b>Lesson Sequencing</b></p> <ol style="list-style-type: none"> <li>1. Nature of God</li> <li>2. God is omnipotent Loving and Just</li> <li>3. The Trinity</li> <li>4. The incarnation</li> <li>5. Crucifixion</li> <li>6. Resurrection</li> <li>7. Sin and Original Sin</li> <li>8. Sin Salvation and Atonement</li> <li>9. Beliefs about the afterlife – resurrection</li> <li>10. Beliefs about the afterlife heaven and hell</li> <li>11. Creation</li> <li>12. The problem of Evil</li> <li>13. Christian responses to Evil</li> </ol>  | <p><b>Tier 3 Vocabulary</b></p> <p>Omnipotent<br/>Loving<br/>Just<br/>Trinity<br/>Transcendent<br/>Resurrection<br/>Salvation<br/>Atonement<br/>Inconsistent Triad<br/>Sin /Original Sin</p>   | <p><b>Extended Learning</b><br/>You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Christianity:</p> <p><u><a href="#">BBC - Religion: Christianity</a></u></p>   |  |

## Y11 – Bespoke Revision

Students studying towards GCSE science have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

### Ways in which parents/carers can support

You can support your child's progress through:

- Encouraging students to attend after school revision sessions
- Using Carousel so students can set themselves quizzes on the topics that have been covered recently in lessons.
- Using Youtube to watch tutorial videos and answer questions on the topics that have been covered recently in lessons.
- Using <https://www.savemyexams.co.uk/gcse/biology/aga/18/revision-notes/> to create revision resources from.
- Use revision guides and workbooks to support revision at home.

### Topic Number: Revision

|   |   | Revision  |   |
|---|---|---|---|
| <b>Prior Learning</b><br>Students have now studied all topics on the GCSE specification. This half term will focus on revising all previous topics and preparing for the speaking exam. | <b>Current Learning</b><br>Students will now begin revising all previous topics, as they have studied all of the topics. Learning will focus on one theme at a time (themes are 1: <i>Identity and Culture</i> and 2: <i>Local, national, international and global areas of interest</i> ). Key grammar will also be revisited to ensure that students are able to confidently understand and produce work in several tenses. | <b>Subsequent Learning</b><br>In the next half term, students will complete the reading, listening and writing exams and so lessons will cover all previous topics as students may be expected to answer questions about any topic in their exam. | <b>Ways in which parents/carers can support</b><br>To build listening and speaking skills, parents can encourage pupils to listen to Spanish resources. Suggested resources are as follows:<br><ul style="list-style-type: none"><li>• Memrise or Quizlet to practise vocabulary</li><li>• Grammar practice - <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li><li>• Listening to Spanish radio or watching Spanish Netflix</li></ul> |
| <b>Lesson Sequencing</b>  | <b>Tier 3 Vocabulary</b>  | <b>Wider Reading Opportunities</b>  |   |
| Week 1<br>Speaking preparation  | Quisiera = I would like   | Students can access <a href="https://revisionworld.com/gcse-revisionWorld">https://revisionworld.com/gcse-revisionWorld</a> for revision resources and old spec past papers.  |   |
| Week 2<br>Speaking preparation  | Cuando era pequeño/a = when I was little<br>Vale la pena = it's worth it<br>Estoy de acuerdo = I agree  | <i>Kwiziq</i> offers a range of short stories and articles for students to practise their reading skills.   |   |
| Week 3<br>Speaking exam   | Estoy en contra = I disagree  | <i>LyricTraining.com</i> is a good website for students to practise listening skills. <i>News in Slow Spanish</i> also offers podcasts with optional transcripts on a range of current affairs.   |   |
| Week 4<br>Revision  | Que yo sepa = as far as I know  | Watch Netflix in Spanish with subtitles on.   |   |
| Week 5<br>Revision  | Por eso = therefore/so  |   |   |
| Week 6<br>Revision  | Por desgracia = unfortunately<br>Por otro lado = on the other hand<br>Por lo general = in general<br>Hoy en día = nowadays<br>Estar harto/a de = to be fed up with<br>A veces = sometimes<br>A mi juicio = in my opinion<br>Cuando sea mayor = when I'm older<br>Diría que = I would say that   |   |   |

## Y11 Sports Science – Bespoke Revision

Students studying OCR Cambridge National Sports Science have now completed all content for the exam and all coursework should have been submitted. Learning in lessons is bespoke revision/coursework based on each student's needs chosen by the class teacher, using the tracker to establish what needs to be focused on for each lesson. For those completing revision for the exam, it will be from previous mock and in-class assessments.

### Key exam information

**Exam board:** OCR

**R181:** Some students are completing improvements for R181 to resubmit.

**R183:** Some students need to finish off coursework improvements.

**FINAL COURSEWORK DEADLINE: 10<sup>th</sup> May**

**R180:** Exam Revision FINAL EXAM R180: 20<sup>th</sup> May

All students have access to The PE Classroom and are encouraged to work through the unit quizzes and exam questions weekly.

[My Account](#) – [The PE Classroom](#) – Students need to log in and access the below resources from Cambridge National Sports Science. R180: Topic 1 – 5.



### Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (2-3 times a week)
- Encouraging students to attend after school revision sessions on Friday.
- Checking your child's work and questioning them using their revision guide.
- Ensuring all set homework is complete.

### Recommended resources for revision

- My Revision Notes: Cambridge National Level 1/2 Sport Science.
- Cambridge National in Sport Science Student Book with Digital Access: Level 1/Level 2 (Cambridge Nationals)
- The PE Classroom Online Platform
- My revision notes work booklet given to students to complete.



## KS4 Learning Map

# WJEC Hospitality and Catering

Term: Half Term 5

### Year 11- Hospitality & Catering

#### Unit 1

##### Aim and purpose:

The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

**Introduction:** In this unit, students 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. Students will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding students gain will enable them to respond to issues relating to all factors within the hospitality and catering section and provide them with the skills to propose a new provision that could be opened in a given location to benefit the owner and the local community.

##### Current Learning


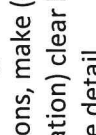



Learning the content and revising unit one ready for external exam in June 2025. Pupils did the exam in January. If pupils were successful in the January exam, they will be able to compete independent revision in these lessons. Pupils who do not achieve will spend these lessons preparing for the resit exam. The topics covered will depend on how your child performed in the external exam. Topics will be selected from course specification exam and re-visited.

#### Lesson Sequencing

#### Tier 3 Vocabulary ( Unit 2)

#### Extended Learning

#### Ways in which parents/carers can support

|  |   |  |   |
|--|---|--|---|
| <p>Lessons 1- 18: Targeted revision for those students who are resitting the exam.</p> <p>Other students will use this lesson time to revise independently for other subjects.</p> <p>GCSE Exam- May/June 2025</p> | <p><b>Unit 1</b></p> <p><b>Describe-</b> Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail</p> <p><b>State-</b> Express clearly and briefly</p> <p><b>Explain/Clarify</b> - Provide details and reasons for how and why something is the way it is. Give reasons, make (an idea or situation) clear by describing it in more detail</p> <p><b>Record</b> -Obtain and store data and information</p> <p><b>Compare</b> -Identify and comment on/explain similarities and differences</p> <p><b>Discuss-</b> Examine an issue in detail in a structured way, taking into account different ideas</p> <p><b>Justify-</b> Show or prove something to be right</p> | <p><u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering:</u><br/><u>Amazon.co.uk: Saunder, Bev, Mackey, Yvonne:</u><br/><u>9781510473331: Books</u></p> <p><u>Conditions needed for bacterial growth - Food safety – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u></p>  <p><u>Food safety advice when purchasing food - Food safety 2 – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u></p>  | <p>Some sections of BBC bitesize have content in common with our specification so can be used for extra revision.</p> <p><u>GCSE Hospitality (CCEA) - BBC Bitesize</u></p>  <p><u>Introduction - Food allergy and food intolerance – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u></p>  <p><u>Mandatory and voluntary information - Food labelling – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</u></p>  |
|--|---|--|---|