



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y10

HALF TERM 6



RIDGEWOOD
SCHOOL

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Y10 Learning Maps – Half Term 6

Dear parent/carers,

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

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and suggested wider reading opportunities, to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

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

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

We hope that having these Learning Maps available to you will help you to discuss with your son/daughter what they are learning, and be useful at signposting 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

Associate Headteacher

ART

Year 10 Learning Map

Topic Number: HT6

THEME OF IDENTITY				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on learning the formal elements of art and design, and how these can be applied to translating two-dimensional observational drawing into three dimensional objet d'art.		You will respond to your investigations into artists. This will be done by you experimenting with materials and processes. Following these investigations, you will create an outcome inspired by your own supported learning.	This topic will allow you to consolidate your learning and apply the techniques and processes to your own investigations.	
Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Idea and media development Idea development Artist investigation Artist investigation Idea development Media experimentation Idea development Media experimentation Idea development Media experimentation		• Drawing • Form • Gradation • Hatching • Natural • Precise • Print • Proportion • Representational • Scale • Still life	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors 500 Self Portraits: Phaidon (Phaidon.com)	

Year 10 Learning Map

Topic Number: Theme 1 Mock Examination

Topic Title: Understanding external influences on business.				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
This topic builds on prior knowledge and understanding of theme 1 covered over Y10 and allows students to refer back to prior learning in preparation for their mock.	In this topic you revisit and recap learning from theme 1, take your mock exam and analyse your praise and next steps to then work on improvements before starting theme 2 in Y11.	Complete the homework quiz tasks sent weekly to your emails. Revision videos: Edexcel GCSE Theme 1 Topic 1 - YouTube Edexcel GCSE Theme 1 Topic 2 - YouTube Edexcel GCSE Theme 1 Topic 3 - YouTube Edexcel GCSE Theme 1 Topic 4 - YouTube Edexcel GCSE Theme 1 Topic 5 - YouTube Alternative website: GCSE Business - Edexcel - BBC Bitesize	This topic will prepare you for future work and exams but it also links to many other units.	
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support		
Lesson 1	Business activity	Specification (pearson.com)		
Lesson 2	Consumer law	Short YouTube videos can be watched and discussed for any topic within theme 1 to clarify key theory covered within lessons at school and support mock examination success. Answers to the flashcards below can be used to check knowledge.		
Lesson 3	Cost			
Lesson 4	Digital communication			
Lesson 5	E-commerce			
	Employment law			
Lesson 6	Exchange rates			
Lesson 7	Marketing mix			
Lesson 8	Obligations			
	Payment systems			
	Sales			
	Social media			
	Stakeholder			
	Taxation			
	Unemployment			

Drama

Year 10 Learning Map

Topic Number: 6

Component 3: Skills, Practitioners and Devising techniques				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
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.	In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to your performances. 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.		You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student’s Handbook: Nick O’Brien and Annie Sutton	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. 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.
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support		
Week 1: Frantic Assembly	Audience	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/		
Week 2: Frantic Assembly	Characterisation			
Week 3-4: Responding to a stimulus	Evaluation			
	Narrative			
	Performance			
	Practitioner			
	Reflection			
	Skills			
	Stimulus			
	Techniques			
Week 5-7: Rehearsal process/practitioner influence				

Year 10 Learning Maps – Half Term 6

Unseen Poetry				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge of poetry, as studied throughout Year 8 when looking at Social and Political Poetry, the war poems you studied at the end of Year 9 and Power and Conflict anthology poems earlier in Year 10. You will revisit and develop your application of poetic devices through the in-depth study of both language and structural features.	In this topic you will extend your knowledge of how to effectively analyse poems and make comparisons to other poems. You will also learn how to structure your ideas using the 'what-how-why' analytical process, to develop a sophisticated and fluent writing style. This topic will also allow you to develop your knowledge of the ways in which literature can be used to display how social and political issues from the past are still relevant today, in contemporary warfare. Furthermore, you will have the opportunity to develop a deeper understanding of poems through the in-depth study of each poem individually as well as making links across two poems to develop the skills acquired in the poetry anthology study.	This topic will help you revise for English Literature and help you practise and consolidate your poetic skills. You will be required to demonstrate the ability to analyse quotations and language/structural devices used in poems, by showing your understanding of how the poet wants the reader to feel and the writer's overall message. This unit will be particularly important to supporting your preparation for both English Literature papers, as they require you to be fluent with your analysis of language/structure to craft detailed responses to texts.		
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities:	Parental/carer support:	
Week 1: Valentine and One Perfect Rose.	Assonance Consonance Sibilance Stanza Irregular rhyme Enjambment Caesura Onomatopoeia Structure Form Anaphora Epistrophe	Similar topics can be covered using these resources:	Watch: Poetry Slam events on YouTube.	
Week 2: Nettles and Praise Song for My Mother.		- Mr Bruff YouTube Guidance - Poetry Collections - BBC Bitesize Unseen Poetry	Watch: Online Poetry Events	
Week 3: How to Leave the World that Worships Should and The Rich Eat Three Full Meals.			Visit: Poetry Events Guide	
Week 4: Only the Wall and Bruises Heal.			Visit: National Poetry Library	

Y11 AQA – 3.2 – The Changing economic world – The Development Gap

Prior Learning		Current Learning	Subsequent Learning
Learning about Africa and Nigeria in Y9 prepares students to explore how development varies on local and global scales. Previous topics in Y10 such as Urban Issues and Challenges and Hazards also address how different levels of development can create both problems and opportunities.		This topic allows students to learn about the causes of unequal development and the ways that development can be measured. Alongside this, they will learn how population and economic structures change as a country develops by exploring the DTM and the use of population pyramids. The introduction of this topic ends with investigating methods of reducing the development gap, by encouraging fair trade, using debt relief and growing tourism. We revisit the Nigeria case study and build on the Y9 learning to enhance their understanding of emerging countries and the opportunities and challenges they face in our changing economic world.	The learning is succeeded through investigating our own changing economy in the UK where students can use the skills and knowledge of previous topics to assess and evaluate the impact of changes local to them such as HS, Science parks and environmental change. This is followed by a topic called "The challenge of resource management". Students will have a thorough understanding of both physical and human geography which allows them to further explore why there is difficulty accessing food, water and energy in the UK.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Our unequal world	Aid	Homework will be set weekly by the Teacher and will be exam question/revision based.	Engage in Discussions and Talk About Current Events: Discuss news stories related to global economics and development. Relate these stories to the current learning.
Measuring development	Birth/Death rate	"The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It" by Paul Collier	Research Projects: Encourage your child to undertake small research projects on topics related to global economics. This can include researching a particular country's economy or a specific economic issue
The Demographic Transition Model	Colonialism	This book delves into the challenges faced by the world's poorest countries and discusses potential solutions, making it suitable for GCSE students interested in development economics.	Educational Trips: Visit museums, economic institutions, or cultural centres that offer exhibits or information on global economics and development.
Changing population structures	Dependents	"Development as Freedom" by Amartya Sen	Utilise Technology and Interactive Learning: Educational Apps and Games: Introduce apps and online games that teach economic principles in a fun and interactive way. Games that simulate economic scenarios can help children understand complex concepts.
Causes of uneven development	Development gap	This book is an excellent introduction to the concept of development beyond economic growth, focusing on the broader aspects of human well-being and freedom.	
Development - Health and Wealth	Development Indicators		
Development – International Migration	Economically active		
Reducing the development gap	Fair trade		
Reducing the gap – Aid and Technology	Free trade		
Reducing the gap – Debt relief and loans	GDP/GNI/HDI		
Example – Tourism in Jamaica	Infant Mortality		
	Intermediate technology		
	LIC/NEE/HIC		
	Literacy rate		
	Microfinance		
	Migration		
	The demographic transition model		
	Trade		
	Transnational Corporations		

Health & Social Care

Year 10 Learning Map – Half Term 6

Year 10 BTEC Level 1/2 Health and Social Care: Human life span and development				
Prior Learning	Current Learning	Subsequent Learning		
Students have just finished their first PSA for unit 1 which is 30% towards their final grade in year 11. Students have shown their knowledge in the development of humans across each life stage, focussing on specific case studies, applying their understanding of both positive and negative effects of a range of life events such as, moving countries, moving house and moving schools. Students have applied the effects of these life events to the case studies and how it can impact their growth and development. They have discussed both formal and informal sources of support that are available to each and how they can positively impact their development within these life stages.	Students will be introduced to the second component in the curriculum. Component 2: Health and Social Care Services and Values. During the first part of this component students will explore health and social care services and how they meet the needs of the service users. They will look at the different care providers, identifying the primary, secondary, tertiary and allied health professions. Students will discuss the roles and responsibilities for each provider, how service users can access these providers as well as the barriers that they may face when trying to seek help and support for a range of health conditions. Students will go into detail investigating a range of health conditions that they can then apply to each provider. Students will develop the skills and attributes needed to complete their component 2 PSA. They will develop the skills to interpret and determine the needs of case studies. Skills in application will start to develop during this time to ensure students are prepared for this completion.	Students will study the skills, attributes and values required when giving care. They will look at a range of skills from problem solving, observational, organisation, and dealing with difficult situations. Student will also gain understanding of the attributes needed when working with service users such as empathy, patience, honesty and trustworthiness. Students will gain an understanding of the different types of health and social care services and the values that are required when working in health and social care settings as well as identifying any obstacles that service users may face and how to cope with these.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Reading/ media opportunities	Ways in which parents/carers can support	
Primary care Secondary and tertiary care Allied health professions	Tertiary Allied	A great way to prepare for the PSA (Internal Controlled assessment) is by practise typing skills and application of knowledge. Students will receive practice assessment questions to gain an understanding of how to apply knowledge within this setting.	YouTube is a wonderful resource for H&SC revision. If you search H&SC Level 1/2 tech award several supportive tutorial videos are available. The following link allows you to explore through a range of videos the structure and expectations of the course, along with a breakdown of each component. BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com) You could also watch a number of documentaries of child development such as: The secret life of 4- & 5-year-olds (Channel 4) Old people's home for 4-year-olds (Channel 4)	
Multi-disciplinary working, Health conditions	Coronary Heart disease			
Services for children and young people	Cerebral vascular accident	YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development. Wider reading opportunities: The fault in are stars by John Green 2012		
Services for those with specific needs	Dementia			
Services for older adults	Chronic obstructive pulmonary disease			
Task 1 PSA	Neurological			
Task 1 PSA	Domiciliary care			
	Advocates			
	Impairment			
	Respite care			

Homework – Students are set homework on a weekly basis every Tuesday to be submitted the following week. This is assigned on Teams. Homework will tie in with the sequences of the teaching for Component 2. This will support future learning as well as recapping prior learning.

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Whitechapel				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
This topic builds on your knowledge of the types of crime being committed, the policing methods being utilised and the punishments being handed down in the nineteenth century in Britain. It also builds upon the knowledge you gained in KS3 when you looked at the policing methods used in other countries such as Germany, South Africa and Cambodia. Finally, it builds upon your source analysis skills. You have previously learned to consider how useful a source is, and this unit will develop that skill.	In this topic you will learn about the causes of crime in inner-city London in the last decades of the nineteenth century. You will also learn about how, and why, the police failed to locate Jack the Ripper. This topic is important for you to develop your historical skills and knowledge because it will help you think like a historian. You will be taught how to "follow up" on a source by using a range of additional records to check the validity and accuracy of one source.	Students will be set retrieval or revision homework every week. Please encourage your child to complete this. Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge. These books are engaging and fascinating reads: The Five by Hallie Rubenhold Portrait of a Killer by Patricia Cornwell	This topic provides the basis/starting point for a future unit on Elizabeth I. In that paper, you will also be required to answer "key features" questions, and so identifying the prominent themes, ideas and points in this unit will help in that unit. You will continue to develop your considerations of the provenance of sources, assessing how valuable they are. The topic will also equip you with the skills you need to be successful in Papers 1 and 3 of your History GCSE.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
What was Whitechapel like?	Absentee	Students will be set retrieval or revision homework every week. Please encourage your child to complete this. Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge. These books are engaging and fascinating reads: The Five by Hallie Rubenhold Portrait of a Killer by Patricia Cornwell	You could watch the following documentaries with your son/daughter: BBC iPlayer: Jack the Ripper – The Case Reopened YouTube: The Whitechapel Murders Unmasking Jack the Ripper	
What caused crime in Whitechapel?	Anarchism			
	Anti-Semitism			
How was the police organised in Whitechapel?	Autopsy			
What were the difficulties facing police in Whitechapel?	Beat (police)			
How did the police try to catch Jack the Ripper?	Census			
Why were H-Division unable to catch Jack the Ripper?	Doss House			
Source focus	Fenianism			
	Racketeering			
	Residuum			
	Rookery			
	Sanitation			
	Socialism			
	Transient			
	Workhouse			

Topic Number: 6

1.5 Systems Software and 2.2 Programming Techniques						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on prior knowledge from KS3 ICT and 1.1 System Architecture. Pupils will have started this unit in HT5.		In this topic pupils will look at how computers manage memory, which utilises a computer system needs to run effectively and learn about different user management techniques. Alongside this, they will begin the programming techniques module in Python.	This topic will prepare you for future work in computer science areas and programming.			
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning	Ways in which parents/carers can support	
Week 1	Utility Software	System Software Operating systems User interface GUI Memory Management Multitasking Utilities Compression Defragmentation File Management	Practical Programming Variable Constant Constructs Sequence Selection Iteration Syntax Array List Boolean Operators File Writing	Pupils are set weekly homework tasks using 'knowitallninja'. These are short recap tasks based on current learning. https://www.knowitallninja.com/ You can revise material using Seneca Learning which is an interactive resource. Activities set on Seneca with end of topic tests https://senecalearning.com/en-GB/ https://isaacomputerscience.org/ Systems software - Systems software - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize	A large component of the exam paper will involve programming so we encourage pupils to practice the programming techniques developed in lesson. Some pupils enjoy working independently on programming projects and games. Support with using online resources such as Seneca. Ensuring pupils log onto 'knowitallninja' each week.	
Week 2	User management					
Week 3	Recovery and policies					
Week 4	Recap and assessment					
Week 5	Programming 1					
Week 6	Programming 2					
Week 7	Programming 3					

iMedia:

Year 10 Creative iMedia Learning Map

Topic Number: 6

Topic Title: R093: Creative iMedia in the media industry					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on prior knowledge from the coursework topics of R094 and R097. This unit, R093, looks at the exam content and relates the content to the real life examples.		In this topic you will learn about the media in the industry. Students will be looking at the different types of media sectors and products as well as the job roles in the media industry. Students will also cover content and layout from clients as well as research and media codes and conventions.		This topic will prepare you for future work in Creative iMedia exam unit.	
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning	
Lesson 1	Sectors and products of the media industry	Animator AR/VR		- Clear revise: OCR Creative iMedia - Cambridge National in Creative iMedia Digital Student Book (2 Years) - <u>GCSE Media Studies - BBC Bitesize</u> - <u>www.knowitallninja.com</u> - <u>Oakgrove Computing - R082</u>	
Lesson 2	Jobs in the media industry	Content creator			
Lesson 3	Purpose style content and layout	Copy writer eBooks			
Lesson 4	Client requirements and audience	Graphic designer Illustrator/graphic artist			
Lesson 5	Research	New media			
Lesson 6	Media codes	Photographer			
Lesson 7	Cameras and lighting	Script writer			
Lesson 8	Revision	Special effects Traditional media Web designer			
				Ways in which parents/carers can support	
				<u>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</u>	

Multiplicative Reasoning: Further Percentages and Compound Measures

Prior Learning	Current Learning	Subsequent Learning	
This topic builds on students' prior knowledge of percentages from Unit 4, as well as learning in KS3 Science (Speed, Distance, Time).	In this topic you will develop further skills within the topic of percentages including using multipliers, finding an original amount after a given percentage change and compound percentages. You will also use formulae for compound measures described below.	This topic provides you with many useful skills that can be applied in subsequent careers and adult life, for example you will be able to work out the interest you could earn on an investment or the interest for a mortgage.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: • Calculate a percentage both with and without a calculator • Increase and decrease by a given percentage • Calculate a percentage change • Reverse percentages • Simple interest • Compound interest and depreciation • Speed, Distance and Time • Force, Pressure and Area • Density, Mass and Volume	• Multiplier • Interest • Depreciate • Accrue/accrued • Annum	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Foundation Revision guides</u>	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

Higher – Further trigonometry

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior skills using trigonometric ratios in right-angled triangles (SOHCAHTOA) and the Graphs unit.	In this topic you will learn to the Sine and Cosine rule and how to apply these formulae to non-right-angled triangles. You will also be introduced to graphs of the three trigonometric functions and learn to use these to answer higher order problems.	Graphs of trigonometric functions are revisited and developed in the Graph Transformations unit as you will learn to transform the functions. Trigonometric graphs are applied in A Level Maths frequently.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lessons will address the following learning objectives in the order most effective for the class needs: • Calculate a missing length or angle using the Sine rule • Calculate a missing length or angle using the Cosine rule • Calculate the area of any triangle using the Sine formulae • Draw, recognise and interpret trigonometric graphs	• Ratio • Symmetry • Trigonometric	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Revision guides - higher tier</u>
		Ways in which parents/carers can support
		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 10 Learning Map

Topic Number: 6

Theme 2, Unit 6 : Celebrity culture						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on the language that students have learnt at Key Stage 3 on jobs and famous Hispanic people.		In this topic you will learn about how to talk about different famous people from Spanish speaking countries. The unit of work then goes on to look at the idea of fame and how it has changed. The final part of the unit focuses on celebrities as role models.	This topic will prepare students for future topics by introducing new tenses as well as strengthening students understanding of recognising and using references to past, present and future.			
Lesson Sequencing		Key Vocabulary	Extended Learning		Ways in which parents/carers can support	
Week 1	The red carpet	- La alfombra roja - the red carpet - El cantante – singer - Tener suerte – to be lucky - El/la artista – artist - Donar – to donate - Deshonesto – dishonest - Inspirar – to inspire - Un modelo a seguir – a role model	- Students are given a list of vocabulary to learn each week for their weekly vocabulary tests. - All vocabulary can also be accessed on Quizlet. - Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers). - Grammar practice - www.bbc.co.uk/bitesize		To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. Borrowing Spanish DVDs or books from the library or watching films in Spanish on Netflix. Helping students to practise vocabulary each week in preparation for the vocabulary test.	
Week 2	The imperfect tense – comparing what celebrities used to be like					
Week 3	Writing assessment					
Week 4	Mock Week					
Week 5	Work experience					
Week 6	Speaking skills					

Music Technology Y10 – HT6

Music Technology Y10 – HT6		
Prior Learning: You have previously used a Digital Audio Workstation in Key Stage 3 to create compositional work. You are familiar with using software and audio tracks and editing features.	Current Learning: You will develop your understanding of musical elements and styles. You will look at different styles of music and key features of these styles both musical and production based. You will develop your understanding of recording methods over time and how these are linked to styles and genres of music.	Subsequent Learning: You will begin by developing and familiarising your understanding of the elements of music. You will then develop your understanding of the key features of styles and genres from the 1950s to the current day to give you the knowledge and understanding to analyse and compose in different popular styles.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
You will understand how elements of music such as structural sections, melodic, harmonic, rhythmic and instrumentation are defined and used. You will then understand how musical elements (structural sections, form, melody, harmony, rhythm, instrumentation) are used to define musical styles: The key musical styles are: rock and roll, folk, rock, soul, funk, disco, reggae, hip hop, electronica, dance, 21st century pop. You will understand how technological developments have contributed to the development of these musical styles. You will be set a weekly home learning task linked to this learning	Recording Form/ structure Scale and interval relationships Melodic forms Chords Time signatures Rhythmic devices: Acoustic instruments Electronic instruments DJ technology	Support your child's progress through: <u>Focus on Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics. Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Faculty Leader for Performing Arts) via the Contact Us facility of our school website for more information. Alternative reading opportunities: Music Theory for Computer Musicians by Michael Hewitt Music Theory for Dummies, 4th edition by Michael Pilhofer Music: The Definitive Visual History by Chris Ingham and Ian Blenkinsop It's all about the Music: The A-Z of Music Genres and Beyond by Dan Tanswell Useful websites: www.bbc.co.uk/bitesize/guides/zw3mrwx/revision/1 www.musictheory.net/lessons www.thepeoplehistory.com/music.html www.dummies.com/art-center/music/music-theory-popular-genres-and-forms/ www.iconcollective.edu/basic-music-theory/
Ways in which parents/carers can support		

KS4 Learning Map

Topic: Alternative Games'

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

KS4 Learning Map

Topic: Boys Games'

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

KS4 Learning Map

Topic: Dance Fitness

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

KS4 Learning Map

Topic: Fitness

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

KS4 Learning Map

Topic: Girls Games'

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

Year 10 Learning Map

Topic Number: 2

Relationships					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on; Work that you have looked at in years 8 and 9, understanding how to ensure you have a happy healthy relationship, know and understand where you can access support if you need to in Doncaster.		In this topic you will learn; The different things that may impact your health. You will also gain knowledge and understanding of specific ways your body may change, why and how might this present itself. This module will also help you to develop an understanding of the different services available to you locally and how you can access information from reputable sources. This topic is important to develop a firm understanding of how you, as an individual can navigate life and relationships, to stay happy healthy and safe.	This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. It will allow you to gain a foundation of knowledge and understanding of the human body and staying healthy. This will be further developed when we look at the module in year 11 on healthy relationships. You will develop the skills to use knowledge and understanding to form opinions and understand how and what happens to our body and what can impact its health. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, safe and healthy from now into adulthood.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Love and respect in relationships	Miscarriage Cervix Embryo Hormones Foetus Womb Fallopian tubes Ovaries Oestrogen Progesterone	You can use independent study opportunities to engage with the following websites about sexual health services in Doncaster, advice and information and an understanding of the menopause. Sexual Health Service 4 Doncaster Sexual Health service (sexualhealthservices4doncaster.co.uk) Menopause - NHS (www.nhs.uk)	Explore the websites such as the NHS website.	
Lesson 2	Miscarriage and unplanned pregnancy			Discuss the different places a person can go if they would need support, guidance or help.	
Lesson 3	Sexual Health				
Lesson 4	STIs				
Lesson 5	The menopause				
Lesson 6	Assessment				

Year 10 Learning Map

Theme E- Crime and Punishment				
Prior Learning This topic builds on your knowledge base from KS3 where you learnt about Crime and Punishment in year 9. You will build on key terms you have already learnt such as Capital/corporal punishment, and you will be able to compare and contrast religious attitudes from Buddhism and Christianity, applying these to theme E. 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 two Year 10 topics.		Current Learning In this topic you will learn about a variety of issues which relate to the law, crime and punishment. You will start by learning about what we mean by crime, the law and punishment. You will be introduced to different aims of punishment and the religious attitudes towards these, you will look at how law and punishment has changed over time and develop an understanding as to what religious beliefs are applied to the issue of crime and punishment and how these belief influences religious believers today. Finally, you will learn through case studies of people such as Gee Walker the importance of forgiveness to religious believers and how belief has influenced practice. You will continue to develop your skills of evaluation and debate. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	Subsequent Learning This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding forgiveness and reformation. It will help you to further understand Christian teaching of agape that you will use in both further Key Stage 4, and Key Stage 5 RE topics. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood. Throughout the topic 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 - this is a skill that will continue to be developed throughout your GCSE in RE.	
Lesson Sequencing 1. Introduction to crime 2. Good and Evil intentions 3. Cause of crime 4. Religious attitudes to crime and lawbreakers 5. Aims of punishment 6. Religious attitudes to aims of punishment 7. Attitudes to suffering 8. Treatment of criminals 9. Forgiveness 10. Death penalty	Tier 3 Vocabulary Punishment Judicial system Corporal punishment Capital punishment Reformation Retribution Deterrence Reformation Vindication Reparation	Extended Learning Students will be set homework once a fortnight to support learning in covered in lesson. Students will be given and directed to revision activities and resources throughout the topic and will be shown effective ways to revise in preparation for end of unit assessments.	Ways in which parents/carers can support You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Buddhism: <u>Buddhism for beginners – including agnostic and secular Buddhism</u>	

Summer Term 1 – Book 3

Noughts and Crosses			
Themes raised in the book	Genre	Why this book?	What is the book about?
Racism and discrimination Conflict Politics and prejudice Love Youth Innocence Tragedy	Young adult romantic fiction	This book has complex plots and a non-linear time sequence to challenge the students' comprehension skills. Form tutors will support the students' understanding through questioning throughout the session.	What is the book about? Sephy is a Cross: she lives a life of privilege and power. But she's lonely, and burns with injustice at the world she sees around her. Callum is a nought: he's considered to be less than nothing - a blanker, there to serve Crosses - but he dreams of a better life. They've been friends since they were children, and they both know that's as far as it can ever go. Noughts and Crosses are fated to be bitter enemies - love is out of the question. Then - in spite of a world that is fiercely against them - these star-crossed lovers choose each other. But this is love story that will lead both of them into terrible danger . . . and which will have shocking repercussions for generations to come. 2002 Lancashire Children's Book of the Year 2002 Sheffield Children's Book Award 2003 Wirral Paperback of the Year Award
Ways in which parents/carers can support Encourage students to loan books from our library and support reading at home. We have a 'PDP linked books' section in the library which is stocked with books that are similar in thematic content and genre to the 'Reading Curriculum' book that students can loan. Actively discuss what they are reading with them.			



Year 10 Learning Map

Topic Number: B5

Genetics				
Prior Learning This topic builds on students’ prior knowledge from Key Stage 3. It relies on students understanding what is meant by the terms gene, chromosome and sexual and asexual reproduction.	Current Learning In this topic you will learn how characteristics of living things (like eye colour and gender) are determined and inherited through genetics. You will then discover how cystic fibrosis & polydactyly are inherited, before starting to understand how organisms can be modified by genetic modification and selective breeding.		Subsequent Learning This topic will support you when revising cell structure and organelles and in your future lessons on ecology.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson	Spec	Lesson title	Antibiotic Resistance Chromosome Dominant Genes Genetic Engineering Genotype Heterozygous Homozygous Phenotype Recessive Selective Breeding Vector	- CGP revision guides - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky https://www.sciencemag.org/news/2020/04/rice-genetically-engineered-resist-heat-waves-can-also-produce-20-more-grain https://www.sciencemag.org/news/2019/11/bangladesh-could-be-first-cultivate-golden-rice-genetically-altered-fight-blindness
1	4.6.1.1	Sexual and asexual reproduction		
2	4.6.1.2	Meiosis		
3	4.6.1.3	Advantages and disadvantages of sexual and		
4	4.6.1.6	Genetic inheritance		
5	4.6.1.7	Inherited disorders		
6	4.6.2.1	Variation		
7	4.6.2.2	Evolution		
8	4.6.2.3	Selective breeding		
9	4.6.2.4	Genetic engineering		
10	4.6.2.5	Cloning		
11	4.6.3.1	Theory of evolution		
12	4.6.3.2	Speciation		
13	4.6.3.3	The understanding of genetics		
14	4.6.3.4	Evidence for evolution		
15	4.6.3.5	Fossils		
16	4.6.3.6	Extinction		
17	4.6.3.7	Resistant bacteria		
18		Revision		
19		Test		
20		Checkpoint lesson		

Year 10 Learning Map

Topic Number: P5

Forces			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of forces from KS3.		In this topic students will learn that Forces are responsible for all the interactions between particles and objects. They can be divided into two categories: contact forces and non-contact forces. In this topic students will look at these two categories of forces and be able to calculate the force exerted on objects from different sources.	This topic will support students' knowledge of the interaction of objects and their environments. It will enable students to understand how motion occurs as a direct result of the forces that act upon them.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Lesson	Spec	Lesson title	Ways in which parents/carers can support
1	4.5.1.1	Scalar and vector quantities	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/ztmmtv4 Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
2	4.5.1.2	Contact and non-contact forces	
3	4.5.1.3	Gravity	
4	4.5.1.4	Resultant forces	
5	4.5.1.4	Parallelogram of forces	
6	4.5.1.4	Resolution of forces	
7	4.5.6.1.	Distance and displacement	
8	4.5.6.2.	Speed	
9	4.5.6.2.	Speed	
10	4.5.6.1.	Velocity	
11	4.5.6.1.	Acceleration	
12	4.5.6.1.	Acceleration	
13	4.5.6.2.	Newtons first law	
14	4.5.6.2.	Newtons second law	
15	4.5.6.2.	RP 7	
16	4.5.6.2.	Newtons third law	
17	4.5.6.3.	Stopping distance and reaction time	
18	4.5.6.3.	Factors effecting stopping distance	

Year 10 Learning Map – HT6

Topic: R181 Fitness Testing					
Prior Learning – R181: Building on prior knowledge of training and implementing a personalised training programme. Using end of programme fitness and skill tests to provide information about the success of the programme.		Current Learning – R181: During this topic pupils will develop an understanding of how to analyse a training programme and suggest future changes to help improve specific components relating to their sport.		Subsequent Learning – R181: This will lead to a final completion of R181 coursework completion. One completed we will start our new Nutrition module (R183).	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Week 1	Reviewing and Adapting the training programme	Analysis	Reading articles and match analysis on websites such as BBC Sport and Sky Sports can help widen students' knowledge of different sporting examples.	Watching sport and having conversations around which key skills are needed in different sports and positions.	
Week 2	R181- Task 3 and 4 coursework completion	Circuit training	Below are a couple of websites with content specific material which can help aid understanding of this topic.	Support coursework deadlines and ensure there are opportunities to complete coursework at home/after school.	
Week 3	R181- Task 3 and 4 coursework completion	Continuous Training	<u>Different methods of sport training</u> - Methods and effects of training - AQA - GCSE Physical Education Revision - AQA - BBC Bitesize	Encourage a healthy active lifestyle and support a love of sport.	
Week 4	R181- Task 3 and 4 coursework completion	Mid Term Testing			
Week 5	Improvements to coursework	Reversibility			
		SMART Targets			
		Specificity			
		Suitability			
		Training zone			
Week 6	Improvements and Final Submission	Weight training			

WJEC Hospitality and Catering



KS4 Learning Map

Term: Half Term 6

Year 10- Hospitality & Catering				
Unit 1 Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Introduction: In this unit, 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. Current Learning Students will be introduced to the hospitality industry, including different types of provision and jobs within the industry.				
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1-2 Lesson 3 Lesson 4 - 5 Lesson 6 Lesson 7-8 Lesson 9 Lesson 10-11 Lesson 12 Lesson 13-14 Lesson 15 Lesson 16-17 Lesson 18	Unit 1 – 1.2 types of service	Unit 1 Residential Non-residential Commercial Non-commercial Provision Service Establishment	WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide : Tull, Anita: Amazon.co.uk: Books My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books	Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA) Revision - BBC Bitesize
	Unit 1 – practical			
	Unit 1 – 1.2 types of service			
	Unit 1 – practical			
	Unit 1 – 1.2 job roles			
	Unit 1 – practical			
	Unit 1 – 1.2 job roles			
	Unit 1 – practical			
	Unit 1 – 1.3 working conditions			
	Unit 1 – practical			
	Unit 1 – 1.3 working conditions			
	Unit 1 – practical			