

RIDGEWOOD SCHOOL

Learning Maps





Barnsley Road, Doncaster DN5 7UB 01302 783939

KS3 Learning Maps - Half Term 1

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

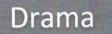
Deputy Headteacher





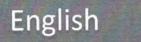
HT1

		Pop Art	1		
Prior Lear	ning	Current Learning		Subsequent Learning	
This topic builds on students understanding of how		In this topic you will learn	about the Art	This topic will pre	pare you for understanding
everyday l	life can affect themes within Art.	movement Pop Art, its key	practitioners and	how to create a fi	nal piece by layering your
Students v	will learn to develop their colour	how they worked. You wil	experiment with	knowledge of ind	ividual artists in the movement
knowledge	e, drawing and use of materials and	techniques they used and	apply your	in creating one or	utcome.
technique	S.	knowledge to create a per	sonal response.		
Week Seq	uencing	Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers
					can support
	D A. I M	Abstract	Endeavour to follow	the home	Visit Leeds/ Doncaster Art
Week 1	Pop Art Movement Page	Consumerism	learning requirement	s set by your	Galleries and recognise how
parera di tea	PRINC 53.096 50 505	Culture	teacher throughout the lessons. These		popular culture has affected
Week 2	Pop Movement Page	Develop	activities may vary dependent on the		subject matter in the Art
		Experimentation	pace of lessons.		works.
Week 3	Pop Movement Page	Mass media			Create drawings of the work
		Materials	Browse together:	20 1/20 20 20	to add to your sketch books.
Week 4	Peter Blake Dazzle Letters	Mundane	https://www.wikiart.	org/en/artists-by-	
		Observational	art-movement/pop-		
Week 5	Peter Blake Dazzle Letters	Pop-Popular	art#!#resultType:mas	sonry	
.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	. 00. 20.0	Vibrant			
Week 6	Observed Drawing		Read the information		
WEEK 0	Observed Drawing		alternative artists tha	in those covered	
Meel 7	Observed Drawing		in lessons.		
Week 7	Observed Drawing				
Week 8	Developments and Experiments				
weeko	Developments and Experiments				





Topi	c: Pantomime			
Current Learning		Subse	quent Learning	
In this topic, you will learr	about the key features of the	This to	This topic will prepare you for further performance style	
performance style Panton	nime which will explore some	explor	ation throughout key stage, particularly in Y9 where	
key features of this perfor	rmance style and apply these	we ex	olore John Godber and Physical Theatre. It will equip	
to short performances, in	corporating key features of	you w	ith the skills to be successful at future exploration and	
this style. You will develop	key terminology linked to	applica	ation of performance styles and social and historical	
this performance style and	d independently apply the key	contex	cts.	
features to some new cha	racters.	You w	ill be required to show the ability to explore, describe	
This topic is important for	you to develop your	and ap	pply performance styles across Performing Arts at Key	
knowledge of theatre hist	ory and how styles of	Stage	4, where you will explore different productions. This	
performance have develo	ped over time. You will	explor	ation and application will be particularly useful with	
consider the impact of different performance styles on Co		Compo	nponent 1: Exploring the Performing Arts.	
our ability to communicate a message to the audience.				
Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Pantomime	You can use independent stud	У	You can support your child's progress by exploring	
Exaggeration			the Drama Teacher Melodrama website. This	
The state of the s		play	provides lots of information on the history, plots.	
			Stock Characters and key techniques used to create	
		lls and	a Melodrama.	
1794/10/17/17/20/2	Section 1 to 1		https://thedramateacher.com/19th-century-	
64450			melodrama/	
PRACTICAL MEDICANINA DEL TENENTA MEDICAL DE S	5.1 4.m 51.51.151		The ROSES Theatre company have a number of	
, and account of the country of the			family friendly, professionally filmed pantomimes	
Audience Participation	The state of the s		available on YouTube. These are excellent examples	
	The state of the s	id Lia	of contemporary pantomimes. Links are available	
	Ghilardi		below:	
	-Theatre Histories: An Introdu	iction -	https://youtu.be/aqqAVZWI8al - Aladdin	
	Bruce McConachie, Carol Fishe	er	https://youtu.be/qrnbnNkiodM - Dick Whittington	
	Sorgenfrei, Tamara Underiner	and	https://youtu.be/uLLs2KN3HdQ - Cinderella	
	Tobin Nellhaus			
	Current Learning In this topic, you will learn performance style Panton key features of this performances, in this style. You will develop this performance style and features to some new charmonic to short performance style and features to some new charmonic to the topic is important for knowledge of theatre hist performance have develop consider the impact of different our ability to communicate the communicate that the comm	In this topic, you will learn about the key features of the performance style Pantomime which will explore some key features of this performance style and apply these to short performances, incorporating key features of this style. You will develop key terminology linked to this performance style and independently apply the key features to some new characters. This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience. Tier 3 Vocabulary Extended Learning You can use independent stud opportunities to engage with to following reference books and texts to further develop your knowledge of performance skit techniques: All About Theatre — National Theatre The Time Traveller's Guide to British Theatre: The First Four Hundred Years - Aleks Sierz and Ghilardi Theatre Histories: An Introdu Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner	In this topic, you will learn about the key features of the performance style Pantomime which will explore some key features of this performances, incorporating key features of this performances, incorporating key features of this style. You will develop key terminology linked to this performance style and independently apply the key features to some new characters. This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience. Tier 3 Vocabulary Pantomime Exaggeration Stock Characters Slapstick Comedy Exaggeration Unison Narration Direct Address Monologue Audience Participation Subset This to explore we explor application Stage. You wath application Stage. You wath application Extended Learning You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques: -All About Theatre — National Theatre -The Time Traveller's Guide to British Theatre: The First Four Hundred Years - Aleks Sierz and Lia Ghilardi -Theatre Histories: An Introduction - Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner and	

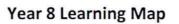




HT1

		Sawbones		
In Year 7, you will have vidence and demons meaning. It also helps of text analysis that y Ghost Boys, Shakespe Poetry from Other Cu	strate understanding of syou to develop the skill ou developed during the earean Villains, and altures units in Year 7. Dic will enhance the skills g ambitious vocabulary	Current Learning In this topic you will learn how to effectively analyse plot, characters, themes, and language within a novel. You will learn how to select relevant quotes to support your written work in order to further your skills ready for GCSE topics. This topic will enhance your understanding of text analysis, and your ability to produce narrative writing using specific themes as a starting point.	Subsequent Learning This topic will prepare you for further text analysis in Year 8 part of the Gothic Horror unit. It will also equip you with the skills ready for GCSE topics. Subsequent Learning This topic will prepare you for further text analysis in Year 8 part of the Gothic Horror unit. It will also equip you with the skills to be successful in your study of 19 th Century Novel Language Analysis unit in Year 9. You will be required to demonstrate the ability to analyse	
Lesson Sequencing Week 1: Introduction and Context Prologue. Chapter 1 Week 2: Chapters 2 & 3 Week 3: Chapters 4 - 6 Week 4: Chapters 7 & 8 Week 5: Chapters 9 - 11 Week 6: Chapters 12 & 13	Week 7: Chapters 14 – 16 End of Novel Review Week 8: Narrative Writing Week 9: Assessment Planning and Writing	Tier 3 Vocabulary Characterisation Connotations Context Semantic field Themes Writer's Intentions Anatomy Abolition Resurrection Apothecary	You can engage with the homework set on Bedrock Reader which is an engaging and supportive platform in which pupils develop their reading and literacy skills. Log in using 'Microsoft 365'. This homework will be set weekly. Digital Literacy Curriculum Bedrock Learning	Parental/carer support: Research these abolitionists: Olaudah Equiano; Thomas Clarkson, William Wilberforce, Toussaint Louverture, Elizabeth Heyrick, William Cowper, Mary Prince, Granville Sharp Watch the videos below for an understanding of context. https://www.youtube.com/watch?v=XsgRMalamzA 18th Century Medicine Secondary History - Medicine Through Time - YouTube







Topic Number: 1

	Climate Change						
and climate a builds furthe Y7 HT4 Exha	Il build on learning in Y7 weather and global biomes (deserts). It also or on the knowledge accumulated in usted Resources topic and builds on the Glaciers topic.	Current Learning This SOW will ultimately Geographer; our intent is allow students to use date issue will involve themes natural resources and the decision will focus on the choices that will affect policially. This skill is impossible.	help students in deciding a future as a is to encompass all aspects of the Y8 SOL and ita, statistics, and facts to tackle an issue. The sepecifically related to a country and its ne impacts of using those resources. The e future of that country and its possible people and the environmental globally and retant as students use decision making in all urage them to question any choice they make	decision making. Climate change is linked and integral to most topics in Geography and will be a useful base for exploring topics such as tropical storms, development and sustainable futures in Y9.			
Lesson Sequ	encing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support			
Lesson 2 Lesson 3 Lesson 4 Lesson 5	What's happening to our global climate? Before humans, what caused climate change? What is the greenhouse effect? How are humans causing climate change? How is climate change affecting where we live?	 Climate Climate change Desertification Enhanced Greenhouse Effect Global warming Greenhouse Effect Greenhouse Gas International 	There will be two pieces of geography research homework a half term. This will be based on the topic theme, to extend your place and process knowledge Between assessment periods you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography.	decision that affect people are important. Discuss and debate political issues and policies on environmental change and socio-economic			
Lesson 6	How is climate change affecting Africa?	Agreement • Sunspot	āi.	 Recommended KS3 revision guides and internet resources; 			
Lesson 7	What are our leaders going to do? What is the future for our	Temperature Weather		https://www.bbc.co.uk/bitesize/topics/ zx38q6f/articles/z773ydm			
Lesson 8 Lesson 9	climate? Who is to blame - Writing						
Lesson 10	Adaptation- Sea level/Farming						

HT1



Year 8 Learning Map

First World War

Prior Learning

At the start of Year 8, you learned how revolutions affected the social and political landscapes of individual countries. In this topic, you will see how a conflict between nations had a radical impact upon a whole continent, and around the globe.

This topic builds upon your developing chronological knowledge of the history of Europe.

Finally, it builds upon the writing and source skills you have been developing throughout your time at Ridgewood.

Current Learning

In this topic you will consider the causes, events and consequences of the First World War. You will discover how that conflict affected international relations and zoom into Doncaster to see how local people were impacted.

This topic is important for you to continue to develop your historical skills and knowledge because it will help you hone your ability to analyse sources (and their provenance), develop arguments in your essays, and select relevant, precise evidence to support your answers.

Subsequent Learning

In future topics in Year 8, you will consider how Germany's defeat in the First World War led to the growth of a democratic system in the country, before assessing Hitler's rise to power and his actions as leader.

During your Year 8 history lessons, your chronological knowledge of European history will continue to grow.

You will continue to develop your use of the TR-ADE-C structure and literacy devices throughout Key Stage 3.

Finally, your GCSE and A-Level exams all require you to be able to explain and justify your opinions, which you will be practising throughout this topic.

Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
1. What caused the First World War?	Alliance	All students will be set revision sheets	You could watch the documentaries below:
	Armistice	to complete in advance of	
2. Why did Franz Ferdinand's	Attrition	assessments, and are encouraged to	Netflix:
assassination trigger World War One?	Conscription	complete them.	-Forbidden Ground
3. Why did British people volunteer to	Imperialism		-Sarajevo
fight?	Militarism	The following books are very	
	Patriotism	engaging and interesting:	YouTube:
4. What were conditions like in a trench?	Propaganda	-Voyage of the Sparrowhawk by	-Doomsday: World War One
	Stalemate	Natasha Farrant	-The Great War
5. How effective was the weaponry used	Triple Entente	-Only Remembered by Michael	
during World War One?		Morpurgo	
6. Case Study: Haig and the Somme		, ,	
		This is a challenging, but fascinating	
7. Who are we remembering?		read:	
		-War Horse by Michael Morpurgo	





Topic Number:1

·		Topic	Title: Digital Devices	
This unit will introduce pupils to some of the fundamentals of ICT building upon the hardware and software topic in Year 7.		In this topic, you will explore what digital devices are and what makes them digital. You'll learn how the binary system is used to store data on these devices. You will also examine how digital devices are designed to be multifunctional and accessible, using real-world examples. Building on this, you'll look at different types of applications and their uses, before		Subsequent Learning This will give pupils a foundational understanding of computer systems, which will be explored in more depth later in Key Stage 3. Digital devices are also an important part of the GCSE Computer Science curriculum.
Lesson Sec	uencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8	Introduction Digital Devices O's and 1's Multifunctional Devices Mobile Phones Applications Devices of the Future Research Project	Accessible Application Binary Input Hardware Digital Network Output Personal SIM Software	You are encouraged to use https://idea.org.uk/ - this offers free mini courses about various computer-based topics to support our curriculum. Pupils can achieve bronze, silver and gold certificates and will receive Ridgewood Points for these.	Free Computer Lessons for Kids - TechnoKids





HT1

Year 8 Learning Map

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Prior Learning This topic builds on your prior skills built in Y7 in manipulating algebraic expressions.		In this unit you will learn to solve equations. You will further apply these skills to sequences and		Subsequent Learning This topic will enable you to apply algebra to a range of topics for AO3 problems including angles, area and perimeter.	
Lesson Sequencing	Tier 3 Voca	bulary	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: Recap substitution into expressions Use function machines Solve linear equations (onestep, two-step and beyond) Continue sequences and generate sequences using the nth term Find the nth term of a sequence Plot coordinates Plot a straight-line graph using a linear equation	Solve Solution Substitution Variable		All students have access Mathswatch and are end complete the weekly hor that is automatically set. Wider reading: The Code Book to Singh Mathematics: Th Golden Age by K	ouraged to mework by Simon ne New	Support your child's progress through: • MathsWatch- to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths





	Hin Han and Dan					
liver u u u		Current Learning	-Hop and Rap			
Prior Learning	(A)		w 50 0 0	Subsequent Learning		
	s on your understanding of popular	WANT SOUTHER BOW WINDOWN WILLHALD	develop your contextual and	This topic will support your skills working within a		
	1960s - current day.		g of Hip-Hop and a key feature of	Digital Audio Workstation. You will become more		
This topic build	ls on your understanding of working on	this style, Rap. You wi	ill listen and analyse this style of	confident to compose using a Digital Audio		
a Digital Audio		music.		Workstation which will be useful if you want to opt for		
This topic also	builds on your understanding of the	55/9 (5/)	develop your vocal performance	Music Technology at GCSE level. Furthermore, you will		
musical elemen	nts of melody and rhythm.	through composing y	our own rap. Finally, you will	enhance your knowledge of Popular styles to support		
		enhance your compo	sitional skills in a Digital Audio	your understanding at GCSE level. Finally, you will also		
		Workstation by creati	ing a backing track and recording	improve your performance skills and you will be more		
		your vocal rap.		confident to perform in front of other people.		
Lesson Sequen	ncing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	Context of Hip-Hop and Rap	Rhyme scheme	You have access to our	You can support your child by jointly creating an		
Lesson 2	Creating a Breakbeat	Sample	subscription to Focus on Sound.	electronic track together using free online software		
Lesson 3	Create a Melodic Sample	Breakbeat	Click on Focus on Sound and	that is available to compose music. You can download:		
Lesson 4	Development of Sample	MC	then log on using your	Garage band or search downloads called Audacity or		
Lesson 5	Writing a Rap Workshop	Toasting	Microsoft Teams account.	EduBandlab.		
Lesson 6	Begin to Record Rap into a Track	XLR	Alternative reading	200		
Lesson 7	Record Rap	Audio Interface	opportunities:	You can encourage your child to listen to a range of		
Lesson 8	Edit Audio and Dynamic Processing	Rap	Engage in material by the BBC	musical styles to broaden their musical taste. Great		
Lesson 9	Edit Audio and Dynamic Processing	Editing Tools	Hip-Hop, song that shook	podcasts are available on BBC sounds.		
Lesson 3	Continued	DJ	America			
Lesson 10	To Finalise our Project – Teacher	Structure	Hip-Hop and Rap Revision guide			
Lesson 10	Assessment	Flow	provided by the BBC			
		Cut	Useful link for creating rap			
Lesson 11	Complete the Listening Assessment	Copy	rhyme schemes			
Lesson 12	Showcase	Cross fade				
		Compression				
		Noise gate				
		Gain				



Year 8 Learning Map

Topic: Badminton

	Prior Learning	Current Learning	Subse	Subsequent Learning		
In Y7, you	learned the basic skills needed	In this topic you will become a better/more	In Y9, you will look at the following:			
to play a	competitive game of badminton.	effective badminton player. You will continue	Developing the backhand sho	ort serve to begin a rally.		
You should be able to identify different to pr		to practice shots such as the low forehand	 Anticipating the serve. 			
	lines on the court as well as set	serve, overhead/underarm clear, drop and	 Capitalising on poor serves. 			
E	ke down a net safely. You will	smash shots. There is a bigger emphasis on	Continuous development of:	shots on both the forehand and backhand.		
	e experience of the serve,	outwitting your opponent in Y8 and you will	Moving your opponent arous	nd their court (outwitting your opponent).		
overhead/underarm clear, drop and		look a shot placement/positioning to give you		d others' performance, analysing strengths		
smash shot techniques. You should be		an advantage within competitive games.	and weaknesses.			
able to hold a rally and have a		Again, you will end the scheme of work	Developing strategies and tag	ctics to produce high levels of		
competiti	ve game with a partner.	looking at the specific rules for singles and	performances and high-quali	ty techniques.		
		doubles gameplay. More confident students	 Rules needed for doubles and singles play so that you can umpire 			
	4	might be able to umpire matches.	competitive games.			
Lesson Se	equencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can		
Lesson Se	queneng	The broad and y	Amount of the second of the se	support:		
Week 1	Low Forehand Serve		https://www.masterbadminton.	If possible, give students as many		
Week I	Low Forenand Serve	Backhand	com/badminton-basics.html	opportunities to play net/wall games:		
Week 2	Overhead Clear Technique	Court Lines	Lawrence Lawrence Lawrence	Badminton		
WCCK 2	Overnead clear recrimque	Drop Shot	https://www.badmintonskills.ne	• Tennis		
Week 3	Underarm Clear Technique	Forehand	t/badminton-techniques-for-the-	Table Tennis		
week 3	Olideratili Clear Technique	Net	beginner/	Squash		
		Overhead/Underarm Clear	http://www.badmintan	This will help develop a skill set which		
Week 4 Drop Shot Technique		Rally Serve	http://www.badminton- information.com/badminton-	should be transferable between these		
		Singles/Doubles	techniques.html	types of sports.		
Week 5	Smash Shot Technique	Smash	<u>teeriniques.iitiiii</u>			
Week 6	Shot Positioning	3.1103.11	https://www.bbc.co.uk/bitesize/			
Week 7	Doubles Gameplay		guides/z37j2p3/revision/3			



Year 8 Learning Map

Topic: Basketball

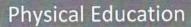
	<u> </u>			
Prior Lear	177	Current Learning	Lleave the basis rules of Deslication	Subsequent Learning
TANKE SANCTON TO SANCTON SANCT	ouilds on the different skills you	C C C C C C C C C C C C C C C C C C C	l learn the basic rules of Basketball and c version of the game successfully. You	Many of the skills learnt in basketball are transferable across the different
	t previously, such as throwing and	The second secon	ills of passing, dribbling and game	activities. You will also revisit basketball
_	eam play and communication will huge part. If you have done any		r performance and ability to support	again in year 9 where you will learn more
	at primary school or in an	a	you will develop your teamwork,	about game play and have more
	I club, you may have already learnt	communication and		opportunities to develop the skills learnt
	of dribbling and shooting which	communication and	leadership skills.	in Year 8.
1774000-074000-07-07-07-0-0-0-0-0-0-0-0-0	ithin this unit of work.			iii ieai o.
wiii neip w	itimi tins unit of work.			
		Tier 3	Extended learning	Ways in which parents/carers can
Lesson Se	quencing	Vocabulary	Extended learning	support
Week 1	Ball Familiarisation	Bounce pass	British Basketball League (BBL). Rules	* Practice throwing and catching games
WEEK I	Dribbling	Chest pass	of the game	at home using a size 6 – basketball or any
14/2 al. 2	Descine and Desciving	Foul	http://www.bbl.org.uk/rules-of-the-	similar sized ball).
Week 2	Passing and Receiving	Lay up	game/	* Go to watch friends/family or a local
		Man – to - man	BBC Sport – Learn dribbling skills:	club play.
Week 3	Shooting: Set Shot	defence	http://news.bbc.co.uk/sport1/hi/	* Encourage your child to join the school
		Overhead pass	othersports/basketball/4183616.stm	team, or a local basketball club.
Week 4	Shooting: Lay Up	Possession	How to play basketball:	Link to some local clubs:
		Set shot	https://www.breakthroughbasketball.	Danum Eagles:
Week 5	Shooting Continued	Travelling	com/basics/basics.html	https://www.facebook.com/
	Game Play & Competition	Violation		<u>DanumEaglesBasketballClub/</u>
Week 6	dame hay & competition			Hatfield fliers:
Maral, 7	Cama Blay & Compatition	-		https://www.facebook.com/
Week 7	Game Play & Competition			hatfieldfliersbasketball/



Year 8 Learning Map

Topic: Football

Prior Learning This topic builds on the different skills you have learnt in year 7, such as passing, dribbling and shooting. You may play football during school or outside of school.		In this topic, you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. In addition, you will develop your teamwork, communication and leadership skills.		Subsequent Learning All skills learnt in football are transferable across the different team activities. You will also revisit football again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.	
Lesson Se	equencing	Tier 3 Vocabulary	Extended learning	Extended learning Ways in which support	
Week 1	Ball Control and Turns	Attacker Chest Cryuff	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules	* Get them to practice doing "keepy uppies" * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local football club (when they are back up and running). Link to some local clubs:	
Week 2	Outwitting a Defender	Defender Inside Hook	Fancy skills to learn https://www.wemakefootballers.com/to		
Week 3	Passing and First Touch	Midfielder Outside hook	football-skills-2/ The Rules of Football - EXPLAINED!		
Week 4	Shooting with Power	Penalty Space	Penalty https://www.youtube.com/watch?v=oPtXLml		
Week 5	Defending Two vs One		https://www.youtube.com/watch?v=D i Top skills during a game	kHxu94k	*Watch "Take me home" on Amazon
Week 6	Game Play and Competition		https://www.youtube.com/watch?v=kjN	cnqj8vmg	
Week 7	Game Play and Competition				





Gymnastics

Topic: Gymnastics

Current Learning: By the end of this unit, students should be able to accurately replicate different types of balances both individual and partner. They will develop their abilities for rolling and linking movements. Students will develop the skills necessary to develop fluent routines as an individual and in pairs. Body tension, control and aesthetics will be developed through compositional ideas. Students will demonstrate high quality performances, techniques and routines. Students will be able to evaluate their own and others performances.

Subsequent Learning: In Y9, students will go on to accurately replicate basic balance, rotation and flight-based movements. They will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne developing the skills necessary to develop fluent routines. Body tension, control and aesthetics will be developed through compositional ideas whilst they demonstrate high quality performances, techniques and routines. Students will be able to link each of the methods of travel learned during the scheme into individual and partner sequences both on the floor and on low apparatus.

Lesson Sequencing		Tier 3 Vocabulary Extended learning		Ways in which parents/carers can support	
Week 1	Types of balance and levels	Aesthetically pleasing Sagittal plane	Watch videos of gymnastics performances.	Encourage your child to join the afterschool club, or a gymnastics club.	
Week 2	Balance and rolls (with partner)	Frontal plane	periorinances.	cias, or a gyriniastics class.	
Week 3	Sequence development	Axis Mount/dismount	https://www.british-gymnastics.org/		
Week 4	Head stand and handstands	Execution Straddle	Doncaster Gymnastics Academy: https://www.british-		
Week 5	Performance and Assessment.	Pike Tuck Extension Tension	gymnastics.org/discover/club/21104		



Year 8 Learning Map

Topic: Handball

Prior Learning Curre		Current Learning	ent Learning 5		Subsequent Learning	
In Y7, you learned the basic skills needed to play a competitive game of handball. You will have some experience of the rules of handball, passing, shooting, defensive/offensive formations and tactics. You should be able		allow you to become a bett player. You will continue to and shooting techniques as technique. There is a bigge opponent in Y8 and you wi that can be used to try to g competition. More confide	s topic you will develop the skills learned in Y7 to you to become a better/more effective handball r. You will continue to practice the various passing hooting techniques as well as the dribbling equipment in Y8 and you will look at formations and tactics than be used to try to gain the advantage over the etition. More confident students might be able to the property of the students of the stud		In Y9, you will develop the skills learned in Y7&8 to allow you to become a better/more effective handball player. You will continue to practice the skills. There is a bigger emphasis on independence and leadership in Y9 and teachers will be looking for students to demonstrate this throughout this scheme. You will continue to look at team tactics including both defensive and offensive positioning to give you an advantage within competitive games. More confident students might be able to take on a coaching/managerial role.	
Lesson Sec	uencing	Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can support	
Week 1 Week 2	Recap of Rules Passing	Centre Line Dribble Fault	• IHF		If possible, give students as many opportunities to play invasion games: Rugby	
Week 3	Dribbling	Goal Area	I ● team handhall I Game Rules &		Football Basketball	
Week 4 Shooting Week 5 Defensive Formations		Offensive Foul	Offensive Foul Officiating Steps Throw In Facts Britannica Home - England Handball Association Handball - News, Athletes,		Hockey This will halp develop a skill set which	
		Ulis			This will help develop a skill set which should be transferable between these type.	
Week 6 Attacking Formations		onc			of sports.	
Week 7 Gameplay		Time-Out	Highlights & More (olympics.com)	If interested in rugby, join a local handball club.	



Year 8 Learning Map

Topic: Netball

Prior	Learn	ing

You will have a developing knowledge and understanding of the game. Having performed and progressed through the basic skills of Netball such as; Passing, Receiving, pivoting, stopping and moving, you will have a basic knowledge of the main rules and laws within the game regarding these skills and in the game; and understand why to warm up and cool down when performing.

Current Learning

In this unit you will learn to perform, develop and incorporate the skills of passing, footwork, pivoting, outwitting opponents, shooting, re-bounding, dodges, attacking skills, and defending skills in Netball. You will start to develop your knowledge and understanding of the tactics and strategies used in Netball when attacking and defending and learn how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics. You will develop an understanding for the main laws of the game and recognise the importance of responding to changing situations within the game.

Subsequent Learning

In year 9, you will develop your skills to perform, develop and incorporate the basic fundamental skills of Netball including; passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting within a more competitive environment. You will develop your knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and in the game and your ability to evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances.

Lesson S	equencing
Week 1	Basic Skills Recap:
	Passing/Receiving/
Week 2	Footwork/Pivoting
Week 3	Advanced Dodging
Week 4	Shooting
Week 5	Rebounding and Defending a Shot
Week 6	Games and Positional Play
Week 7	Games and Positional Play

Tier 3 Vocabulary	Extended Learning
Closing-down	The Rules of Netball - EXPLAINED!
Goal side	https://www.youtube.com/
Intercepting	watch?v=V1qlNnl-Dis
Keeping space	
Obstruction	BBC Sport – Netball skills
Outwit	http://news.bbc.co.uk/sport1/hi/
Penalty	other sports/netball/4187548.stm
Pivot	
Possession	England Netball:
Rebound	https://www.englandnetball.co.uk/

Ways in which parents/carers can support * Practice throwing and catching games at home using a

- size 5 netball (or any similar sized ball).
- * Go to watch friends/family or local clubs play.
- * Encourage your child to join the school team, or a local netball club (when they are back up and running). Link to some local clubs:

http://www.southyorkshirenetball.com/27364/27385.html



Year 8 Learning Map

Topic: Rugby

Prior Learnin	ng	Current Learning	Subsequent Learning	
In Y7, you learned the basic skills needed to play a competitive game of rugby. You should be able to recap safety elements when tackling and falling to the floor. You will have some experience of how to create space and the correct passing technique. You should be looking to develop confidence when taking the ball into a tackle and understand the importance of moving forward due to the passing backward rule.		In this topic, you will develop the skills learned in Y7, to allow you to become a better/more effective rugby player. You will continue to practice tackling, passing, creating space and kicking. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at how to gain an advantage within games. Again, you will end the scheme of work looking at the specific rules and tactics of gameplay. More confident students might be able to contribute coaching ideas.	In Y9, you will continue gain confidence in the skills learned in Yallow you to become a better/more effective rugby player. You continue to practice techniques such as: Tackling Passing Creating Space Kicking	
Lesson Sequ	2000	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Tackling Recap	1. Scoot 2. Space	 https://passport.worldrugby .org/?page=beginners https://www.rugbyhow.co 	If possible, give students as many opportunities to play invasion games:
Week 2	Passing and Creating Space	3. Communication 4. Technique	m/basic-rugby-rules.html https://ruckscience.com/lea	Rugby Football
Week 3	Kicking	5. Passive Tackle 6. Drive Tackle 7. Passing (Lateral Switch Bon)	rn/first-rugby-practice/	Basketball Hockey
Week 4	Play of the Ball and Game Play	7. Passing (Lateral, Switch, Pop)8. Offside9. Defensive Line		If interested in rugby, join a local rugby club.
Week 5	Play of the Ball and Game Play	10. Kicking (Grubber, chip, Bomb and Punt)		



Year 8 Learning Map

Topic: Rugby League

Prior Learning This topic builds on the different skills you have learnt in Year 7, such as tackling, passing and game play to outwit apponents. You may play rugby during school or outside of school.		In this topic, you will learn the basic rules of Rugby League and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. In addition,		ubsequent Learning Il skills learnt in rugby are transferable across ne different team activities. You will also evisit rugby again in Year 9 where you will earn more about game play and have more pportunities to develop the skills learnt in ear 8.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson 1	Drive Tackle	Deep line	Rugby League Rules – Beginner	* Get them to practice doing "keepy	
Lesson 2	Passive Tackle	Defensive line	Friendly	uppies"	
Lesson 3	Passing	Drive tackle	Rugby League Rules realbuzz.com	* Go to watch friends/family or local clubs	
Lesson 4	Creating Space	Drop Kick	10 Greatest skills in Rugby League	play.	
Lesson 5	Kicking	Dummy	The 10 GREATEST skills seen in Sup		
Lesson 6	Kicking	Flat Pass	<u>League history Rugby League -</u>	practices, or a local rugby club (when they	
Lesson 7	Play Off The Ball	Grubber Knock on	YouTube	are back up and running).	
Lesson 8	Game Play and	Marker	The Rules of Rugby League -		
- 10 10 10 10 10 10 10 10 10 10 10 10 10	Assessment	Off-side	EXPLAINED! The Rules of Rugby League -		
		Passive tackle	EXPLAINED! - YouTube		
		Place Kick	Creating a rugby leauge player	\ \	
		Play of the ball	The Perfect Rugby League Player -		
		Punt	YouTube		
		Scoot			





Topic Number: 1

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



HT1

Prior	Learning

This topic builds on your knowledge base from primary school, where you may have already learnt about Eastern religious traditions. This is useful as it helps us to develop an understanding of other cultures. You will build on key terms you have already learnt such as Atheist and Theist, and you will be able to compare and contrast Buddhism to other religious traditions such as Christianity.

Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to moral issues and beliefs.

Buddhism

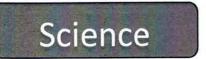
Current Learning

In this topic you will learn about a variety of Buddhist beliefs and practices from both Mahayana Buddhism and Theravada Buddhism. You will be introduced to a number of key Buddhist teachings such as the Four Noble Truths and the Eightfold Path, and how these teachings may influence Buddhists in the world today. You will also work on your skills of evaluation and debate by discussing whether or not these Buddhist practices and beliefs are still relevant in the 21st century.

Subsequent Learning

This topic will initially introduce you to key Buddhist teachings and practices which can then be applied to many other moral issues throughout RE in Key Stage 3 and 4 such as Medical Ethics, and War and Crime; as a contrast to other religions such as Christianity. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. In addition, this topic will help you to prepare for GCSE RE Key Stage 4 as Buddhism is one of the two religions that we study for the exam. For this you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic.

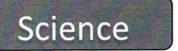
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
1. Introduction to Buddhism	Ascetic	In preparation for your assessments in RE your teacher will	Watching films such as The Life of the Buddha
2. The Buddha's birth and his	Buddha	provide you with revision resources for you to complete and test	(2007) together could help to raise students'
life of luxury	Compassion	yourself.	understanding of Buddhist teachings and
3. The Four Sights and Ascetic	(Karuna)	In between these periods it is good practice to test yourself by	practices.
life	Enlightenment	writing and answering quiz style questions or completing brain	
4. Meditation and	Karma	dumps on your learning in RE.	You may want to put some of these Buddhist
Enlightenment	Luxury	Wider Reading:	traditions into practice by attempting some
5. The Four Noble Truths	Meditation	You can use independent study opportunities to engage with	guided mediation to experience first-hand
6. The Eightfold Path	Monks	wider reading using the following websites, articles and books	what they learn about in school:
7. The Three Marks of Existence	Prophecy	about religious views relating to Buddhism:	https://www.youtube.com/watch?v=CvF9AEe-
8. The Three Jewels	Suffering	Key Stage 3 – Buddhism – by Neil McKain	OZC
9. The 5 Precepts and The 6		Buddhism for beginners – including agnostic and secular	
Perfections		<u>Buddhism</u>	





HT1 Topic: B1

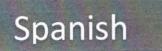
		B1- Respiration and	d photosynthesis		
Prior Learning This topic builds on B3 from the Year 7 scheme of work where students will have learned about reproduction in plants. It also builds on ideas from the KS2 curriculum which allows students to look at conditions plants need to survive.				Subsequent Learning This topic will prepare you for GCSE Biology where the B4 topic you will study aerobic and anaerobic respiration. It will help you when you study plant organs in the B2 topic. It will link to studying factor effecting the rate of photosynthesis in B3.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can support
Lesson 1	Anaerobic Respiration	Aerobic respiration Anaerobic respiration	All students have acc		Support students to access Educake and complete their homework, but
Lesson 2	Anaerobic Respiration	(Fermentation) Chlorophyll	fortnightly the homework set by their teacher. Wider reading: "Super Simple Biology" (DK)		also to complete additional quizze on areas the student is struggling
Lesson 3	Fermentation	Fertilisers Photosynthesis Stomata			KS3 Revision Guides and Workbooks are available on parent
Lesson 4	Photosynthesis	Stomata	"Microbes: Discover		pay.
Lesson 5	Leaves and Photosynthesis		World" by Nicola Davies		Ensure students are accessing Microsoft teams to complete work
Lesson 6	Evidence for Photosynthesis		"The Sun's Secret Re Science for Kids" by	TOTAL CONTROL	directed by their teachers if absent from lesson.
Lesson 7	Changing Conditions				1101111233011.
Lesson 8	Plant Minerals				





Topic Number: B2

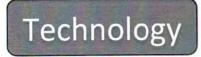
	B2- Breathing and digestion						
Prior Learning This topic builds on B2 from the Year 7 scheme of learning. Students have learned about cells and specialised cells. It also builds on the KS2 curriculum which teaches students about basic functions of the human digestive system, and the basis of a balanced diet.		Current Learning In this topic you will learn how about how the lungs are adapted to allow us to breathe. You will also study how each part of the human digestive system works to allow us to use nutrition from the food we eat.		Subsequent Learning This topic will prepare you for GCSE Biology where in B1 you will study the structure of different specialised cells. It also links to B2 where students will learn about the enzymes used in the human digestive system. It will also help you with B4 where you will look at the body's response to exercise.			
Lesson Seq	uencing	Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can support		
Lesson 1	Structure and Function of the Lungs	Alveoli Bronchi	All students have access to Educake and are encouraged to complete		Support students to access Educake and complete their		
Lesson 2	Evaluating Models of The Lungs	Bronchioles Carbohydrates	fortnightly the homework set by their teacher.		homework, but also to complete additional quizzes on		
Lesson 3	Gas Exchange	Diaphragm Dietary fibre	Wider reading:	hu Chaus Maudd	areas the student is struggling.		
Lesson 4	Skills – Plan an Investigation	- Enzymes Lipids Protein	"The Bacteria Book" "Gut Garden: A Jour		KS3 Revision Guides and Workbooks are available on parent pay.		
Lesson 5	Skills – Investigate a Claim Linking Height to Lung Volume	Small intestine Trachea (windpipe).	Wonderful World of Your Microbiome" by Katie Brosnan		Ensure students are accessing		
Lesson 6	Structure And Function of the Digestive System		"You Are What You Eat" (Science		Microsoft teams to complete work directed by their teachers		
Lesson 7	Diet and Nutrients		Comics) by Heather	Alexander	if absent from lesson.		
Lesson 8	Designing a Diet						





HT1

		La Comida:	Food		
Prior Learning Throughout Year 7, you learnt to give opinions on a number of topics and used the present tense. Skills using opinions and verb conjugations will be used in the new topic of Year 8.		Current Learning In this topic, you will learn to write and talk about food in Spanish. You will be able to give your opinion on foods, order foods in a café and invite someone to a restaurant and complain at a restaurant. You will also learn a bit about typical Spanish food in this unit of work.		Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary we learn, will be useful if you ever visit a Spanish speaking country and go to a restaurant. After this unit of work, we move on to holidays and so knowledge of opinions and structuring conversations will be crucial moving forward.	
Lesson Sequencing		Vocabulary	Extended learning		Ways in which parents/carers can support
Week 1	Time and Mealtimes	¿A qué hora? – at what time	Students will be provided with revision resources and tasks to		To build listening and speaking skills and to encourage more cultural awareness, parents can encourage pupils to visit
Week 2	Opinions on Foods	El desayuno – breakfast			
Week 3	Ordering Food in a Café & Complaining	La carne – meat complete at home ahead of assessment in week 6.			
Week 4	European Day of Languages	La comida – food La fruta - fruit	Additional learning of	could focus on	the YouTube Blog Coffee Break Spanish where students
Week 5	Café Role-Play Presentations	Las verduras – vegetables	vocabulary learning for the topic. The following list has vocabulary linked to the topic. https://quizlet.com/gb/284929014/la-		can listen to native speakers of Spanish answering questions on a number of topics such as free time, ordering foods and opinions.
Week 6	Revision and Assessment Week	Me gusta(n) – I like Necesito – I need			
Week 7	Praise and Next Steps	No me gustan(n) – I don't like Quiero – I want			
Week 8	Cultural Week	Quicio = i want	comida-flash- cards/?funnelUUID= 4d89-b3c9-2f84cba1	22	





HT1

		Bra	inding 1		
Prior Learning This topic builds on students understanding of branding, marketing and product development. Students will learn to develop their colour knowledge, drawing and use of materials and techniques.		Current Learning In this topic you will learn about the branding a product and company you will name. You will take influence from the design companies and understand core principles of design.		Subsequent Learning This topic will prepare you for developing your brand across a number of outcomes.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support
Week 1	Branding & Marketing Basics	Branding Consumerism	Endeavour to follow learning requiremen	nts set by your	Browse the work of the following marketing companies: Pentagram Pearlfisher Turner Duckworth Discuss how their work mat influence your own work.
Week 2	Branding & Marketing Basics	Culture Design	teacher throughout		
Week 3	Company Development	Icon Loyalty Marketing	pace of lessons. Make a conscious et	ffort to start to	
Week 4	Company Development	Recognition	take notice of brand packaging and adve	ling and designs of	
Week 5	Typography		products.		
Week 6	Typography				
Week 7	Colour				
Week 8	Colour				