



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 1



RIDGEWOOD
SCHOOL

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

Year 8 Learning Map

HT1

Pop Art 1				
Prior Learning This topic builds on students understanding of how everyday life can affect themes within Art. 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 Art movement Pop Art, its key practitioners and how they worked. You will experiment with techniques they used and apply your knowledge to create a personal response.		Subsequent Learning This topic will prepare you for understanding how to create a final piece by layering your knowledge of individual artists in the movement in creating one outcome.
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Pop Art Movement Page	Abstract Consumerism Culture Develop Experimentation Mass media Materials Mundane Observational Pop-Popular Vibrant	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Browse together: https://www.wikiart.org/en/artists-by-art-movement/pop-art#!#resultType:masonry Read the information and find alternative artists than those covered in lessons.	Visit Leeds/ Doncaster Art Galleries and recognise how popular culture has affected subject matter in the Art works. Create drawings of the work to add to your sketch books.
Week 2	Pop Movement Page			
Week 3	Pop Movement Page			
Week 4	Peter Blake Dazzle Letters			
Week 5	Peter Blake Dazzle Letters			
Week 6	Observed Drawing			
Week 7	Observed Drawing			
Week 8	Developments and Experiments			

Year 8 Learning Map

HT1		Topic: Pantomime	
Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Matilda and Mime (where we created monologues for key characters and performed small sections of script) and will introduce you to new performance styles – Pantomime.		Current Learning 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.	
		Subsequent Learning This topic will prepare you for further performance style exploration throughout key stage, particularly in Y9 where we explore John Godber and Physical Theatre. It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts. You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1: Stock Characters– The Hero and the Dame	Pantomime	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 Tobin Nellhaus	You can support your child's progress by exploring the Drama Teacher Melodrama website. This provides lots of information on the history, plots. Stock Characters and key techniques used to create a Melodrama. https://thedramateacher.com/19th-century-melodrama/ The ROSES Theatre company have a number of family friendly, professionally filmed pantomimes available on YouTube. These are excellent examples of contemporary pantomimes. Links are available below: https://youtu.be/aqqAVZWl8aI - Aladdin https://youtu.be/qrnbnNkiOdM - Dick Whittington https://youtu.be/uLLs2KN3HdQ - Cinderella
Lesson 2: Slapstick Comedy in Pantomime	Exaggeration		
Lesson 3: Audience Participation and Contemporary Twist	Stock Characters		
Lesson 4: Contemporary Twist planning	Slapstick Comedy		
Lesson 5-7: Successful Script Writing and Development	Exaggeration		
Lesson 8-11: Rehearsals and Feedback	Unison		
Lesson 12-14: Assessment Performances	Narration		
	Direct Address		
	Monologue		
	Audience Participation		

HT1

Sawbones

Prior Learning This topic builds on the comprehension skills. In Year 7, you will have needed to choose evidence and demonstrate understanding of meaning. It also helps you to develop the skill of text analysis that you developed during the Ghost Boys, Shakespearean Villains, and Poetry from Other Cultures units in Year 7. Furthermore, this topic will enhance the skills of fiction writing using ambitious vocabulary and ideas of gothic fiction and detective stories as stimuli.		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 as 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 texts across your English Language and English Literature exams in Key Stage 4 and this unit will be particularly important to supporting your preparation for English Language Paper 1 Section A – exploration of a fiction text – and English Literature Paper 1, 19 th Century Novel ‘A Christmas Carol’.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Parental/carer support:
Week 1: Introduction and Context Prologue. Chapter 1	Week 7: Chapters 14 – 16 End of Novel Review	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	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. <ul style="list-style-type: none">• https://www.youtube.com/watch?v=XsgRMalamzA• 18th Century Medicine Secondary History - Medicine Through Time - YouTube
Week 2: Chapters 2 & 3	Week 8: Narrative Writing			
Week 3: Chapters 4 - 6	Week 9: Assessment Planning and Writing			
Week 4: Chapters 7 & 8				
Week 5: Chapters 9 - 11				
Week 6: Chapters 12 & 13				

Topic Number: 1

Climate Change				
Prior Learning This topic will build on learning in Y7 weather and climate and global biomes (deserts). It also builds further on the knowledge accumulated in Y7 HT4 Exhausted Resources topic and builds on concepts in the Glaciers topic.		Current Learning This SOW will ultimately help students in deciding a future as a Geographer; our intent is to encompass all aspects of the Y8 SOL and allow students to use data, statistics, and facts to tackle an issue. The issue will involve themes specifically related to a country and its natural resources and the impacts of using those resources. The decision will focus on the future of that country and its possible choices that will affect people and the environment globally and locally. This skill is important as students use decision making in all aspects of life and encourage them to question any choice they make or that others make too.		Subsequent Learning Students will use the skills and knowledge obtained in this SOL in the final HT6 topic of 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 Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	What's happening to our global climate?	<ul style="list-style-type: none"> Climate Climate change Desertification Enhanced Greenhouse Effect Global warming Greenhouse Effect Greenhouse Gas International Agreement Sunspot Temperature Weather 	<p>There will be <u>two</u> pieces of geography research homework a half term. This will be based on the topic theme, to extend your place and process knowledge</p> <p>Between assessment periods you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography.</p>	<ul style="list-style-type: none"> Allow your child to question the news and anything they read and explore why decision that affect people are important. Discuss and debate political issues and policies on environmental change and socio-economic Recommended KS3 revision guides and internet resources; https://www.bbc.co.uk/bitesize/topics/zx38q6f/articles/z773ydm
Lesson 2	Before humans, what caused climate change?			
Lesson 3	What is the greenhouse effect?			
Lesson 4	How are humans causing climate change?			
Lesson 5	How is climate change affecting where we live?			
Lesson 6	How is climate change affecting Africa?			
Lesson 7	What are our leaders going to do?			
Lesson 8	What is the future for our climate?			
Lesson 9	Who is to blame - Writing			
Lesson 10	Adaptation- Sea level/Farming			

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

Year 8 Learning Map

Topic Number:1

Topic Title: Digital Devices				
Prior Learning This unit will introduce pupils to some of the fundamentals of ICT building upon the hardware and software topic in Year 7.		Current Learning 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 considering how future developments in digital technology might impact our lives.		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 Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Introduction	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.	<u>Free Computer Lessons for Kids - TechnoKids</u>
Lesson 2	Digital Devices			
Lesson 3	O's and 1's			
Lesson 4	Multifunctional Devices			
Lesson 5	Mobile Phones			
Lesson 6	Applications			
Lesson 7	Devices of the Future			
Lesson 8	Research Project			

HT1

Year 8 Learning Map

Algebra Part 2

Prior Learning This topic builds on your prior skills built in Y7 in manipulating algebraic expressions.		Current Learning In this unit you will learn to solve equations. You will further apply these skills to sequences and link your work with equations to graphs.	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 Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> Recap substitution into expressions Use function machines Solve linear equations (one-step, 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 	Tier 3 Vocabulary Solve Solution Substitution Variable	Extended Learning All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Wider reading: <ul style="list-style-type: none"> The Code Book by Simon Singh Mathematics: The New Golden Age by Keith Devlin 	Ways in which parents/carers can support Support your child's progress through: <ul style="list-style-type: none"> 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

Year 8 Learning Map

Hip-Hop and Rap

Prior Learning The topic builds on your understanding of popular music from the 1960s - current day. This topic builds on your understanding of working on a Digital Audio Workstation. This topic also builds on your understanding of the musical elements of melody and rhythm.		Current Learning In this topic, you will develop your contextual and musical understanding of Hip-Hop and a key feature of this style, Rap. You will listen and analyse this style of music. Additionally, you will develop your vocal performance through composing your own rap. Finally, you will enhance your compositional skills in a Digital Audio Workstation by creating a backing track and recording your vocal rap.		Subsequent Learning This topic will support your skills working within a Digital Audio Workstation. You will become more confident to compose using a Digital Audio Workstation which will be useful if you want to opt for Music Technology at GCSE level. Furthermore, you will enhance your knowledge of Popular styles to support your understanding at GCSE level. Finally, you will also improve your performance skills and you will be more confident to perform in front of other people.
Lesson Sequencing		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 subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account. Alternative reading opportunities: Engage in material by the BBC Hip-Hop, song that shook America Hip-Hop and Rap Revision guide provided by the BBC Useful link for creating rap rhyme schemes	You can support your child by jointly creating an electronic track together using free online software that is available to compose music. You can download: Garage band or search downloads called Audacity or EduBandlab . You can encourage your child to listen to a range of musical styles to broaden their musical taste. Great podcasts are available on BBC sounds.
Lesson 2	Creating a Breakbeat	Sample		
Lesson 3	Create a Melodic Sample	Breakbeat		
Lesson 4	Development of Sample	MC		
Lesson 5	Writing a Rap Workshop	Toasting		
Lesson 6	Begin to Record Rap into a Track	XLR		
Lesson 7	Record Rap	Audio Interface		
Lesson 8	Edit Audio and Dynamic Processing	Rap		
Lesson 9	Edit Audio and Dynamic Processing Continued	Editing Tools		
Lesson 10	To Finalise our Project – Teacher Assessment	DJ		
Lesson 11	Complete the Listening Assessment	Structure		
Lesson 12	Showcase	Flow		
		Cut		
		Copy		
		Cross fade		
		Compression		
		Noise gate		
		Gain		

Year 8 Learning Map

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning	
In Y7, you learned the basic skills needed to play a competitive game of badminton. You should be able to identify different areas and lines on the court as well as set up and take down a net safely. You will have some experience of the serve, overhead/underarm clear, drop and smash shot techniques. You should be able to hold a rally and have a competitive game with a partner.		In this topic you will become a better/more effective badminton player. You will continue to practice shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at shot placement/positioning to give you an advantage within competitive games. Again, you will end the scheme of work looking at the specific rules for singles and doubles gameplay. More confident students might be able to umpire matches.	In Y9, you will look at the following: <ul style="list-style-type: none"> Developing the backhand short serve to begin a rally. Anticipating the serve. Capitalising on poor serves. Continuous development of shots on both the forehand and backhand. Moving your opponent around their court (outwitting your opponent). Evaluating both your own and others' performance, analysing strengths and weaknesses. Developing strategies and tactics to produce high levels of performances and high-quality techniques. Rules needed for doubles and singles play so that you can umpire competitive games. 	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Low Forehand Serve	Backhand Court Lines Drop Shot Forehand Net Overhead/Underarm Clear Rally Serve Singles/Doubles Smash	https://www.masterbadminton.com/badminton-basics.html	If possible, give students as many opportunities to play net/wall games: <ul style="list-style-type: none"> Badminton Tennis Table Tennis Squash This will help develop a skill set which should be transferable between these types of sports.
Week 2	Overhead Clear Technique		https://www.badmintonskills.net/badminton-techniques-for-the-beginner/	
Week 3	Underarm Clear Technique		http://www.badminton-information.com/badminton-techniques.html	
Week 4	Drop Shot Technique		https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3	
Week 5	Smash Shot Technique			
Week 6	Shot Positioning			
Week 7	Doubles Gameplay			

Year 8 Learning Map

Topic: Basketball

Prior Learning This topic builds on the different skills you have learnt previously, such as throwing and catching. Team play and communication will also play a huge part. If you have done any basketball at primary school or in an afterschool club, you may have already learnt the basics of dribbling and shooting which will help within this unit of work.		Current Learning In this topic, you will learn the basic rules of Basketball and how to play the basic version of the game successfully. You will develop your skills of passing, dribbling and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.		Subsequent Learning Many of the skills learnt in basketball are transferable across the different activities. You will also revisit basketball 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 Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Ball Familiarisation Dribbling	Bounce pass Chest pass Foul Lay up Man – to - man defence Overhead pass Possession Set shot Travelling Violation	British Basketball League (BBL). Rules of the game http://www.bbl.org.uk/rules-of-the-game/ BBC Sport – Learn dribbling skills: http://news.bbc.co.uk/sport1/hi/othersports/basketball/4183616.stm How to play basketball: https://www.breakthroughbasketball.com/basics/basics.html	* Practice throwing and catching games at home using a size 6 – basketball or any similar sized ball). * Go to watch friends/family or a local club play. * Encourage your child to join the school team, or a local basketball club. Link to some local clubs: Danum Eagles: https://www.facebook.com/DanumEaglesBasketballClub/ Hatfield fliers: https://www.facebook.com/hatfieldfliersbasketball/
Week 2	Passing and Receiving			
Week 3	Shooting: Set Shot			
Week 4	Shooting: Lay Up			
Week 5	Shooting Continued			
Week 6	Game Play & Competition			
Week 7	Game Play & Competition			

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.		Current Learning 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 Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Ball Control and Turns	Attacker Chest Cryuff Defender Inside Hook Midfielder Outside hook Penalty Space	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Fancy skills to learn https://www.wemakefootballers.com/top-10-best-football-skills-2/ The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=oPtXLmHOKew How to improve your heading https://www.youtube.com/watch?v=D_i_kHxu94k Top skills during a game https://www.youtube.com/watch?v=kjNcnqj8vmg	* Get them to practice doing “keepy uppies” * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local football club (when they are back up and running). Link to some local clubs: *Watch “Take me home” on Amazon
Week 2	Outwitting a Defender			
Week 3	Passing and First Touch			
Week 4	Shooting with Power			
Week 5	Defending Two vs One			
Week 6	Game Play and Competition			
Week 7	Game Play and Competition			

Physical Education

Year 8 Learning Map

Topic: Gymnastics

Gymnastics				
Prior Learning: Students should already be able to use a variety of techniques and skills in gymnastics. Students are able to perform individual balances. Students have the knowledge of sequence choreography and how to perform a quality sequence. Students are able to perform a variety of linking moves such as basic rolls and other rotations. Students are able to perform in solo and duet performance. Students can observe performance and give constructive feedback using praise and next steps.		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 Frontal plane Axis Mount/dismount Execution Straddle Pike Tuck Extension Tension	Watch videos of gymnastics performances. https://www.british-gymnastics.org/ Doncaster Gymnastics Academy: https://www.british-gymnastics.org/discover/club/21104	Encourage your child to join the afterschool club, or a gymnastics club.
Week 2	Balance and rolls (with partner)			
Week 3	Sequence development			
Week 4	Head stand and handstands			
Week 5	Performance and Assessment.			

Year 8 Learning Map

Topic: Handball

Prior Learning		Current Learning	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 to play a competitive game within a team.		In this topic you will develop the skills learned in Y7 to allow you to become a better/more effective handball player. You will continue to practice the various passing and shooting techniques as well as the dribbling technique. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at formations and tactics that can be used to try to gain the advantage over the competition. More confident students might be able to take on an officiating role within matches.	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 Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Recap of Rules	Centre Line Dribble Fault Free Throw Goal Area Goalkeeper Throw Offensive Foul Officiating Steps Throw In Time-Out	<ul style="list-style-type: none"> • IHF • What is handball? (thesubath.com) • team handball Game, Rules, & Facts Britannica • Home - England Handball Association • Handball - News, Athletes, Highlights & More (olympics.com) 	<p>If possible, give students as many opportunities to play invasion games:</p> <ul style="list-style-type: none"> • Rugby • Football • Basketball • Hockey <p>This will help develop a skill set which should be transferable between these types of sports.</p> <p>If interested in rugby, join a local handball club.</p>
Week 2	Passing			
Week 3	Dribbling			
Week 4	Shooting			
Week 5	Defensive Formations			
Week 6	Attacking Formations			
Week 7	Gameplay			

Physical Education

Year 8 Learning Map

Topic: Netball

Prior Learning You will have a developing knowledge and understanding of the game. Having performed and progressed through the basic skills of Netball such as; <i>Passing, Receiving, pivoting, stopping and moving</i> , 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 <i>passing, footwork, pivoting, outwitting opponents, shooting, re-bounding, dodges, attacking skills, and defending skills</i> 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 Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Basic Skills Recap: Passing/Receiving/	Closing-down	The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnl-Dis BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm England Netball: https://www.englandnetball.co.uk/	* Practice throwing and catching games at home using a size 5 netball (or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local netball club (when they are back up and running). Link to some local clubs: http://www.southyorkshirennetball.com/27364/27385.html
Week 2	Footwork/Pivoting	Goal side		
Week 3	Advanced Dodging	Intercepting		
Week 4	Shooting	Keeping space		
Week 5	Rebounding and Defending a Shot	Obstruction		
Week 6	Games and Positional Play	Outwit		
Week 7	Games and Positional Play	Penalty		
		Pivot		
		Possession		
		Rebound		

Year 8 Learning Map

Topic: Rugby

Prior Learning		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 Y8 to allow you to become a better/more effective rugby player. You will continue to practice techniques such as: <ul style="list-style-type: none"> • Tackling • Passing • Creating Space • Kicking Y9 students should be confident when carrying the ball and tackling. There will be a bigger emphasis on how to improve performance as a team.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Tackling Recap	<ol style="list-style-type: none"> 1. Scoot 2. Space 3. Communication 4. Technique 5. Passive Tackle 6. Drive Tackle 7. Passing (Lateral, Switch, Pop) 8. Offside 9. Defensive Line 10. Kicking (Grubber, chip, Bomb and Punt) 	<ul style="list-style-type: none"> • https://passport.worldrugby.org/?page=beginners • https://www.rugbyhow.com/basic-rugby-rules.html • https://ruckscience.com/learn/first-rugby-practice/ 	<p>If possible, give students as many opportunities to play invasion games:</p> <ul style="list-style-type: none"> • Rugby • Football • Basketball • Hockey <p>If interested in rugby, join a local rugby club.</p>
Week 2	Passing and Creating Space			
Week 3	Kicking			
Week 4	Play of the Ball and Game Play			
Week 5	Play of the Ball and Game Play			

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 opponents. You may play rugby during school or outside of school.		Current Learning 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, you will develop your teamwork, communication and leadership skills.		Subsequent Learning All skills learnt in rugby are transferable across the different team activities. You will also revisit rugby 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 Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Drive Tackle	Deep line	Rugby League Rules – Beginner Friendly Rugby League Rules realbuzz.com 10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube The Rules of Rugby League - EXPLAINED! - YouTube Creating a rugby league player - YouTube The Perfect Rugby League Player - YouTube	* Get them to practice doing “keepy uppies” * Go to watch friends/family or local clubs play. * Encourage your child to join after school practices, or a local rugby club (when they are back up and running).
Lesson 2	Passive Tackle	Defensive line		
Lesson 3	Passing	Drive tackle		
Lesson 4	Creating Space	Drop Kick		
Lesson 5	Kicking	Dummy		
Lesson 6	Kicking	Flat Pass		
Lesson 7	Play Off The Ball	Grubber		
Lesson 8	Game Play and Assessment	Knock on		
		Marker		
		Off-side		
		Passive tackle		
		Place Kick		
		Play of the ball		
		Punt		
		Scoot		

Year 8 Learning Map

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 Equality Human Rights Act Prejudice Rights United Nations Wellbeing	You can use independent study opportunities to engage with the following websites. Look at the information provided and how things have changed over time The Human Rights Act Equality and Human Rights Commission (equalityhumanrights.com) Universal Declaration of Human Rights United Nations	Discuss the creation of the Declaration of Human Rights and why this began- look at accounts of life before this became law. Look at local and national news stories and discuss the difference in living for those with HR protected and those who do not.
Lesson 2	What is the Most Important Human Right?			
Lesson 3	Children's Human Rights L1			
Lesson 4	Children's Human Rights L2			
Lesson 5	Equality			
Lesson 6	Does Everyone Deserve Human Rights?			
Lesson 7	Assessment – Speech on The Importance of Human Rights.			

Year 8 Learning Map

HT1

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

Year 8 Learning Map

HT1 Topic: B1

B1- Respiration and 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.		Current Learning In this topic you will learn how respiration allows organisms to use energy aerobically and anaerobically. You will be able to represent this with chemical equations. You will also learn how plants are adapted to make their own energy through photosynthesis. You will be able to express this process through chemical equations.		Subsequent Learning This topic will prepare you for GCSE Biology where in 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 factors 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 (Fermentation) Chlorophyll Fertilisers Photosynthesis Stomata	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: "Super Simple Biology" (DK) "Microbes: Discover an Unseen World" by Nicola Davies "The Sun's Secret Recipe: Plant Science for Kids" by Rosanne Ballast	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.
Lesson 2	Anaerobic Respiration			
Lesson 3	Fermentation			
Lesson 4	Photosynthesis			
Lesson 5	Leaves and Photosynthesis			
Lesson 6	Evidence for Photosynthesis			
Lesson 7	Changing Conditions			
Lesson 8	Plant Minerals			

Year 8 Learning Map

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 Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Structure and Function of the Lungs	Alveoli Bronchi Bronchioles Carbohydrates Diaphragm Dietary fibre Enzymes Lipids Protein Small intestine Trachea (windpipe).	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: "The Bacteria Book" by Steve Mould "Gut Garden: A Journey into the Wonderful World of Your Microbiome" by Katie Brosnan "You Are What You Eat" (Science Comics) by Heather Alexander	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.
Lesson 2	Evaluating Models of The Lungs			
Lesson 3	Gas Exchange			
Lesson 4	Skills – Plan an Investigation			
Lesson 5	Skills – Investigate a Claim Linking Height to Lung Volume			
Lesson 6	Structure And Function of the Digestive System			
Lesson 7	Diet and Nutrients			
Lesson 8	Designing a Diet			

Year 8 Learning Map

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 El desayuno – breakfast La carne – meat La cena – evening meal La comida – food La fruta - fruit Las verduras – vegetables Me gusta(n) – I like Necesito – I need No me gustan(n) – I don't like Quiero – I want	Students will be provided with revision resources and tasks to complete at home ahead of their assessment in week 6. Additional learning could focus on vocabulary learning for the topic. The following list has vocabulary linked to the topic. https://quizlet.com/gb/284929014/la-comida-flash-cards/?funnelUUID=15a17cf3-71ba-4d89-b3c9-2f84cba1cf08	To build listening and speaking skills and to encourage more cultural awareness, parents can encourage pupils to visit the YouTube Blog Coffee Break Spanish where students can listen to native speakers of Spanish answering questions on a number of topics such as free time, ordering foods and opinions.
Week 2	Opinions on Foods			
Week 3	Ordering Food in a Café & Complaining			
Week 4	European Day of Languages			
Week 5	Café Role-Play Presentations			
Week 6	Revision and Assessment Week			
Week 7	Praise and Next Steps			
Week 8	Cultural Week			

Year 8 Learning Map

HT1

Branding 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 Culture Design Icon Loyalty Marketing Recognition	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.	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			
Week 3	Company Development			
Week 4	Company Development			
Week 5	Typography			
Week 6	Typography			
Week 7	Colour			
Week 8	Colour			