



RIDGEWOOD  
SCHOOL

RIDGEWOOD SCHOOL

# Learning Maps

**Y8**

**HALF TERM 6**



RIDGEWOOD  
SCHOOL

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### KS3 Learning Maps – Half Term 6

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

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

Yours faithfully,

Andy Bridge

**Deputy Headteacher**

## Year 8 Learning Map

# ART

HT 6

	<b>Prior Learning</b> This topic builds on students existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.	<b>Current Learning</b> In this topic you will continue to learn the themes of Cecil Touchons work, how to use abstraction techniques to create unusual outcomes. You will learn how to abstract observed drawings, collage methods and colour techniques.	<b>Subsequent Learning</b> This topic will prepare you for learning how to simplify drawings and painting, how to be selective in the use of colour and develop your ability in collating learning to create a personal final piece.
<b>Sequencing</b>	<b>Tier 3 Vocabulary</b>	<b>Extended Learning</b>	<b>Ways in which parents/carers can support</b>
Exploration of Cecil Touchon's work- artist page	Abstract Collage Exaggerate Form Observational Palette	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.  Visit: <a href="https://ceciltouchon.com/">https://ceciltouchon.com/</a>	Visit Leeds/Doncaster Art Gallery and identify works created using similar methods or themes within the work.
Exploration of Cecil Touchon's work- artist page			
Develop observed drawing of confectionary			
Final piece planning			
Final piece			

# Drama

## Year 8 Learning Map

## Topic Number: 6

Missing	
Prior Learning	Current Learning
<p><b>Prior Learning</b> 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 (where we created monologues for key characters and performed small sections of script) and will introduce you to new concepts such as exploring characterization and developing a believable character.</p>	<p><b>Current Learning</b> In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. These will include techniques such as Unfolding Narrative and Conscience Alley. You will develop key terminology linked to these performance techniques and independently apply characterisation skills as part of the performance</p> <p>This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact your application and development of the performance techniques and characterisation such as body language, gestures, vocal skills and facial expressions when creating a character.</p>
Lesson Sequencing	Extended Learning
<p><b>Lesson 1:</b> Responding To A Stimulus</p> <p><b>Lesson 2:</b> Unfolding Narrative</p> <p><b>Lesson 3:</b> Developing Drama Techniques in Performance</p> <p><b>Lesson 4:</b> Conscience Alley</p> <p><b>Lesson 5:</b> Create a piece of original Drama</p> <p><b>Lesson 6:</b> Perform a piece of original Drama</p>	<p>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:</p> <ul style="list-style-type: none"> <li>National Theatre – All About Theatre</li> <li>The Ultimate Drama Pot Collection: 100 Monologues for Young Performers – Joanne Watkinson</li> <li>National Youth Theatre Auditions: 75 Speeches for Young People - Michael Bryher</li> </ul>
Subsequent Learning	Ways in which parents/carers can support
<p>This topic will prepare you for further performance technique development throughout key stage 3. It will equip you with the characterisation skills to produce an effective character that will assist you in Y8 and Y9 when exploring character development. It will also equip you with a range of Drama techniques that can be used to create and develop an original piece of drama effectively.</p> <p>You will be required to demonstrate the ability to explore, describe and apply characterisation skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 2: Developing Skills and Techniques within the Performing Arts and Component 3: Responding To A brief.</p>	<p>Explore our Digital Theatre+ package. <a href="http://www.digitaltheatreplus.com">www.digitaltheatreplus.com</a></p> <p>All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following interviews:</p> <p><u>Productions to watch:</u> <u>The Railway Children</u></p> <p>You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. <a href="https://castindoncaster.com/">https://castindoncaster.com/</a></p> <p>The charity Centrepoint, <a href="http://www.centrepoin.org.uk">www.centrepoin.org.uk</a> provides a wealth of information on youth homelessness including causes, impacts and how communities can support those made homeless.</p>

**ENGLISH**

**Year 8 Learning Maps: HT6**

<b>Blood Brothers</b>	
<p><b>Prior Learning</b> This topic begins preparation for your GCSE English Literature studies in Y9 and builds on your analysis skills of a whole text, which you developed during the Sawbones topic.</p> <p>Also, your understanding of the importance of social and historical contextual factors from topics in History will help you to understand similar factors which are relevant to the play.</p>	<p><b>Current Learning</b> This term, you will study Willy Russell's 'Blood Brothers' which was written in 1983 and set from the 1950s to the 1980s. The narrative of the play follows two twins' lives who were separated at birth but grew up in the same area and remained relevant in each other's lives. The setting reflects on the social inequality and high unemployment rates of the 1980s. You will be developing the following skills:</p> <ul style="list-style-type: none"> <li>• AO1: Your understanding of the novel. You will need to make points about the novel and use evidence from the novel to support your interpretations.</li> <li>• AO2: Your ability to analyse language, form and structure used by the writer to create meanings.</li> <li>• AO3: Your ability to make links between the novel and the time it was written.</li> <li>• AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Extended Learning and Wider Reading Opportunities</b> Y8 homework is due every week on Bedrock (unless paper homework is set by the teacher). <a href="#">Digital Literacy Curriculum 1</a> <a href="#">Bedrock Learning</a></p>
<p><b>Subsequent Learning</b> This topic's aim is to build the skills needed to analyse An Inspector Calls in Y9. An Inspector Calls is one of the set texts for the GCSE English Literature exam. In the exam, you will have 45 minutes to answer one essay question on the play. This is a 'closed book' exam, which means that you will not have access to a copy of the play in the exam.</p> <p>Following your study of An Inspector Calls, you will further enhance your interpretative and analytical skills by studying a collection of poetry from the AQA Power and Conflict poetry anthology.</p>	<p><b>Ways in which parents/carers can support:</b></p> <ul style="list-style-type: none"> <li>• Encourage students to actively engage with the homework set</li> <li>• Discuss the characters mentioned in the lesson sequencing section and ask questions to student about these characters</li> <li>• Visit the following site with your child: <a href="#">Blood Brothers - GCSE English Literature - BBC Bitesize</a></li> </ul>
<p><b>Lesson Sequencing</b></p> <p>Week 1: Context and Introduction to Act 1</p> <p>Week 2: Act 1 Mickey and Edward's characters</p> <p>Week 3: Act 1 and the character of Linda</p> <p>Week 4: Opening of Act 2</p> <p>Week 5: Act 2 and Assessment Week</p> <p>Week 6: Active viewing and movie posters</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Act Cliff hanger Dramatic irony Foreshadowing Monologue Setting Stage directions Symbolism Tension Social Inequality Injustice</p>

# Geography



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## Year 8 Learning Map

### Topic Number: 6

Blueprints for the Future	
Prior Learning	Current Learning
<p>Across KS3, most of our schemes of learning at Ridgewood have been linked in some way to climate change – from resource management to tropical storms, glaciers to deserts – it really is affecting everything on our Earth!</p> <p>This SOW will build on prior knowledge, particularly from climate change topic of causes and impacts of climate change to think about sustainable solutions to these problems.</p>	<p>This topic will journey around the continents to look at different contextual case studies about how countries are tackling issues such as food production and supply, energy and sustainability, water security, resources, population growth, economic crisis, transport, travel, urbanisation, risk management, trade, environmental management, biodiversity and more. We will categorise these into adaption and mitigation strategies, thinking about the opportunities and challenges they can present.</p> <p>These case studies will provide a basis of knowledge for a project-based assessment piece of work at the end of the year. The assessment criteria will be heavily linked to the Royal Geographical Society's international competition – Young Geographer of the Year – where 40 Y9 students work will be entered.</p>
Lesson Sequencing	Tier 3 Vocabulary
<p>Lesson 1 What is adaption and mitigation and why do we need it?</p> <p>Lesson 2 How is the High Seas Treaty protecting our waters?</p> <p>Lesson 3 How is the Great Green wall putting an end to desertification?</p> <p>Lesson 4 Why is transport in Curitiba influencing the rest of the world?</p> <p>Lesson 5 What and where on earth is BedZed?</p> <p>Lesson 6 How are tectonics heating up homes?</p> <p>Lesson 7 Why are farms floating?</p> <p>Lesson 8 Can Tuvalu be saved?</p> <p>Lesson 9 What will dinner look like in the future?</p> <p>Lesson 10 Can we take the salt out of the sea to solve our water issue?</p> <p>Lesson 11 – 14 Project/RGS competition</p>	<ul style="list-style-type: none"> <li>Adaptation</li> <li>Desalination</li> <li>Desertification</li> <li>Emissions</li> <li>Entomophagy</li> <li>Geothermal</li> <li>Mitigation</li> <li>Permaculture</li> <li>Renewable</li> <li>Sustainability</li> <li>Thermal expansion</li> <li>Transport</li> </ul>
Extended Learning	Home Support
<p>You child will be set one homework on a sustainable future project.</p> <p>Further details about the homework will be given in lesson.</p>	<ul style="list-style-type: none"> <li>Initiating discussions about climate change and the future</li> <li>Helping students with their final projects if needed</li> <li>Watching documentaries linked to the topic</li> </ul>
Subsequent Learning	
<p>This topic will provide students with a well-rounded knowledge of one of the most important geographical issues of our time. For those students going on to study GCSE it will be useful particularly when looking at the climate change topic, tropical storms, sustainable urban living and resource management – topics across all 3 GCSE Geography papers</p>	

## Year 8 Learning Map: Half Term 6

The Holocaust			
Prior Learning	Current Learning	Subsequent Learning	
<p>You have already learned how Hitler rose to power, and many of his actions as Fuhrer.</p> <p>This topic builds upon your developing chronological knowledge of the history of Europe.</p> <p>Finally, it builds upon the narrative writing and source skills you have been developing throughout your time at Ridgewood.</p>	<p>In this topic you will discover the horrific mistreatment experienced by Jewish people across Europe at the hands of the Nazi Party. This is perhaps the most important and significant topic you will study during your history lessons as it demonstrates the fragility of all societies, and reinforces the importance of acting against all forms of discrimination.</p> <p>This topic is important for you to continue to develop your historical skills and knowledge because it will focus on developing your ability to analyse the provenance of sources, and write effective introductions and conclusions.</p>	<p>In year 9, you will look at other groups who have been discriminated against, and mistreated, in society, including black people in Britain, America and South Africa, gay people, women and miners in Britain, and Catholics in Northern Ireland.</p> <p>You will continue to develop your ability to fully evaluate the value and limitations of the provenance of a range of sources and historical interpretations throughout your history lessons in Key Stage 3, 4 and 5.</p> <p>Finally, Paper 3 at GCSE is a source-based paper, so the skills you will learn in this unit will be vital for your future success.</p>	<p><b>Ways in which parents/carers can support</b></p> <p>You could watch the documentaries below with your son/daughter:</p> <p><u>Netflix:</u></p> <p>Anne Frank – Parallel Stories The Photographer of Mauthausen The Devi Next Door Schindler’s List The Last Days <u>YouTube:</u></p> <p>We Shall Not Die Now</p>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	
<ol style="list-style-type: none"> <li>How were the lives of Jewish people changed by Nazi legislation?</li> <li>How did the Nazis use propaganda against the Jewish people?</li> <li>How did violence against the Jewish people escalate?</li> <li>What were concentration camps?</li> <li>How were concentration camps liberated?</li> <li>Why didn't more people resist?</li> <li>How were the Nazis punished?</li> <li>Why do some people deny the existence of the Holocaust?</li> </ol>	<p>Anti-Semitism Boycott Denier Einsatzgruppen Extermination Ghetto Holocaust Kristallnacht Liberate Persecution</p>	<p>Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content.</p> <p>The following books are very engaging and interesting: <i>The Boy in the Striped Pyjamas</i> by John Boyne <i>Hidden</i> by Marcel Prins <i>Anne Frank's Story</i> by Carol Ann Lee <i>Waiting for Anya</i> by Michael Morpurgo</p>	

## Year 8 Learning Map

## Topic Number: 6

Topic Title: Business Marketing																	
<p><b>Prior Learning</b> This topic builds upon the graphics and business units studies this year by using the online software Canva. It also builds on business theory relating to marketing and advertising.</p>	<p><b>Current Learning</b> You will be learning about the key features of advertisements including websites, billboard and social media. You will be considering what makes an advertising campaign a success. In preparation for creating their own advert, you will then learn about camera angles and editing techniques. You will then design and create your own advertising campaign using the skills you have developed. To complete the year, you will have time to check in to their UniFrog account considering different career paths and KS4 choices.</p>																
<p><b>Subsequent Learning</b> Pupils will learn about the media industry in Year 9 in preparation for the iMedia option course at KS4.</p>	<p><b>Ways in which parents/carers can support</b> Pupils are encouraged to use <a href="https://idea.org.uk/">https://idea.org.uk/</a> - this offers free mini courses about various computer-based topics</p>																
<p><b>Lesson Sequencing</b></p> <table border="1"> <tr> <td>Lesson 1</td> <td>Introduction to advertising</td> </tr> <tr> <td>Lesson 2</td> <td>Camera Angles</td> </tr> <tr> <td>Lesson 3</td> <td>Campaign Features</td> </tr> <tr> <td>Lesson 4</td> <td>Editing Techniques</td> </tr> <tr> <td>Lesson 5</td> <td>Advert Creation</td> </tr> <tr> <td>Lesson 6</td> <td>Advert Creation</td> </tr> <tr> <td>Lesson 7</td> <td>UniFrog</td> </tr> <tr> <td>Lesson 8</td> <td>UniFrog</td> </tr> </table>	Lesson 1	Introduction to advertising	Lesson 2	Camera Angles	Lesson 3	Campaign Features	Lesson 4	Editing Techniques	Lesson 5	Advert Creation	Lesson 6	Advert Creation	Lesson 7	UniFrog	Lesson 8	UniFrog	<p><b>Tier 3 Vocabulary</b> Advertising Angles Assets Business Campaign Editing Endorsement Purpose Shots</p> <p><b>Extended Learning</b> You will be using the editing software Canva which is available online.  You can log in with their school Microsoft account. Canva is available at: <a href="http://www.canva.com">www.canva.com</a></p>
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Lesson 7	UniFrog																
Lesson 8	UniFrog																

# MATHS

Algebra Part 3			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on your prior learnt algebraic skills built in Y7 and Y8 where you learnt to substitute into expressions and formula.</p>	<p>In this unit you will learn about inequalities, expressing these and solving them. In the second part of the unit you will learn about sequences, connecting these to algebra.</p>	<p>This topic will be revisited and developed to higher level inequalities and sequences in KS4.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> <li>• Represent inequalities on a number line</li> <li>• Solve inequality equations</li> <li>• Find the next term(s) of a sequence</li> <li>• Generate a sequence from it's nth term</li> <li>• Find the nth term of a sequence</li> </ul>	<p>Inequality Substitute Term Nth term</p>	<p>All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> <li>• The Code Book by Simon Singh</li> <li>• Mathematics: The New Golden Age by Keith Devlin</li> </ul> <p>Recommended KS3 revision guides and workbooks can be found here: <a href="https://www.cgpbbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbbooks.co.uk/secondary-books/ks3/maths</a></p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>• <u>MathsWatch</u> - to complete homework and access further revision.</li> <li>• <u>Corbett Maths</u> - for extra support videos and work on the topics stated.</li> </ul>

# MATHS

## Geometry 3

<b>Prior Learning</b> This topic builds on KS2 and Y7 knowledge in Geometry 1 where you named shapes and recognised their properties. You will have also worked with symmetry in KS2 using reflections.	<b>Current Learning</b> In this unit you will learn about congruent and similar shapes. You will learn about transforming shapes such that they are congruent or similar.	<b>Subsequent Learning</b> You will revisit these skills in KS4 where you will follow and describe more complex transformations.	
<b>Lesson Sequencing</b> Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> <li>• Recognise congruent shapes</li> <li>• Translate a shape using a vector</li> <li>• Draw lines of symmetry on a shape</li> <li>• Identify a shapes order of rotational symmetry</li> <li>• Rotate a shape</li> <li>• Reflect a shape</li> <li>• Understand similar shapes and find missing lengths</li> <li>• Enlarge a shape</li> </ul>	<b>Tier 3 Vocabulary</b> Congruent Similar Symmetry Reflect Translate Rotate Enlarge	<b>Extended Learning</b> All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended KS3 revision guides and workbooks can be found here: <a href="https://www.cgpbbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbbooks.co.uk/secondary-books/ks3/maths</a>	<b>Ways in which parents/carers can support</b> Support your child's progress through: <ul style="list-style-type: none"> <li>• <u>MathsWatch</u> - to complete homework and access further revision.</li> <li>• <u>Corbett Maths</u> - for extra support videos and work on the topics stated.</li> </ul>

## Year 8 Learning Map

		Musical Futures (continued)		
Prior Learning		Current Learning	Extended Learning	Subsequent Learning
<p>This topic builds on your understanding of reading various types of music notation, such as staff, tab, and notation for drum kit. This topic also builds on your understanding and awareness of the development of music from traditional styles to present day.</p>		<p>In this topic, you will learn to play the instruments of a typical pop band (electric guitar, bass guitar, drums, vocals and keyboard), while developing your understanding of common elements of music in the Popular Music genre. By the end of the unit, you will be able to perform a pop song with your band to an audience.</p>	<p>This topic will develop skills both in performance and through composing as you begin to understand the inner workings of a pop song. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. This topic will enhance your understanding of the area of study 'Popular Music' which includes styles such as Rock, 90s Pop, and Gaming Music as GCSE terminology are discussed. This will support your wider listening at later key stages.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support	
Lesson 1	Recall individual parts and performing as a group	Chords	<p>You have access to our subscription to Focus on Sound. Click on <a href="#">Focus on Sound</a> and then log on using your Microsoft Teams account.</p> <p>Alternative reading opportunities:</p> <p><a href="#">BBC Bitesize - Popular Music Styles</a></p>	<p>Listen to different pieces of Popular Music on Youtube or Spotify and try to identify the instruments in the piece. E.g. Which part is the verse/chorus?</p> <p>Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.</p>
Lesson 2	Continue to develop ensemble skills and ability to perform the chosen pop song.	Chord Progression		
Lesson 3	To develop an understanding of the assessment criteria for the Musical Futures performance	Melody		
Lesson 4	Continue to develop an understanding of the assessment criteria for the Musical Futures performance.	Harmony		
Lesson 5	CF2 Listening Assessment	Drum Fill		
Lesson 6-7	To perform to a live audience and review the outcomes based on the assessment criteria.	Vocal Timbre		
		Style		
		Intro/Outro		
		Verse		
		Chorus		

## Year 8 Learning Map

### Topic: Athletics

Prior Learning		Current Learning	Subsequent Learning
<p>In Y7, you learned the basic skills/techniques needed to compete in each event. You should be able to identify different areas and lines on a 400m track. You will have some experience of running, throwing and jumping events.</p>		<p>In this topic you will continue to develop the skills/techniques needed to compete in each of the track and field disciplines. Throughout the topic you will practice the correct techniques for throwing events (javelin, discus, shot put), jumping events (long jump, triple jump) and track events (sprinting and long distance running).</p>	<p>In Y9, you will continue to develop the skills learned in Y7&amp;8 to allow you to become a better/more effective athlete. You will continue to develop:</p> <ul style="list-style-type: none"> <li>• Running (Sprinting and Long Distance)</li> <li>• Throwing (Javelin, discus, shot put)</li> <li>• Jumping (Long jump, triple jump).</li> </ul> <p>More confident students will start to look at providing feedback to other students to try to help them improve their technique.</p>
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Sprinting (Running Style, Sprint Starts, 100m/200m.	Running Style	<ul style="list-style-type: none"> <li>• <a href="#">World Athletics Home Page</a>   <a href="#">World Athletics Athletics - BBC Sport</a></li> <li>• <a href="#">British Athletics Athletics - News</a></li> <li>• <a href="#">Athletes, Highlights &amp; More (olympics.com)</a></li> <li>• <a href="#">The History Of Track And Field - FloTrack</a></li> </ul> <p>Students can develop their running by doing this outside school in their own time.</p> <p>If they would like to practice a specific track and field discipline, students can join a local athletics club.</p> <p><a href="#">Find An Athletics Or Running Club</a>   <a href="#">England Athletics</a></p>
Week 2	Jumps (L. Jump/T. Jump)	Baton Decathlon False Start Heptathlon	
Week 3 & 4	Throwing events (Discus/Javelin/Shot Put)	Lane Staggered Start Drive	
Week 5	Distance Running	Take off	
Week 6	Relay	Grip	
Week 7	Fun Track		

Year 8 Learning Map

Topic: Striking and Fielding

		Striking and Fielding		
		Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p><b>Prior Learning</b> The topic builds on the basic rules of striking and fielding games and how to play the games successfully, skills of throwing and catching and game play, to improve your performance will have been worked on. In addition, you will have developed your teamwork, communication and leadership skills.</p>		<p><b>Current Learning</b> In this topic you will understand the rules and different techniques of bowling, the rules and different techniques of batting. You will develop batting and bowling techniques with control and the application of rules in a conditioned competitive game whilst developing formations in a conditioned competitive game.</p>	<p><b>Subsequent Learning</b> All skills learnt in Striking and Fielding units are transferable across the different games activities. You will also revisit individual games again in year 9 where you will learn more about game play and specific techniques and have more opportunities to develop the skills learnt in year 7 and 8.</p>	
<b>Lesson Sequencing</b>		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Pre-assessment and ball familiarisation	Attacking	Cricket rules: <a href="https://www.cricket-rules.com">https://www.cricket-rules.com</a>	Practice throwing and catching games at home using a tennis ball (or any similar sized ball).
Week 2	Understand the rules and techniques of bowling	Backstop Bases Bowling Defending Fielders	Cricket skills: <a href="https://australian-sports-camps.com.au/blog/how-to-teach-cricket-to-kids-beginners/">https://australian-sports-camps.com.au/blog/how-to-teach-cricket-to-kids-beginners/</a>	Go to watch friends/family or local clubs play.
Week 3	Understand the rules and techniques of batting	Formations Rounders Wickets	Rules of rounders: <a href="https://www.roundersengland.co.uk/play/rounders-rules/">https://www.roundersengland.co.uk/play/rounders-rules/</a>	Encourage your child to join the school team or see if you can play some mini games in the garden or at the park.
Week 4	Fielding Roles			
Week 5	Tactics and strategies demonstrated through games play			
Week 6	Tactics and strategies demonstrated through games play			
Week 7	Competition			

			<p><b>Rounders skills:</b> <a href="https://www.sportplan.net/s/Rounders/skills.jsp">https://www.sportplan.net/s/Rounders/skills.jsp</a></p> <p><b>Softball rules:</b> <a href="https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20Softball&amp;text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible.">https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20Softball&amp;text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible.</a></p>
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## Year 8 Learning Map

### Topic: Pickleball

Prior Learning	Current Learning	Subsequent learning
Students should have a basic understanding of pickleball grips, ready position, and the ability to sustain a short dink or groundstroke rally.	Students will develop their knowledge and understanding of skills like the "drop hit" and "punch volley". There will be a focus on how to outwit opponents by aiming for feet and using the diagonal crosscourt serve effectively.	Students will revisit pickleball in Year 9, where they will focus on advanced analysis of strengths and weaknesses and high-level tactical refinement.
Lesson sequencing	<b>Wider Reading Opportunities</b>	<b>Ways in which parents/carers can support:</b>
Week 1	Skills Recap: Grip refinement and advanced ball control (alternating tap/bounce).	If possible, give students as many opportunities to get involved in net and wall games as possible.
Week 2	Dinking: Cross-court dink rallies and target practice aiming for the opponent's feet.	Students can develop their coordination by playing pickleball, paddle, tennis outside of school.
Week 3	Ground Strokes: Improving power and accuracy; moving the body to meet the ball.	If they would like to practice a specific track and field discipline, students can join a local club.
Week 4	Serving: Accuracy drills (Target practice with hoops) and enforcing service faults.	
Week 5	Net Play: Volley rallies and transition from the baseline to the "Kitchen" line.	
Week 6	Tactics: Introduction to doubles positioning and the "Sideout" rule.	
Week 7	Game play and assessment.	
	<b>Extended learning</b>	
	<p><u>How to get started playing Pickleball</u>   LTA</p> <p><u>Pickleball in Britain</u>   Rules, courts &amp; how to play   LTA</p>	

## Year 8 Learning Map

### Topic Number: 4

		Drugs and the Law		
		Current Learning	Extended Learning	Subsequent Learning
<b>Prior Learning</b>	This topic builds on; Work that you have looked at in year 7 on substance abuse and changes in the body. You will build on prior knowledge to deepen your understanding of how addiction affects individuals and others around them. This module also develops learning and understanding of the different aspects of the law and how to ensure you are following these now and into adult life.	In this topic you will learn; Important information about the different risks that are associated with prescription drugs and alcohol consumption, this includes how they impact the body and how a person can receive any support and help they need. You will develop your understanding of the law, government/parliament and the monarchy and how they link together to ensure that we live in a democratic society. This deepened understanding will allow you to contribute to society in a positive way and ensure that you can form and explain justified opinions.		This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. As you study PSHCE through years 9-11 you will look at different substances people use and how this leads to addiction and the impact addiction can have on a person physically, socially and mentally. You will study the role of a police officer and the judicial system within the UK, developing your understanding of how this links to parliamentary process. You will develop the skills to reflect and understand other people's opinions and situations which contributes to your ability to make informed opinions and engage in purposeful conversation which relate to real work issues.
<b>Lesson Sequencing</b>		<b>Tier 3 Vocabulary</b>	<b>Ways in which parents/carers can support</b>	
Lesson 1	Prescribed drugs – what are they? What are the risks?	Prescription Parliament Monarchy Justice Addiction Democracy Imprisonment Electoral process Royal assent Trial	You can use independent study opportunities to look at the information on the websites below.  <a href="https://www.bbc.co.uk/bitesize/guides/zwvqttr/revision/1">https://www.bbc.co.uk/bitesize/guides/zwvqttr/revision/1</a>  <a href="https://www.nhs.uk/live-well/alcohol-support/">https://www.nhs.uk/live-well/alcohol-support/</a>	To have an open forum for discussion with your child- discuss local and national issues that could be seen in the news. Discuss the different opinions about key issues and encourage your child to consider their own opinion on the issues.  Look and the information on the link below to look at how democracy was formed and modified over time. <a href="https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/4">https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/4</a>
Lesson 2	Alcohol consumption – impacts on the body			
Lesson 3	Smoking, e-cigs and vaping- laws and its impacts			
Lesson 4	Democracy, What is it? Why is it an advantage to us?			
Lesson 5	Understanding parliament and the monarchy			
Lesson 6	Prison and the police service			
Lesson 7	Assessment – Mock Trial			

Social Justice continued			
<p><b>Prior Learning</b> This topic builds on your knowledge base from primary school, where you may have already learnt about issues of social justice and fairness: building on key terms such as discrimination and equality. You will be able to build on your own view of these matters, and compare your views to the views of others, both religious and non-religious.</p> <p>Throughout this topic you will 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.</p>	<p><b>Current Learning</b> In this topic you will be introduced to matters of social justice in the UK; such as poverty, charity and racism. We think it is vital that you develop an understanding of the importance of equality, considering cases where equality may not be present and why it should be. We will then link these matters to real-life examples to illustrate this importance. As well as exploring how non-religious and religious people may respond.</p> <p>As a result, you will work on your skills of evaluation and debate by discussing these matters – exploring whether or not all people should work for equality, whether all people should give to charity, and whether all religions uphold ideas of equality or not.</p>	<p><b>Subsequent Learning</b> The matters of social justice and equality that we explore in this topic, and the religious attitudes towards them, can be applied to many other moral issues throughout RE in Key Stage 3, such as Crime and Punishment and War and Peace. It will also support you to further develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood.</p> <p>In addition, this topic will help you to prepare for GCSE RE Key Stage 4 as these matters of social justice, equality and fairness are embedded in the philosophical and ethical themes that we study. You will continue to develop your ability to analyse and explain how key religious quotations and texts can link to matters of social justice.</p>	
<p><b>Lesson Sequencing</b></p> <ol style="list-style-type: none"> <li>1. Social Injustice: Introduction</li> <li>2. Prejudice and Discrimination</li> <li>3. Malala</li> <li>4. Religious responses to racism</li> <li>5. Martin Luther King</li> <li>6. Introduction to Poverty</li> <li>7. Poverty and religion</li> <li>8. Charities</li> <li>9. Religious attitudes to wealth</li> </ol>	<p><b>Tier 3 Vocabulary</b></p> <p>Activism Discrimination Diversity Equality Homophobia Justice Oppression Prejudice Racism Stereotype Zakat</p>	<p><b>Extended Learning</b></p> <p>You can use independent study opportunities to engage with the following websites about religious views relating to social justice.</p> <p><u><a href="#">The role of government in Human Rights – Social Justice – BBC Bitesize</a></u></p> <p><u><a href="#">What is equality and social justice? – Social Justice – BBC Bitesize</a></u></p>	<p><b>Ways in which parents/carers can support</b></p> <p>Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society.</p> <p>You could also spend some time researching charities such as <u><a href="#">Amnesty International (AI)</a></u>, who work to bring about justice and fairness to people all over the world, by trying to uphold human rights for all people at all times.</p>

# Science



RIDGEWOOD  
SCHOOL

## Year 8 Learning Map

Topic Number: C2

C2- Chemical energy and types of reaction	
Prior Learning	Subsequent Learning
<p>This topic builds on C2 from the Year 8 scheme of learning where students learned about metals and non-metals and their properties. You also learned about reactions of metals, alkalis and acids.</p>	<p>In this topic you will learn how chemical reactions happen and how energy changes take place causing reactions to heat up or cool down. You will also learn about different types of reactions such as thermal decomposition reactions.</p>
<p>This topic will prepare you for GCSE Chemistry, where in C1 you will learn about factors which affect the rate of chemical reactions. You will also learn about metallic bonding in C3, and reactivity series in C5.</p>	
Lesson Sequencing	Extended Learning
Lesson 1	Tier 3 Vocabulary
Chemical vs Physical Reactions	Catalysts
Energy Changes - Endo and Exo	Exothermic reaction
Energy Level Diagrams	Endothermic reaction
Combustion	Chemical bond
Thermal Decomposition	pH
Practical - Investigate changes in mass	Indicators
Investigate if reactions are endothermic or exothermic	Base
	Concentration
	<p>All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.</p> <p><b>Wider reading:</b> "Chemistry: Getting a Big Reaction" by Dan Green "The Book of Ingeniously Daring Chemistry" by Sean Connolly "Why Chemical Reactions Happen" Paperback by James Keeler</p>
	<p>Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.</p> <p>KS3 Revision Guides and Workbooks are available on parent pay.</p> <p>Ensure students are accessing Microsoft Teams to complete work directed by their teachers if absent from lesson.</p>
	<p>Ways in which parents/carers can support</p>

### Topic Number: C3

C3- Climate and Earth's resources						
Prior Learning		Current Learning		Subsequent Learning		
This topic builds on the C3 topic in the Year 7 scheme of learning where students will have learned about the structure of the earth and different types of rocks.		In this topic you will learn how carbon in the atmosphere passes through the carbon cycle and contributes to global warming. You will learn how metals are extracted from their ores and evaluate evidence for climate change.		This topic will prepare you for GCSE Chemistry where in C4 you will learn about the changes in the earth's atmosphere over time. You will also link global climate change to atmospheric pollutants.		
Lesson Sequencing		Tier 3 Vocabulary		Extended learning		Ways in which parents/carers can support
Lesson 1	The carbon cycle	Global warming Fossil fuels Carbon sink Greenhouse effect Natural resources Mineral Ore Extraction Recycling Electrolysis		All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.  <b>Wider reading:</b> "Our House Is on Fire: Greta Thunberg's Call to Save the Planet" by Jeanette Winter  "This Book Is Not Rubbish: 50 Ways to Ditch Plastic, Reduce Rubbish and Save the World!" by Isabel Thomas		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	Greenhouse gases					
Lesson 3	Global warming					
Lesson 4	Evidence for climate change					
Lesson 5	Use of resources					
Lesson 6	Extraction of metals					
Lesson 7	Evidence for climate change					

## Topic Number: 6 – Spotlight on Mexico

		Spotlight on Mexico		
Prior Learning		Current Learning	Subsequent Learning	
<p>This topic builds on previously learnt information from the last two years. It will include previously learnt vocabulary such as physical descriptions, key verbs, opinion phrases, colours and animals. In relation to key grammar points it will build on prior learning of the preterite (simple past) and present tenses.</p>		<p>In this topic, you will learn to write and talk about Mexico and Mexican traditions with particular focus on the 'Day of the Dead', music and spirit guides. You will watch and review a film in which we see all aspects of the traditions that we have been studying.</p>	<p>This topic will prepare you for becoming a more confident learner of Spanish as the grammar we will learn can be applied to any topic. It will also enable you to become a more confident writer of Spanish as the tasks that we will be doing will allow you to build confidence in writing skills and structuring your answers. Throughout Year 9 and beyond, writing skills are crucial and therefore this unit will prepare for this.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Assessment	Alegre – happy Es – he/she/it is Fuerte – strong Gracioso/a – funny	Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class.	To build listening and speaking skills, parents can encourage pupils to listen to Spanish resources. Suggested resources are as follows:
Week 2	Introduction to Mexico	La música – the music La película – the film	Additional learning could focus on vocabulary related to the topic. The following list contains vocabulary linked to the topic. <a href="https://quizlet.com/gb/341912223/zoom-1-me-describo-unidad-1a-flash-cards/?i=ybbrx&amp;x=1jqt">https://quizlet.com/gb/341912223/zoom-1-me-describo-unidad-1a-flash-cards/?i=ybbrx&amp;x=1jqt</a>	<ul style="list-style-type: none"> <li>• Memorise or Quizlet to practise vocabulary</li> <li>• Grammar practice - <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li> <li>• You Tube Blog Coffee Break Spanish. Where students can listen to native speakers of Spanish answering questions on several topics.</li> </ul>
Week 3	Revision of present tense and descriptions	Los personajes – the characters		
Week 4	Description of characters from the film	Se trata de – is about Son – they are Tiene – he/she/it has Triste – sad Vi – I saw		
Week 5	Mexican traditions – Alibrijes (spirit guides) and La Llorona (music)			
Week 6	Mexican music			
Week 7	Coco			

HT6

		Own Branding		
Prior Learning		Current Learning	Extended Learning	Subsequent Learning
<p>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.</p>		<p>In this topic you will learn to design and construct a contactless sale point for your street food truck. You will create an overall evaluation of your brand.</p>	<p>This project will allow you to apply a number of transferable skills across your subjects:</p> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Creative thinking</li> <li>3. Presentation skills</li> <li>4. Research skills</li> <li>5. Teamwork</li> <li>6. Time management</li> </ol>	
Week Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support	
Week 1	Point of sale knowledge and understanding	Branding Cohesive	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.	Discuss ideas and class work.
Week 2	Contactless sale discussion and design ideas	Consumerism Colour	Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products.	Collect examples of logo and packaging designs that students might find inspirational to work from.
Week 3	Contactless sale design ideas	Culture Design		Discuss how this work might influence your own work.
Week 4	Contactless sale design ideas	Icon Loyalty		
Week 5	Contactless sale construction	Marketing Recognition		
Week 6	Contactless sale construction	Typography		
Week 7	Brand evaluation			