



RIDGEWOOD  
SCHOOL

RIDGEWOOD SCHOOL

# Learning Maps

**Y8**

**HALF TERM 6**



RIDGEWOOD  
SCHOOL

Barnsley Road, Doncaster  
DN5 7UB  
01302 783939

### **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 wider reading opportunities, to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (Homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

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

For most subjects in this booklet, there is just one Learning Map as all students study the same content, which is then tailored to their group and individual needs. For PE and Technology, 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.

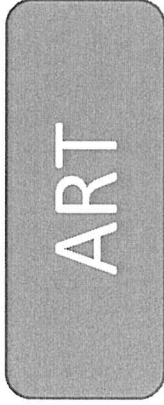
We hope that having these Learning Maps available to you will help you to discuss with your son/daughter what they are learning, and be useful at signposting you to opportunities for extended learning and ways that you can help your child to accelerate their progress.

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

**HT6**

|  |                                | <b>Colour and Pattern</b>   |   |   |
|--|--------------------------------|---|---|---|
| <b>Prior Learning</b><br>This topic builds on your increased knowledge in the use of colour and pattern, simplification of drawing and sequencing in creating a personal response. |                                | <b>Current Learning</b><br>In this topic you continue the work of the artist Cecil Touchon. You will contrast your work to the work of Henri Matisse demonstrate simplification and an application of pattern and analogous and contrasting colour matches. | <b>Subsequent Learning</b><br>This topic will prepare you for understanding abstract concepts and forms with greater confidence. You will also have a stronger understanding of pattern and colour palettes applicable for your future KS3 projects.                                      |   |
| <b>Week Sequencing</b>   |                                | <b>Tier 3 Vocabulary</b>  | <b>Extended Learning</b>  | <b>Ways in which parents/carers can support</b>   |
| Week 1   | Cecil Touchon final piece plan | Abstract<br>Blend<br>Experimental<br>Iconic<br>Pattern<br>Repeat<br>Simplify  | Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.<br><br><a href="https://www.tate.org.uk/art/art-terms/a/abstract-art">https://www.tate.org.uk/art/art-terms/a/abstract-art</a> | Discuss abstract ideas and thoughts.<br><br>Recognise nature when outside and the naturally forming patterns it can make. |
| Week 2   | Cecil Touchon final piece plan |   |   |   |
| Week 3   | Introduction of Matisse        |   |   |   |
| Week 4   | Blending Matisse and Touchon   |   |   |   |
| Week 5   | Planning                       |   |   |   |
| Week 6   | Final piece                    |   |   |   |
| Week 7   | Final piece                    |   |   |   |
| Week 8   | Final piece                    |   |   |   |

# Drama

## Year 8 Learning Map

### Topic Number: 6

| Masks   |  |
|---|--|
| Prior Learning  | Current Learning   |
| <p>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 Missing (where we explored a missing person case) and Pantomime and will introduce you to new performance styles – Masks.</p>   | <p>In this topic you will learn about the key features of the performance style and will explore some of these key features 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 masked characters to create effective performances.</p> <p>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.</p>   |
| Lesson Sequencing   | Extended Learning  |
| <p><b>Tier 3 Vocabulary</b></p> <p>Body Language<br/>Characterisation<br/>Exaggeration<br/>Gesture<br/>Laban Efforts<br/>Movement<br/>Non-Verbal Communication<br/>Passing The Focus<br/>Pause<br/>Proxemics<br/>Tragedy</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>All About Theatre – National Theatre</li> <li>Mask and Performance in Greek Tragedy: From Ancient Festival to Modern Experimentation – David Wiles</li> <li>The Mask Handbook: A Practical Guide – Toby Wilscher</li> </ul>  |
| <p>Lesson 1: Laban Efforts: Creating a character</p> <p>Lesson 2: Rules of mask work</p> <p>Lesson 3: Use of music to create a storyline</p> <p>Lesson 4: Using masks to create emotion in a tragedy scene – development</p> <p>Lesson 5: Using masks to create emotion in a tragedy scene – Rehearsals</p> <p>Lesson 6: Using masks to create emotion in a tragedy scene – Performance</p> | <p><b>Subsequent Learning</b></p> <p>This topic will prepare you for further performance style exploration in Y9 where we explore John Godber and Physical Theatre. It will equip you with the skills to be successful at future exploration and the application of performance styles and social/historical contexts.</p> <p>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.</p> <p><b>Ways in which parents/carers can support</b></p> <p>The Trestle Theatre Company, who provided the masks used at Ridgewood, have a website with a wealth of information, including Trestle Theatre productions, workshops and recent projects and collaborations. Use this link below to access this information.<br/><a href="https://www.trestle.org.uk/">https://www.trestle.org.uk/</a></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.<br/><a href="https://castindoncaster.com/">https://castindoncaster.com/</a></p> |


## Speaking and Listening: Creating a Restaurant

|  |   |   |
|--|---|---|
| <p><b>Prior Learning</b></p> <p>This topic builds on students' knowledge of persuasive writing and oracy skills.</p> <p>Pupils have studied the written word extensively, both for formal and informal purposes, we want them to use these skills but take it a step further into an oral presentation.</p> <p>Pupils can deploy the skills learned from the reading persuasive non-fiction texts covered in the War Writing and Leading Ladies schemes of learning.</p> | <p><b>Current Learning</b></p> <p>This unit will help develop oracy skills and cultivate an understanding about the importance of body language, tone and volume in their articulation. Additionally, this learning provides a setting in which students can work collaboratively with their peers and enhance team work skills.</p> <p>This unit will give students the opportunity for students to develop knowledge of key communication skills.</p> <ul style="list-style-type: none"> <li>• To understand the requirements for a speaking and listening assessment and to develop awareness of what constitutes a good example.</li> <li>• To develop an understanding of what makes good teamwork and to introduce job roles and accountability.</li> <li>• To evaluate what makes successful presentation preparation.</li> <li>• To understand effective marketing and advertising strategies.</li> <li>• To conduct weekly meeting of the board to discuss initial plan for restaurant.</li> <li>• To feedback to the group on current progress and create a plan</li> <li>• To plan and prepare materials for restaurant project linked to job role specifications.</li> <li>• To demonstrate effective presentation skills through assessed pitch of restaurant idea.</li> </ul> | <p><b>Subsequent Learning</b></p> <p>This unit will provide the foundations for further learning in subsequent KS3 learning before being formally assessed at GCSE as the spoken language endorsement.</p> <p>The opportunity to experience applying persuasive and informative strategies within a project will allow students to deepen their understanding of non-fiction texts.</p>   |
| <p><b>Lesson Sequencing</b></p> <p>Week 1: Understanding the basics of oracy.</p> <p>Week 2: Researching and designing a restaurant.</p> <p>Week 3: Group preparation.</p> <p>Week 4: Presenting and feedback.</p> <p>Students will be encouraged to complete extended learning activities to develop their knowledge and understanding of the topic.</p>  | <p><b>Tier 3 Vocabulary</b></p> <p>Persuasive</p> <p>Informative</p> <p>MADFOREST techniques</p> <p>Audience</p> <p>Tone</p> <p>Pitch</p> <p>Volume</p> <p>Body Language</p> <p>Draft</p> <p>Edit</p>   | <p><b>Wider Reading Opportunities:</b></p> <p>Grab a copy of the Ridgewood school student newspaper (copies can be found in the school library). What persuasive writing do you notice?</p> <p>Read an article on CBBC Newsround. <a href="#">Home - CBBC Newsround</a></p> <p><b>Parental/carer support:</b></p> <p>Ask open questions about the book they are reading. Get them to tell you about the story, characters and their opinion on the book.</p> <p>Help develop skills on persuasive writing:<br/> <a href="#">Writing to persuade guide for KS3 English students - BBC Bitesize</a></p> |

## Year 8 Learning Map

### Topic Number: 6

#### Blueprints for the Future

|                |   | <u>Prior Learning</u>  | <u>Current Learning</u>   | <u>Subsequent Learning</u>   |
|----------------|---|--|---|--|
|                |   | <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> | <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> |
|                |   | <u>Lesson Sequencing</u>   |   |  |
| Lesson 1       | What is adaption and mitigation and why do we need it?          |  |   |  |
| Lesson 2       | How is the High Seas Treaty protecting our waters?              |  |   |  |
| Lesson 3       | How is the Great Green wall putting an end to desertification?  |  |   |  |
| Lesson 4       | Why is transport in Curitiba influencing the rest of the world? |  |   |  |
| Lesson 5       | What and where on earth is BedZed?                              |  |   |  |
| Lesson 6       | How are tectonics heating up homes?                             |  |   |  |
| Lesson 7       | Why are farms floating?   |  |   |  |
| Lesson 8       | Can Tuvalu be saved?  |  |   |  |
| Lesson 9       | What will dinner look like in the future?                       |  |   |  |
| Lesson 10      | Can we take the salt out of the sea to solve our water issue?   |  |   |  |
| Lesson 11 – 14 | Project/RGS competition   |  |   |  |
|                |   | <u>Tier 3 Vocabulary</u>   | <u>Extended Learning</u>  | <u>Home Support</u>  |
|                |   | <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>   | <p>BBC One - Climate Change - The Facts</p> <p><i>David Attenborough documentary on BBC iPlayer, using accessible terminology to learn about climate change</i></p>  <p><i>There Is No Planet B – challenging our priorities for the future should be</i></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>   |

| The Holocaust   |  |  |  |
|---|--|--|--|
| Prior Learning  | Current Learning   | Extended 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>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:<br/> <i>The Boy in the Striped Pyjamas</i> by John Boyne<br/> <i>Hidden</i> by Marcel Prins<br/> <i>Anne Frank's Story</i> by Carol Ann Lee<br/> <i>Waiting for Anya</i> by Michael Morpurgo</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> |
| Lesson Sequencing   | Tier 3 Vocabulary  | Ways in which parents/carers can support   |  |
| <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> | <ul style="list-style-type: none"> <li>Anti-Semitism</li> <li>Boycott</li> <li>Denier</li> <li>Einsatzgruppen</li> <li>Extermination</li> <li>Ghetto</li> <li>Holocaust</li> <li>Kristallnacht</li> <li>Liberate</li> <li>Persecution</li> </ul>   | <p>You could watch the documentaries below with your son/daughter:</p> <p><u>Netflix:</u></p> <ul style="list-style-type: none"> <li>Anne Frank – Parallel Stories</li> <li>The Photographer of Mauthausen</li> <li>The Devi Next Door</li> <li>Schindler's List</li> <li>The Last Days</li> <li><u>YouTube:</u></li> <li>We Shall Not Die Now</li> </ul>  |  |

## Year 8 Learning Map

## Topic Number: 5

| Topic Title: Programming using EduBlocks   |   |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
|--|---|--------------|----------|-------------|----------|----------------|----------|-------------------|----------|------------|----------|-----------|----------|---------|----------|---------|---|
| <p><b>Prior Learning</b></p> <p>This topic builds upon the scratch programming unit from Year 7 with a block based focused. Like scratch you will develop at a higher level your programming skills; considering the impact of lines of code on the project.</p>   | <p><b>Current Learning</b></p> <p>You will be using EduBlocks to begin learning to code with the text-based language Python. This uses drag and drop blocks to create programs. You will begin creating a quiz with user inputs and a scoring system then move onto to using loops.</p> <p>The CF2 assessment will cover all units of work completed so far in Year 7 with directed improvement time.</p> <p>Lastly, you will be given the opportunity to work on UniFrog which is a dedicated website for you to begin your careers research at Ridgewood. This provides a platform to track progression throughout KS3 and 4.</p> |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
| <p><b>Subsequent Learning</b></p> <p>This topic will prepare you for the Year 9 programming units where you will continue to build upon these skills.</p> <p>*Some pupils will be given direct text based programming activities if they have some experience of programming</p>   | <p><b>Ways in which parents/carers can support</b></p> <p>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</td></tr> <tr><td>Lesson 2</td><td>Using Loops</td></tr> <tr><td>Lesson 3</td><td>CF2 assessment</td></tr> <tr><td>Lesson 4</td><td>Test Improvements</td></tr> <tr><td>Lesson 5</td><td>User Input</td></tr> <tr><td>Lesson 6</td><td>Variables</td></tr> <tr><td>Lesson 7</td><td>UniFrog</td></tr> <tr><td>Lesson 8</td><td>UniFrog</td></tr> </table> | Lesson 1  | Introduction | Lesson 2 | Using Loops | Lesson 3 | CF2 assessment | Lesson 4 | Test Improvements | Lesson 5 | User Input | Lesson 6 | Variables | Lesson 7 | UniFrog | Lesson 8 | UniFrog | <p><b>Extended Learning</b></p> <p>You 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>You can use <a href="https://www.bbc.co.uk/bitesize/topics/zmpsgk7">https://www.bbc.co.uk/bitesize/topics/zmpsgk7</a> To research hardware and software based theory</p> <p>Edublocks – edublocks.org</p> |
| Lesson 1   | Introduction  |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
| Lesson 2   | Using Loops   |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
| Lesson 3   | CF2 assessment  |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
| Lesson 4   | Test Improvements   |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
| Lesson 5   | User Input  |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
| Lesson 6   | Variables   |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
| Lesson 7   | UniFrog   |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
| Lesson 8   | UniFrog   |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |
| <p><b>Tier 3 Vocabulary</b></p> <p>Blocks<br/>Debug<br/>Iteration<br/>Loops<br/>Selection<br/>Sequence<br/>Testing<br/>Variables</p>   |   |              |          |             |          |                |          |                   |          |            |          |           |          |         |          |         |   |



# MATHS

## Algebra Part 3

| <b>Prior Learning</b><br>This topic builds on your prior learnt algebraic skills built in Y7 and Y8 where you learnt to substitute into expressions and formula.  | <b>Current Learning</b><br>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. | <b>Subsequent Learning</b><br>This topic will be revisited and developed to higher level inequalities and sequences in KS4.   |
|---|---|---|
| <b>Lesson Sequencing</b><br><br>Lessons will address the following learning objectives in the order most effective for the class' needs: <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>  | <b>Tier 3 Vocabulary</b><br><br>Inequality<br>Nth term<br>Substitute<br>Term  | <b>Ways in which parents/carers can support</b><br><br>Support your child's progress through: <ul style="list-style-type: none"> <li>• <u>Sparx</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> |
| <b>Extended Learning</b><br><br>All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. <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> Recommended KS3 revision guides and workbooks can be found here:<br><br><a href="https://www.cgpbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbooks.co.uk/secondary-books/ks3/maths</a> |   |   |

**MATHS**

| Geometry 3  |   |  |  |
|---|---|--|--|
| Prior Learning  | Current Learning  | Subsequent Learning  | Ways in which parents/carers can support   |
| <p><b>Lesson Sequencing</b></p> <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>• 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> | <p><b>Tier 3 Vocabulary</b></p> <p>Congruent<br/>Enlarge<br/>Reflect<br/>Rotate<br/>Similar<br/>Symmetry<br/>Translate</p>  | <p><b>Extended Learning</b></p> <p>All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set.</p> <p>Recommended KS3 revision guides and workbooks can be found here:<br/><a href="https://www.cgpbooks.co.uk/secondary-books/ks3/maths">https://www.cgpbooks.co.uk/secondary-books/ks3/maths</a></p> | <p><b>Subsequent Learning</b></p> <p>You will revisit these skills in KS4 where you will follow and describe more complex transformations.</p>   |
| <p><b>Prior Learning</b></p> <p>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.</p>   | <p><b>Current Learning</b></p> <p>In this unit you will learn about congruent and similar shapes. You will learn about transforming shapes such that they are congruent or similar.</p> | <p><b>Subsequent Learning</b></p> <p>You will revisit these skills in KS4 where you will follow and describe more complex transformations.</p>   | <p><b>Ways in which parents/carers can support</b></p> <p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>• <u>Sparx</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> |

### 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 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   |
| Week 1   | Introduction to Mexico  | Alegre – happy<br>Es – he/she/it is<br>Fuerte – strong<br>Gracioso/a – funny   | <p>Netflix has a number of films and TV shows in Spanish and is a great way to improve your Spanish language skills.</p> <p>Kwiziq has a number of free short stories and articles in Spanish with an audio opportunity to listen to them being read. Find them at <a href="https://spanish.kwiziq.com/learn/reading">https://spanish.kwiziq.com/learn/reading</a></p>  |
| Week 2   | El Día de los Muertos   | La música – the music<br>La película – the film  |   |
| Week 3   | Revision of present tense and descriptions                            | Los personajes – the characters<br>Se trata de – is about  | <p>Ways in which parents/carers can support</p> <p>To build listening and speaking skills, parents can encourage pupils to listen to Spanish resources. Suggested resources are as follows:</p> <ul style="list-style-type: none"> <li>• Memrise or Quizlet to practise vocabulary</li> <li>• Grammar practice - <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li> <li>• You Tube Blog Coffee Break Spanish. Where students can listen to native speakers of Spanish answering questions on several topics</li> </ul> |
| Week 4   | Description of characters from the film                               | Son – they are<br>Tiene – he/she/it has<br>Triste – sad<br>Vi – I saw  |   |
| Week 5   | Mexican traditions – Alibrijes (spirit guides) and La Llorona (music) |  |   |
| Week 6   | Mexican music   |  |   |
| Week 7   | Coco  |  |   |

## Year 8 Learning Map

|  |  | Musical Futures   |   |  |
|--|--|---|---|--|
| Prior Learning   | Current 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> | <p><b>Ways in which parents/carers can support</b></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 Sequencing  | Tier 3 Vocabulary  | Extended Learning   |   |  |
| Lesson 1   | Chords   | <p>You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account.</p> <p>Alternative reading opportunities:<br/><a href="#">BBC Bitesize - Popular Music Styles</a></p>  |   |  |
| Lesson 2   | Chord Progression  |   |   |  |
| Lesson 3-4   | Melody   |   |   |  |
| Lesson 5   | Harmony  |   |   |  |
| Lesson 6   | Drum Fill  |   |   |  |
| Lesson 7-8   | Vocal Timbre   |   |   |  |
| Lesson 9-10  | Style  |   |   |  |
| Lesson 11  | Intro/Outro  |   |   |  |
| Lesson 12  | Verse  |   |   |  |
|  | Chorus   |   |   |  |
|  |  |   |   |  |

## Year 8 Learning Map

### Topic: Athletics

| Prior Learning   | Current Learning  | Subsequent Learning  |
|--|---|--|
| 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. | 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 practise the correct techniques for throwing events (javelin, discus, shot put), jumping events (long jump, triple jump) and track events (sprinting and long distance running). | In Y9, you will continue to develop the skills learned in Y7&8 to allow you to become a better/more effective athlete. You will continue to develop: <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<br>Sprinting (Running Style, Sprint Starts, 100m/200m.  | <ul style="list-style-type: none"> <li>• Running Style</li> <li>• Baton</li> <li>• Decathlon</li> <li>• False Start</li> <li>• Heptathlon</li> <li>• Lane</li> <li>• Staggered Start</li> <li>• Drive</li> <li>• Take off</li> <li>• Grip</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">World Athletics Home Page</a></li> <li>• <a href="#">World Athletics</a></li> <li>• <a href="#">Athletics - BBC Sport</a></li> <li>• <a href="#">British Athletics</a></li> <li>• <a href="#">Athletics - News, Athletes, Highlights &amp; More (olympics.com)</a></li> <li>• <a href="#">The History Of Track And Field - FloTrack</a></li> </ul>  |
| Week 2<br>Relay Changeovers<br>Relay   |   |  |
| Week 3<br>Jumps (L. Jump/T. Jump)  |   |  |
| Week 4<br>Throwing (Discus/Javelin/Shot Put)   |   |  |
| Week 5<br>Distance Running   |   |  |
|  |   | <b>Ways in which parents/carers can support:</b>   |
|  |   | <p>If possible, give students as many opportunities to get involved in running/jumping/throwing activities.</p> <p>Students can develop their running by doing this outside school in their own time.</p> <p>If they would like to practise 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>  |

Year 8 Learning Map

Topic: Striking and Fielding

|  |   | Striking and Fielding  |   |
|--|---|--|---|
| <b>Prior Learning</b><br>The topic builds on the basic rules of striking and fielding games and how to play the games successfully, by developing the skills of throwing and catching and game play, to improve your performance. In addition, you will have developed your teamwork, communication and leadership skills. | <b>Current Learning</b><br>In this topic you will understand the rules and different techniques of bowling and 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. | <b>Subsequent Learning</b><br>All skills learnt in Striking and Fielding unit 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. | <b>Ways in which parents/carers can support</b><br>Practice throwing and catching games at home using a tennis ball (or any similar sized ball).<br><br>Go to watch |
|  | <b>Lesson Sequencing</b><br>Pre-assessment and ball familiarisation<br><br>Understand the rules and techniques of bowling   | <b>Tier 3 Vocabulary</b><br>Bases<br>Wickets<br>Rounders<br>Bowling Formations<br>Backstop<br>Fielders   |   |
| Week 1   | Week 2  |  |   |



|        |  |                        |   |   |
|--------|--|------------------------|---|---|
| Week 3 | Understand the rules and techniques of batting         | Attacking<br>Defending | <a href="http://www.sportplan.net/s/Rounders/rules/rules.html">lay/rounders-rules/</a><br>Rounders skills<br><a href="https://www.sportplan.net/s/Rounders/rules/rules.html">https://www.sportplan.net/s/Rounders/rules/rules.html</a><br>Softball rules<br><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> | friends/family or local clubs play.<br><br>Encourage your child to join the school team, or see if you can play some mini games in the garden or at the park. |
| Week4  | Fielding Roles   |                        |   |   |
| Week 5 | Tactics and strategies demonstrated through games play |                        |   |   |

## Year 8 Learning Map

### Topic Number: 3

|   |                            | Relationships   |  |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |
|---|----------------------------|---|--|----------|-------------------------|----------|-------------|----------|----------------------|----------|-------------------|----------|------------------------|----------|---------------------|----------|--------------------|---|---|--|
| <p><b>Prior Learning</b><br/>This topic builds on work that you have looked at in year 7 and in the safeguarding lessons. You will build on prior knowledge on what constitutes healthy relationships and how to ensure you and those you have relationships with behave in a safe and mature manner.</p>   |                            | <p><b>Current Learning</b><br/>In this topic you will learn:<br/>Important information about why having relationships is important in your life and how you can ensure the relationships are happy and healthy.<br/>You will develop the skills and knowledge to be able to identify behaviour that is unhealthy and may put you at risk and will be equipped with the knowledge of how to deal with any issues.<br/>You will develop your understanding of the law and what is in place in the law to ensure you remain safe.<br/>This topic is important to help you to develop a foundation of how to ensure you have a happy and healthy lifestyle from now into adulthood.</p> | <p><b>Subsequent Learning</b><br/>This topic will prepare you for;<br/>The further learning in PSHCE right through to the end of year 11. It will continue to build on your knowledge and allow you to be ready for subsequent learning on relationships and how you can spot the dangers of unhealthy relationships. It will enable you to begin to develop your knowledge of different types of relationships and the role of marriage and why some people feel this is right for them.<br/>You will develop the skills to reflect and understand other people's opinions and situations which contribute to your ability to make informed opinions.</p> |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |
| <p><b>Lesson Sequencing</b></p> <table border="1"> <tr><td>Lesson 1</td><td>Marriage and relationships</td></tr> <tr><td>Lesson 2</td><td>LGBTQAI+ and homophobia</td></tr> <tr><td>Lesson 3</td><td>RLR consent</td></tr> <tr><td>Lesson 4</td><td>RLR grooming and CSE</td></tr> <tr><td>Lesson 5</td><td>RLR- keeping safe</td></tr> <tr><td>Lesson 6</td><td>RLR – Porn and Sexting</td></tr> <tr><td>Lesson 7</td><td>Sexting and the law</td></tr> <tr><td>Lesson 8</td><td>Relationship Judge</td></tr> </table> |                            | Lesson 1  | Marriage and relationships   | Lesson 2 | LGBTQAI+ and homophobia | Lesson 3 | RLR consent | Lesson 4 | RLR grooming and CSE | Lesson 5 | RLR- keeping safe | Lesson 6 | RLR – Porn and Sexting | Lesson 7 | Sexting and the law | Lesson 8 | Relationship Judge | <p><b>Tier 3 Vocabulary</b></p> <p>Homophobic<br/>Marriage<br/>Consent<br/>Sexting<br/>Grooming<br/>Child Sexual Exploitation<br/>Civil partnership<br/>Cohabitation<br/>Discrimination</p> | <p><b>Extended Learning</b></p> <p>You can use independent study opportunities to look at information produced by NSPCC and Barnardos on these sensitive topics.<br/><u>Sexuality and sexual orientation   NSPCC</u><br/><u>Sexting and sending nudes   NSPCC</u><br/><u>Why Emmerdale's Jacob thinks he's in love with his abuser   Barnardo's</u></p> | <p><b>Ways in which parents/carers can support</b></p> <p>To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate to this.</p> |
| Lesson 1  | Marriage and relationships |   |  |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |
| Lesson 2  | LGBTQAI+ and homophobia    |   |  |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |
| Lesson 3  | RLR consent                |   |  |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |
| Lesson 4  | RLR grooming and CSE       |   |  |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |
| Lesson 5  | RLR- keeping safe          |   |  |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |
| Lesson 6  | RLR – Porn and Sexting     |   |  |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |
| Lesson 7  | Sexting and the law        |   |  |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |
| Lesson 8  | Relationship Judge         |   |  |          |                         |          |             |          |                      |          |                   |          |                        |          |                     |          |                    |   |   |  |



## Year 8 Learning Map

### Topic Number: 4

|   |  | Drugs and the Law  |   |  |
|---|--|--|---|--|
| <p><b>Prior Learning</b><br/>This topic builds on;<br/>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.</p>               | <p><b>Current Learning</b><br/>In this topic you will learn;<br/>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.<br/>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.</p> | <p><b>Subsequent Learning</b><br/>This topic will prepare you for;<br/>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<br/>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.</p> |   |  |
| <p><b>Lesson Sequencing</b></p> <p>Lesson 1 Prescribed drugs – what are they? What are the risks?</p> <p>Lesson 2 Alcohol consumption – impacts on the body</p> <p>Lesson 3 Smoking, e-cigs and vaping-laws and its impacts</p> <p>Lesson 4 Democracy, what is it? Why is it an advantage to us</p> <p>Lesson 5 Understanding parliament and the monarchy</p> <p>Lesson 6 Prison and the police service</p> <p>Lesson 7 Assessment – Mock Trial</p> | <p><b>Tier 3 Vocabulary</b></p> <p>Prescription<br/>Parliament<br/>Monarchy<br/>Justice<br/>Addiction<br/>Democracy<br/>Imprisonment<br/>Electoral process<br/>Royal assent<br/>Trial</p>  | <p><b>Extended Learning</b><br/>You can use independent study opportunities to look at the information on the websites below.<br/><br/><a href="https://www.bbc.co.uk/bitesize/guides/zwvqtfr/revision/1">https://www.bbc.co.uk/bitesize/guides/zwvqtfr/revision/1</a><br/><br/><a href="https://www.nhs.uk/live-well/alcohol-support/">https://www.nhs.uk/live-well/alcohol-support/</a></p>  | <p><b>Ways in which parents/carers can support</b><br/>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.<br/><br/>Look and the information on the link below to look at how democracy was formed and modified over time<br/><a href="https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/4">https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/4</a></p> |  |

## Year 8 Learning Map

## Social Justice continued

| Social Justice continued   |   |
|--|---|
| <p><b>Prior Learning</b></p> <p>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></p> <p>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></p> <p>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>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 <a href="#">Amnesty International (AI)</a>, 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>   |
| <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>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><a href="#">The role of government in Human Rights – Social Justice – BBC Bitesize</a></p> <p><a href="#">What is equality and social justice? – Social Justice – BBC Bitesize</a></p>  |
| <p><b>Tier 3 Vocabulary</b></p> <p>Activism<br/>Discrimination<br/>Diversity<br/>Equality<br/>Homophobia<br/>Justice<br/>Oppression<br/>Prejudice<br/>Racism<br/>Stereotype<br/>Zakat</p>  |   |

### Topic Number: P4

|  |                                   | P4- Wave effects and wave properties   |  |  |
|--|-----------------------------------|--|--|--|
| Prior Learning   |                                   | Current Learning   | Subsequent Learning  |  |
| <p>This topic builds on the P4 scheme of learning in Year 7. This covers light and sound, and looks in further detail at human hearing ranges.</p> |                                   | <p>In this topic you will learn how light travels in straight lines which causes phenomena such as reflection and refraction. You will also learn about electromagnetic waves such as Gamma rays, looking at their dangers and uses.</p> | <p>This topic will prepare you for GCSE Physics, where in P4 you will learn about different types of waves and their properties. You will also apply your knowledge of energy transfers to electromagnetic waves.</p>  |  |
| Lesson Sequencing  |                                   | Tier 3 Vocabulary  | Extended Learning  | Ways in which parents/carers can support   |
| Lesson 1   | Longitudinal and Transverse Waves | Ultrasound<br>Ultraviolet<br>Microphone<br>Pressure wave<br>Transverse wave<br>Transmission<br>Longitudinal wave   | <p>All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher.<br/> <b>Wider reading:</b><br/>                     KS3 Science Study Guide - Higher (CGP KS3 Science)<br/>                     by Paddy Gannon</p> <p>KS3 Biology Study &amp; Question Book - Higher (CGP KS3 Science)<br/>                     by CGP Books</p> <p>Light and Dark (Exploring Light) Hardcover – 8 Oct. 2015<br/>                     by Louise Spilsbury (Author), Richard Spilsbury</p> <p>Sources of Light (Exploring Light) Hardcover – 8 Oct. 2015 by Louise Spilsbury (Author), Richard Spilsbury (Author)</p> | <p>Encourage students to use their course home learning booklets to revise and practice key information after each lesson.</p> <p>Ensure students are accessing Microsoft teams to complete work directed by their teachers.</p> |
| Lesson 2   | What is sound?                    |  |  |  |
| Lesson 3   | Sound in different mediums        |  |  |  |
| Lesson 4   | The Ear and Hearing damage        |  |  |  |
| Lesson 5   | Detecting sound - ear and devices |  |  |  |
| Lesson 6   | Sound proofing                    |  |  |  |
| Lesson 7   | Echoes and Ultrasound             |  |  |  |



# Design and Technology

## KS3 Learning Map

| Year 8- Gadget of the Future   |  |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
|--|--|--------------------------------|----------|---|----------|-------------|----------|------------------|----------|---------------------|----------|-----------------|----------|------------------------------|--|
| <p><b>Prior Learning</b><br/>This topic builds on technology delivered in primary school, looking at new technologies that are emerging and how these can be used in new products. Knowledge will be developed to enhance both research and practical CAD skills.</p>  | <p><b>Current Learning</b><br/>In this project, students will develop skills within CAD software and design an innovative product incorporating new and emerging technologies. Students will use Google SketchUp to do this. They will undertake some research into the new and emerging technologies to date using the internet and books. They will then use their research to design their own product that incorporates a new technology, create the design using CAD software and then pitch their product to their peers.<br/><b>Skills learnt in this project:</b><br/>Technological Developments, Composite materials, Presentation Skills, CAD skills</p> |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
| <p><b>Subsequent Learning</b><br/>This topic will prepare students to make informed choices when applying new technologies and how they can make a product successful. They will recognise the importance of research in helping them to make informed decisions, which is an essential skill for future success in DT.</p>  | <p><b>Ways in which parents/carers can support</b><br/>Choose five products from around the home and think about how you could enhance that product but applying a new and emerging technology to it.</p>  |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
| <p><b>Lesson Sequencing</b></p> <table border="1"> <tr> <td>Lesson 1</td> <td>Research into new technologies</td> </tr> <tr> <td>Lesson 2</td> <td>Research into new technologies/ Specification</td> </tr> <tr> <td>Lesson 3</td> <td>Development</td> </tr> <tr> <td>Lesson 4</td> <td>Google sketch up</td> </tr> <tr> <td>Lesson 5</td> <td>Composite materials</td> </tr> <tr> <td>Lesson 6</td> <td>Google SketchUp</td> </tr> <tr> <td>Lesson 7</td> <td>Sales pitch/ Google SketchUp</td> </tr> </table> | Lesson 1   | Research into new technologies | Lesson 2 | Research into new technologies/ Specification | Lesson 3 | Development | Lesson 4 | Google sketch up | Lesson 5 | Composite materials | Lesson 6 | Google SketchUp | Lesson 7 | Sales pitch/ Google SketchUp | <p><b>Extended Learning</b><br/>15 New technologies of 2020<br/><a href="https://interestingengineering.com/15-new-technologies-that-will-make-your-2020-much-more-interesting">https://interestingengineering.com/15-new-technologies-that-will-make-your-2020-much-more-interesting</a><br/>New and Emerging Technologies<br/><a href="https://www.bbc.co.uk/bitesize/guides/zn4bcj6/revision/1">https://www.bbc.co.uk/bitesize/guides/zn4bcj6/revision/1</a><br/>10 Breakthrough Technologies of 2020<br/><a href="https://www.technologyreview.com/10-breakthrough-technologies/2020/">https://www.technologyreview.com/10-breakthrough-technologies/2020/</a></p> |
| Lesson 1   | Research into new technologies   |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
| Lesson 2   | Research into new technologies/ Specification  |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
| Lesson 3   | Development  |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
| Lesson 4   | Google sketch up   |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
| Lesson 5   | Composite materials  |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
| Lesson 6   | Google SketchUp  |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
| Lesson 7   | Sales pitch/ Google SketchUp   |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |
| <p><b>Tier 3 Vocabulary</b></p> <p>Composites<br/>Computer Aided Design (CAD)<br/>Computer Aided Manufacture (CAM)<br/>Creativity<br/>Emerging<br/>Innovation<br/>Smart Material<br/>Technological Advancement</p>   |  |                                |          |   |          |             |          |                  |          |                     |          |                 |          |                              |  |

## Year 8 Learning Map

|  |                              | <b>Light Project</b>   |  |
|--|------------------------------|--|--|
| <b>Prior Learning</b><br>This topic builds on technology delivered in year 7 using wood and plastic to manufacture a light for the company Habitat. Knowledge will be developed to enhance both research and practical skills. |                              | <b>Current Learning</b><br>In this project students will develop CAD/ CAM skills whilst manufacturing a light independently, carrying out a range of quality control checks to ensure a high-quality product is produced. Students will use the following equipment to manufacture the light: 2D design, laser cutter, coping saw, tenon saw, pillar drill, hole saw. They will undertake some research focusing on the ACCESSFM analysing tool to analyse current lights that Habitat sell.<br><br><b>Skills learnt in this project:</b><br>Design Movements, Exploded drawings, Quality Control, ACCESSFM, Measuring & Marking, Using hand tools, CAM, CAD | <b>Subsequent Learning</b><br>This topic will prepare students to make informed choices in the future, when manufacturing using CAD/ CAM. They will recognise the importance of analysing products in helping them to make informed decisions, which is an essential skill for future success in DT. |
| <b>Lesson Sequencing</b>   |                              | <b>Tier 3 Vocabulary</b>   | <b>Ways in which parents/carers can support</b>  |
| Lesson 1   | Brief, product analysis      | 2D design<br>ACCESSFM  | Download some free CAD software at home e.g. Google SketchUp. Practise drawing objects in the home.<br><br>Look at different products around the home and discuss how these have been made.  |
| Lesson 2   | Research, product analysis   | Designers<br>Exploded Views<br>Laser Cutter  |  |
| Lesson 3   | Exploded views/<br>practical | Pine<br>Polypropylene<br>Product Analysis<br>Quality Control   |  |
| Lesson 4   | Practical                    | Templates  |  |
| Lesson 5   | Practical                    |  |  |
| Lesson 6   | Practical                    |  |  |
| Lesson 7   | Practical/<br>improvements   |  |  |
|  |                              | <b>Extended Learning</b><br><br><a href="#">rev cards artmovement2 (technologystudent.com)</a><br><br>CGP Books - KS3 Science Workbook - Levels 3-7: Materials and Their Properties Workbook<br><br><a href="#">COMPUTER AIDED DESIGN AND COMPUTER AIDED MANUFACTURE (technologystudent.com)</a><br><br><a href="#">3D Computer Design and Manufacture (technologystudent.com)</a>   |  |

## Year 8 Learning Map

|   |                                   | <b>Maze Project</b>   |   |
|---|-----------------------------------|---|---|
| <b>Prior Learning</b><br>This topic builds on technology delivered in year 7 using wood and different joints to manufacture a maze game. Knowledge will be developed to enhance both evaluative and practical skills. |                                   | <b>Current Learning</b><br>In this project students will develop wood working skills whilst manufacturing a maze independently, carrying out a range of quality control checks to ensure a high-quality product is produced. Students will use the following equipment to manufacture the maze: mitre saw, tenon saw, belt clamp, files, dowel, bench hook, pva, electric drill etc. Once manufactured, students will evaluate their final product.<br><b>Skills learnt in this project:</b><br>Wood joints, standard components, quality control, quality assurance, tolerances, measuring & marking out, use of hand tools. | <b>Subsequent Learning</b><br>This topic will prepare students to make informed choices in the future when manufacturing using wood. They will recognise the importance of evaluating products once they have been manufactured to make further improvements. |
| <b>Lesson Sequencing</b>  |                                   | <b>Tier 3 Vocabulary</b>  | <b>Ways in which parents/carers can support</b>   |
| Lesson 1  | Wood Joints                       | Quality control   | Look at different wooden products around the house and discuss the different joining methods.<br><br>Look at different tools around the home and identify the correct name and function.  |
| Lesson 2  | Standard components/<br>Practical | Quality assurance   |   |
| Lesson 3  | Practical                         | Tolerances  |   |
| Lesson 4  | Practical                         | Standard components   |   |
| Lesson 5  | Practical                         | Mitre saw   |   |
| Lesson 6  | Practical/<br>Evaluation          | Belt clamp  |   |
| Lesson 7  | Practical                         | Bench hook  |   |
|   |                                   | Evaluation<br>Wood joints<br>Electric drill   |   |
|   |                                   | <b>Extended Learning</b><br><a href="http://technologystudent.com">Finger Joints (technologystudent.com)</a><br><a href="http://technologystudent.com">Halving Joints, Bridle Joints, Mortise and Tenon Joints (technologystudent.com)</a><br><a href="http://technologystudent.com">Hand Files / Engineers Files - 1 (technologystudent.com)</a><br>CGP Books - KS3 Science Workbook - Levels 3-7: Materials and Their Properties Workbook   |   |

## Year 8 Learning Map

|  |  | <b>Sustainability Project</b>   |  |
|--|--|---|--|
| <b>Prior Learning</b><br>This topic builds on technology delivered in year 7 using the design process to manufacture five identical useful products as a team. Knowledge will be developed to enhance both designing and team work skills. | <b>Current Learning</b><br>In this project students will work as a team to design and manufacture five identical products made from waste materials. Students will develop their knowledge on social and moral issues related to the environment. Within the group, students will be allocated one of the following roles: Designer, Graphic Designer & Researcher, and Team Leader & Manufacturer. Students undertake a group presentation to the class showcasing their ideas using an A1 display board produced by the students.<br><b>Skills learnt in this project:</b><br>Life cycle assessment, renewable/ non-renewable resources, origins of materials, 3R's, Fairtrade, scales of production and social footprint. | <b>Subsequent Learning</b><br>This topic will prepare students to make informed choices in the future, about the amount of energy and materials they use. They will recognise the importance of saving the planet and lowering our everyday carbon footprint. |  |
| <b>Lesson Sequencing</b>   | <b>Tier 3 Vocabulary</b>   | <b>Extended Learning</b>  | <b>Ways in which parents/carers can support</b>                  |
| Lesson 1<br>Research   | 3R's   | <u>Our Carbon Footprint</u><br>( <a href="http://technologystudent.com">technologystudent.com</a> )   | Discuss as a household how you can reduce your carbon footprint. |
| Lesson 2<br>Research / ideas   | Batch Production   | <u>How can we reduce our Carbon Footprint? - 1</u><br>( <a href="http://technologystudent.com">technologystudent.com</a> )  | Redesign your home to make it more eco- friendly.                |
| Lesson 3<br>Life cycle assessment  | Carbon footprint   | <u>Carbon Reduction Labels/Symbols - 1</u><br>( <a href="http://technologystudent.com">technologystudent.com</a> )  |  |
| Lesson 4<br>Group work practical   | Energy   |   |  |
| Lesson 5<br>Group work practical   | Fairtrade  |   |  |
| Lesson 6<br>Group work practical   | Life Cycle Assessment  |   |  |
| Lesson 7<br>Group work practical/<br>presentations   | Renewable resources<br>Scales of production<br>Social Footprint<br>Sustainability  |   |  |

## Year 8 Learning Map

| Eat- Well Guide   |   |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
|---|---|---------------------------------|----------|-----------------|----------|----------------|----------|--------------------------|----------|--|----------|--------------------------|----------|----------------------|---|
| <p><b>Prior Learning</b><br/>This topic builds on technology delivered in primary school on healthy eating and the importance of staying fit. Knowledge will be developed on the Eatwell guide and the key components of a balanced diet.</p>   | <p><b>Current Learning</b><br/>In this project, students will learn about the importance of a healthy and balanced diet. Students will learn about specific diet-related diseases and ways that making small lifestyle changes can impact upon these. Students will learn about key nutrients. Students will develop the following skills through the practical activities: measuring and weighing, and how to prepare high risk foods safely.<br/><b>Skills learnt in this project:</b> Measuring and weighing, preparing ingredients- peeling, grating, dicing, chopping, slicing. Cracking an egg, adapting a recipe to suit the needs of an individual or family, using the oven safely, rubbing in method- scone roll ups, creaming method- banana muffins, mixing, kneading and shaping bread, shaping and decorating shortbread.</p> |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
| <p><b>Subsequent Learning</b><br/>This topic will prepare students to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes. They will recognise the impact of diet and exercise on their health and possibly make wiser choices as a result. Students will be able to adapt recipes and cook a range of dishes.</p>   | <p><b>Ways in which parents/carers can support</b><br/>Leisure time: Food programmes such as 'Inside the Factory' and 'Great British Bake-off' 'Eat Well for Less'.<br/>Shopping: Challenge your child to read food labels and explain what they mean. Let them support with the shopping, challenging them to choose healthier options and explain alternative ingredients.<br/>Dinner time: Support your child in planning and preparing dinner for the family.</p>   |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
| <p><b>Lesson Sequencing</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;">Lesson 1</td><td>Introduction and protein theory</td></tr> <tr><td>Lesson 2</td><td>Bread practical</td></tr> <tr><td>Lesson 3</td><td>KAP evaluation</td></tr> <tr><td>Lesson 4</td><td>Scone roll-ups practical</td></tr> <tr><td>Lesson 5</td><td>Fruit and vegetables theory/ improvements.</td></tr> <tr><td>Lesson 6</td><td>Banana muffins practical</td></tr> <tr><td>Lesson 7</td><td>Shortbread practical</td></tr> </table> | Lesson 1  | Introduction and protein theory | Lesson 2 | Bread practical | Lesson 3 | KAP evaluation | Lesson 4 | Scone roll-ups practical | Lesson 5 | Fruit and vegetables theory/ improvements. | Lesson 6 | Banana muffins practical | Lesson 7 | Shortbread practical | <p><b>Extended Learning</b></p> <p>Kids' Fun &amp; Healthy Cookbook by Nicola Graimes</p> <p>The Need to Know Guide to Nutrition and Healthy Eating by Tim Shaw Bsc Msc<br/><a href="https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</a><br/><a href="https://www.bbc.co.uk/bitesize/topics/ztnnb9g/articles/zms7xfr">https://www.bbc.co.uk/bitesize/topics/ztnnb9g/articles/zms7xfr</a></p> |
| Lesson 1  | Introduction and protein theory   |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
| Lesson 2  | Bread practical   |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
| Lesson 3  | KAP evaluation  |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
| Lesson 4  | Scone roll-ups practical  |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
| Lesson 5  | Fruit and vegetables theory/ improvements.  |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
| Lesson 6  | Banana muffins practical  |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
| Lesson 7  | Shortbread practical  |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |
| <p><b>Tier 3 Vocabulary</b></p> <p>Carbohydrates<br/>Energy<br/>Fat<br/>Minerals<br/>Nutrients<br/>Nutrition<br/>Protein<br/>Vitamins<br/>Deficiency<br/>Excess</p>   |   |                                 |          |                 |          |                |          |                          |          |  |          |                          |          |                      |   |



## Year 8 Learning Map

|   |                               | Special Diets   |  |
|---|-------------------------------|---|--|
| <p><b>Prior Learning</b><br/>This topic builds on technology delivered in primary school on healthy eating. Knowledge will be developed on how to use the Eatwell guide and the key components to create a balanced diet.</p> |                               | <p><b>Current Learning</b><br/>In this project students will learn about special diets including reasons for these, how this affects an individual, foods that may need to be avoided/restricted, nutritional implications of dietary restrictions and healthy food alternatives.<br/><b>Skills learnt in this project:</b><br/>Boiling, grating, peeling, draining, dicing, frying, sautéing, handling raw meat, using the hob, rubbing-in, using the oven, kneading and proving, shaping, presentation techniques, making a roux sauce, layering, glazing</p> | <p><b>Subsequent Learning</b><br/>This topic will prepare students to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes. They will recognise the impact of diet and exercise on their health and possibly make wiser choices as a result. Students will be able to adapt recipes and cook a range of dishes.<br/>At GCSE, pupils will need to tailor dishes to different groups according to their dietary needs and justify these adaptations.</p> |
| <p><b>Lesson Sequencing</b></p>   |                               | <p><b>Tier 3 Vocabulary</b><br/>Allergy<br/>Deficiency<br/>Diabetes<br/>Ethical<br/>Heart Disease<br/>Intolerance<br/>Life Stages<br/>Medical<br/>Obesity<br/>Religion</p>  | <p><b>Ways in which parents/carers can support</b></p>   |
| Lesson 1  | Introduction to special diets | <p><b>Extended Learning</b><br/><a href="https://www.bbc.co.uk/bitesize/guides/zdr8y9g/revision/2">https://www.bbc.co.uk/bitesize/guides/zdr8y9g/revision/2</a><br/><a href="https://www.bbc.co.uk/bitesize/guides/zyix6sg/revision/1">https://www.bbc.co.uk/bitesize/guides/zyix6sg/revision/1</a></p>   | <p>Leisure time: food programmes such as 'Inside the Factory' 'Supersize vs Super-skinny', the 'Great British Bake-Off' 'Eat Well for Less'.<br/>Shopping: Challenge your child to read food labels and explain what they mean. Let them support with the shopping, challenging them to choose healthier options and explain alternative ingredients.<br/>Dinner time: Support your child in planning and preparing dinner for the family that takes into consideration certain dietary needs.</p>     |
| Lesson 2  | KAP: special diets            |   |  |
| Lesson 3  | Pasta bake practical          |   |  |
| Lesson 4  | Lasagne practical             |   |  |
| Lesson 5  | Cinnamon scones practical     |   |  |
| Lesson 6  | Improvements                  |   |  |
| Lesson 7  | Bread twists                  |   |  |