



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 4



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS3 Learning Maps – Half Term 4

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

Associate Headteacher

HT4

Claus Oldenburg themed				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on students existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.		In this topic you will learn the themes of Claus Oldenburg's work, how to use the formal elements of scale and material, and how to change move from 2D to 3D work. You will learn subject specific language and terms in class, 1:1 discussion as well as written evaluation to recognise areas of success and improvement.	This topic will prepare you for learning how to observe and record, and how to use scale and material knowledge to create a personal final piece.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Oldenburg artist page	Construct Exaggerate Material Media Observational Scale	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: https://www.nga.gov/collection/artist-info.2215.html https://www.moma.org/magazine/articles/757	Visit Leeds/ Doncaster Art Galleries and recognise how popular culture has affected subject matter in the Art works. Create drawings of the work to add to your sketch books.
Week 2	Observational drawing			
Week 3	Observational drawing			
Week 4	Paper craft			
Week 5	Cardboard construction designs			
Week 6	Cardboard construction			
Week 7	Cardboard construction			
Week 8	Cardboard construction			

Drama

Year 8 Learning Map

Topic Number: 4

Missing Dan Nolan				
Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Matilda (where we created monologues for key characters and performed small sections of script) and Missing (where we created the character of Sarah, a teenager who was missing.)	Current Learning In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will study text extracts from the play Missing Dan Nolan by Mark Wheeler and explore the key themes and contexts of this play. You will develop key terminology linked to these performance techniques for creating and developing characters and independently apply characterisation skills to scripted extracts as well as devised work. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance in response to a text. You will consider the impact your application of performance skills will have to create a successful character and reflect upon the major themes and issues of the play.	Subsequent Learning This topic will prepare you for further performance technique development throughout key stage 3. It will equip you with the characterisation and performance skills to produce an effective character that will assist you in Y9 performance topics and future text study. You will be required to demonstrate the ability to explore, describe and apply characterisation and performance 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.		
Lesson Sequencing Lesson 1: Opening of the play: Who is Dan Nolan? Lesson 2: Character relationships: Dan and Claire Lesson 3: Vocal Skills: How do these create tension and atmosphere? Lesson 4: Character reactions: How do we build tension physically as a character? Lesson 5: Character relationships at the end: What are the key moments in the scene?	Tier 3 Vocabulary Freeze Frame Thought Tracking Role Play Space Levels Movement Mime Gesture Characterisation Proxemics	Extended Learning You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques: - National Theatre – All About Theatre - Missing Dan Nolan – Mark Wheeler - Telling The Truth: How To Make Verbatim Theatre – Robin Belfield - Too Much Punch For Judy – Mark Wheeler	Ways in which parents/carers can support Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. There are a number of interviews with Verbatim playwright Alecky Blythe that will be of benefit for students to watch. There are a number of theatre companies who also work in Verbatim, their websites have wealth of information about Verbatim, it's history and recent productions: Verbatim Theatre – Stockroom (loutofpoint.co.uk) The Paper Birds Theatre Company : The Paper Birds	

Year 8 Learning Map

Topic Number: 4

War Writing			
Prior Learning	Current Learning	Subsequent Learning	
For the fourth topic, Y8 students will build on comprehensive skills generated throughout Y6, Y7 and in the earlier topics of this year. They will be continuing to develop individual skills such as: identifying information from a text and be able to comment on how this information informs the reader throughout an extract. Students will also develop their ability to evaluate a given statement and increase their confidence in planning and writing non-fiction texts.	In this topic they will learn about how to effectively analyse a non-fiction extract from a range of war texts spanning from modern wars in Ukraine to 19th/20th century wars During the study of this topic, students will: apply specific terminology to their answers, carefully select pieces of evidence to inform their responses, explicitly comment on the meaning created by writers in their writing and evaluate their own opinions of characters and plot events within an extract. Later in the topic students will also learn how to compare two non-fiction texts. Additionally, they will be exposed to Unseen Poems linked to the topic and analysis, a skill they will develop throughout all of their learning in English to prepare them for the English Literature exam in Y11.	This topic will prepare them for further opportunities to analyse fiction and non-fiction throughout the rest of KS3 linking specifically to the War Poetry topic in Y9. This topic will give students excellent contextual knowledge into the background of modern and previous wars, allowing them to understand the poetry written during and after these wars. It will also equip students with knowledge relatable to their study of An Inspector Calls as they will have the knowledge of <i>why</i> authors choose certain language features, punctuation, and words to create effect having and the ability to select relevant information to prove this. Students will also be required to demonstrate these skills for both of their language papers, fiction, and non-fiction. In these exams, more closely looked at in KS4, students are asked to identify, interpret, and analyse language from extracts of fiction and non-fiction	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Parental/carer support:
Week 1: War speeches	Analysis Conflict Effect Futility Military Power Track Writer's intentions	You can use independent study opportunities to engage with the following novels to further develop your knowledge of War fiction: - While the Storm Rages by Phil Earle - All the Light We Cannot See by Anthony Doerr - Refugee Boy by Benjamin Zephaniah - The Book Thief by Markus Zusak - When Hitler Stole Pink Rabbit by Judith Kerr	Watch the news and discuss current events. Read and research the following poems: War Photographer – Carol Ann Duffy Remains – Simon Armitage Exposure – Wilfred Owen Bayonet Charge – Ted Hughes Kamikaze – Beatrice Garland Charge of the Light Brigade – Alfred Lord Tennyson Poppies – Jane Weir Related films: War Horse Dunkirk Pearl Harbour
Week 2: War letters Unseen Poetry			
Week 3: Newspaper Articles			
Week 4: Propaganda Unseen Poetry			
Week 5: Article Writing			
Week 6: Diary entries Unseen Poetry			

Glaciers

Glaciers				
Prior Learning When students in Key Stage 2 study Geography they study the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Glaciers might have featured in their learning or they may have learnt about ice caps and global warming. Part of this new Glaciers scheme of learning involves using map skills from Key Stage 2 and Year 7 to locate glaciated areas. There is also particular focus on geography landforms at Key Stage 2 such as mountains and how they are formed. This topic will build on this prior knowledge and look at glaciers and the landscapes they flow in.		Current Learning This new scheme was created and drafted after a review of our Key Stage 3 curriculum. The lessons vary from locating and describing the formation of glaciers to understanding how we use glaciated landscapes and how we can protect them from climate change and human activity. There is an opportunity for students to relate and engage with this topic when we look at evidence of glaciation in our own landscape and describe the features that exist in places like The Lake District.		Subsequent Learning In their GCSE learning, Paper 2 has a topic on 'The UK physical landscape' where aspects of glaciers and features in our landscape are also covered. Students give evidence for past ice ages in Britain and are required to understand how these features were formed. Their Year 9 learning in this topic provides a good basis for this subsequent learning.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Introduction to glaciers	• Abrasion • Arete, Corrie, Valley. • Climate change • Glacial retreat • Glacier • Greenhouse gases • Moraine • Outwash plain • Plucking • Till	BBC Bitesize link referring to the features of glaciated landscapes. https://www.bbc.co.uk/bitesize/guides/zg36wxs/revision/3 National Geographic is a great resource for students who would like to learn more about the features and impacts of glacial retreat. https://www.nationalgeographic.org/encyclopedia/glacier/ <u>Recommended KS3 revision guides and workbooks can be found here:</u> https://www.cgpbooks.co.uk/secondary-books/ks3/humanities/geography	During holidays in glaciated landscapes discuss the landscape and how they think valleys and certain lakes might have been formed. Encourage your child to connect real world climate issues to the melting of ice caps and glaciated landscapes.
Lesson 2	Features from glaciers			
Lesson 3	The UK Landscape			
Lesson 4	Climate Change			
Lesson 5	Using glaciated landscapes			
Lesson 6	Conflict in glaciated landscapes			
Lesson 7	Greenland			
Lesson 8	Ice Cores			
Lesson 9	Virtual Glaciers			
Lesson 10	Fieldwork			

Nazi Germany				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the content you learned when you studied World War One, 1914-1918, and the Weimar Republic, 1919-1933. It also builds upon your chronological understanding of European History. Finally, it continues to develop the writing and source skills you have been learning throughout your time in Key Stage 3.	In this topic you will learn about the social, political, and economic conditions within Nazi Germany. You will learn how Hitler came to power and consolidated his position. This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master writing extended essays and making evaluations.	This topic will prepare you for a future topic on the Holocaust, as it addresses the period leading up to this horrific event. It will also equip you with the skills to be successful in your exams in Key Stage 4 as you will develop your extended writing and analytical skills. Finally, one part of the Key Stage 5 course looks at Hitler's control of Germany, so this topic will prepare you for that.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Where did the Nazi Party come from?	Chancellor Decree	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. 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. These are engaging pieces of fiction: Boy in the Striped Pyjamas by John Boyne When Hitler Stole Pink Rabbit by Judith Kerr	You could watch the following documentary with your son/daughter: YouTube – Hitler: The Rise of Evil BBC – Rise of the Nazis You could read, watch, and discuss the Weimar Republic overview.	
What was the Munich Putsch?	Domesticity Nationalise Propaganda			
Was the Munich Putsch a total disaster?	Putsch Totalitarianism Trade Unions Volk			
How did the Nazis take advantage of the Great Depression?				
Why did people vote for Hitler?				
How did Hitler consolidate his power?				
Why was Hitler able to consolidate his power so effectively?				

ICT

Year 8 Learning Map

Topic Number: 3/4

Digital Graphics			
Prior Learning		Current Learning	Subsequent Learning
This topic builds upon many of the skills developed in ICT throughout Year 7 and 8 by using different pieces of software. You will be developing transferable skills such as importing images, working online and exporting products.		In this unit you will learn the necessary skills to create an advertising product containing mixed media using Canva online. You will complete your media product that you began last half term. Finally, you will move onto the next unit of work "Computational Ethics" which looks at various aspects concerning ethics relating to ICT including social media, new technologies and the divide in computer access.	Both of these units provide some of the theory covered at KS4 in both computer science and iMedia; in particular Ethics in computer science and working towards a brief in iMedia.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson 5	Completing Media Product	Assets	BBC bitesize covers many of the theory elements of this unit at https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zcjs3qt#z4qfb7h For computational ethics it may be helpful for pupils to listen to ethical issues surrounding technology in the news
Lesson 6	Completing Media Product	Bitmap Brief	
Lesson 7	Assessment	Colour theory Digital Editing Lasso	
Lesson 1	Ethical and Unethical Behaviour	Magic Wand Mood board Pixel Resolution Selection Toolbar Vector	
Lesson 2	The Internet and social media		
Lesson 3	The digital divide		

Geometry 2

Geometry 2			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on KS2 skills where you will have learnt to measure accurately.	In this unit you will work with time before focussing on angles and solving problems within angles.	You will revisit these skills in Y8 and KS4, using algebra to reach higher level problems with shape.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: • Convert between digital and analogue clocks • Convert between 12 and 24 hours clocks • Measure, estimate and name angles • Calculate missing angles around a point and lines • Calculate missing angles in triangles and quadrilaterals	Acute Obtuse Reflex Estimate	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: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Ensure your child has their own protractor as part of their equipment. Support your child's progress through: • MathsWatch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated.

Probability 1

Probability 1				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on some of your work with fractions, decimals and percentages from Number 3 in Y7 as you will use these to express probabilities.	In this unit you will learn all about probability in theory and real life. The intention of this unit is to give you an overview of probability and be able to understand the concept in context.	You will revisit these skills in the KS4 Probability unit and develop further skills including using probability tree diagrams.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: • Expressing a probability • Probability on a number line • Sample space diagrams • Experimental frequency • Theoretical probability • Using Venn diagrams to express probability	Likely Unlikely Certain Impossible Union Intersection	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Murderous Maths- Do You Feel Lucky? by Kjartan Poskitt (available in the school library) Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: • MathsWatch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated.	

Year 8 Learning Map

Topic Number: 4

La vida techno: Technology in life				
Prior Learning		Current Learning	Subsequent Learning	
This topic uses previously learnt vocabulary linked to opinions, reasons and comparisons but in the context of describing how you use technology. In terms of grammar, this unit of work will also introduce students to using the preterite (past) tense.		In this topic you will learn to write and talk about films and technology in Spanish. You will be able to say how you use the internet, what films you like and why, and explain the advantages and disadvantages of technology. You will also develop a deeper understanding of when to use the present tense and how it is formed.	This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. After this unit of work we build on our knowledge of this topic area by focussing on the key areas of learning from the year so far.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Online activities	Las películas – films Una comedia – a comedy Un dibujo animado – a cartoon Una película de acción – an action film	Students will be provided with revision resources and home learning to support them in revising for their assessment in week 5.	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Zipli y Zape If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'
Week 2	The past tense	La tecnología – technology Lo bueno – the good thing Lo malo – the bad thing Fui – I went/I was		
Week 3	Types of film and describing them	Fue – it was Se trató de – it was about Me gustó – I liked Odié – I hated		
Week 4	Advantages and disadvantages of technology			
Week 5	Writing and translation assessment			

Year 8 Learning Map

The Blues					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on your knowledge of notation and rhythm that you learnt in the CBBC scheme from Year 7.		In this topic, you will learn about the social, historical and cultural context of Blues music and artists associated with this style. You will develop your understanding of common musical elements that feature in this style. Whilst also looking at how this style has influenced popular music from 1950 to the current day.		This topic will support your compositional development. You will understand how to write a melody over a chord sequence. This topic will also enhance your understanding of the area of study ‘Traditional Music’ which includes: Reggae, Blues, Latin fusion - this will support your wider listening in later key stages.	
Lesson Sequencing		Tier 3 Vocabulary		Extended learning	
Lesson 1	Historical, Social and Cultural Context of the Blues	Improvisation		You have access to our subscription to <u>Focus on Sound</u> . Click on and then log in using your Microsoft Teams account.	
Lesson 2	The lyrics of the Blues	Ensemble		Alternative reading opportunities: <u>BBC Bitesize - Blues</u> <u>The Origins of Blues Music</u>	
Lesson 3	The 12 bar Blues	Harmonica			
Lesson 4	The impact of improvisation within the Blues.	Bass			
Lesson 5	The walking bass line	Performance			
Lesson 6	Forming a Blues ensemble	Composition			
Lesson 7	Listening assessment	Texture			
Lesson 8-9	Responding to next steps	Accompaniment			
Lesson 10-12	Final Blues performance	Slavery			
				Ways in which parents/carers can support	
				• Watch a live Jazz or Blues performance. Go to BBC iPlayer or search on BBC Sounds or YouTube. • Visit a live Jazz/Blues performance in your local area. • Encourage your child to improvise on their instrument.	

Year 8 Learning Map

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
In Y7, you learned the basic skills needed to play a competitive game of badminton. You should be able to identify different areas and lines on the court as well as set up and take down a net safely. You will have some experience of the serve, overhead/underarm clear, drop and smash shot techniques. You should be able to hold a rally and have a competitive game with a partner.		In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective badminton player. You will continue to practice shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at shot placement/positioning to give you an advantage within competitive games. Again, you will end the scheme of work looking at the specific rules for singles and doubles gameplay. More confident students might be able to umpire matches.	In Y9, you will look at the following: - Developing the backhand short serve to begin a rally. - Anticipating the serve. - Capitalising on poor serves. - Continuous development of shots on both the forehand and backhand. - Moving your opponent around their court (outwitting your opponent). - Evaluating both your own and others' performance, analysing strengths and weaknesses. - Developing strategies and tactics to produce high levels of performances and high-quality techniques. - Rules needed for doubles and singles play so that you can umpire competitive games.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Low Forehand Serve	1. Serve	https://www.masterbadminton.com/badminton-basics.html https://www.badmintonskills.net/badminton-techniques-for-the-beginner/ http://www.badminton-information.com/badminton-techniques.html https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3
Week 2	Overhead Clear Technique Underarm Clear Technique	2. Forehand 3. Backhand 4. Court Lines	
Week 3	Drop Shot Technique	5. Net 6. Rally	
Week 4	Smash Shot Technique	7. Overhead/Underarm Clear 8. Drop Shot 9. Smash	
Week 5	Shot Positioning Doubles Gameplay	10. Singles/Doubles	
			Ways in which parents/carers can support: If possible, give students as many opportunities to play net/wall games: - Badminton - Tennis - Table Tennis - Squash This will help develop a skill set which should be transferable between these types of sports.

Year 8 Learning Map

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
In Y7, you learned the basic skills needed to play a competitive game of handball. You will have some experience of the rules of handball, passing, shooting, defensive/offensive formations and tactics. You should be able to play a competitive game within a team.		In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective handball player. You will continue to practice the various passing and shooting techniques as well as the dribbling technique. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at formations and tactics that can be used to try to gain the advantage over the competition. More confident students might be able to take on an officiating role within matches.	In Y9, you will develop the skills learned in Y7&8 to allow you to become a better/more effective handball player. You will continue to practice the skills highlighted below. There is a bigger emphasis on independence and leadership in Y9 and teachers will be looking for students to demonstrate this throughout this scheme. You will continue to look at team tactics including both defensive and offensive positioning to give you an advantage within competitive games. More confident students might be able to take on a coaching/managerial role.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Recap of Rules Passing Recap	- Free Throw - Time-Out - Offensive Foul - Goalkeeper Throw - Steps - Dribble Fault - Throw In - Officiating - Goal Area - Centre Line	- IHF <u>What is handball?</u> (thesubath.com) <u>team handball Game, Rules, & Facts Britannica</u> <u>Home - England Handball Association</u> <u>Handball - News, Athletes, Highlights & More</u> (olympics.com)	If possible, give students as many opportunities to play invasion games: - Rugby - Football - Basketball - Hockey This will help develop a skill set which should be transferable between these types of sports.
Week 2	Dribbling & Shooting Recap			
Week 3	Defensive Formations			
Week 4	Attacking Formations			
Week 5	Gameplay			

Year 8 Learning Map

Topic: Basketball

Health Related Fitness (HRF)				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the different skills you have learnt previously, such as throwing and catching. Team play and communication will also play a huge part. If you have done any basketball at primary school or in an afterschool club you may have already learnt the basics of dribbling and shooting, this will help within this unit of work.		In this topic you will learn the basic rules of Basketball and how to play the basic version of the game successfully. You will develop your skills of passing, dribbling and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.	Many of the skills learnt in basketball are transferable across the different activities. You will also revisit basketball again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Ball familiarisation Dribbling	Chest pass Bounce pass Overhead pass	British Basketball League (BBL). Rules of the game http://www.bbl.org.uk/rules-of-the-game/ BBC Sport – Learn dribbling skills: http://news.bbc.co.uk/sport1/hi/other_sports/basketball/4183616.stm How to play basketball: https://www.breakthroughbasketball.com/basics/basics.html	* Practice throwing and catching games at home using a size 6 – basketball or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local basketball club. Link to some local clubs: Danum Eagles: https://www.facebook.com/DanumEaglesBasketballClub/ Hatfield fliers: https://www.facebook.com/hatfieldfliersbasketball/
Week 2	Passing and receiving	Possession Foul Violation		
Week 3	Shooting: Set shot	Set shot Man – to – man defence		
Week 4	Shooting: Lay up	Travelling Lay up		
Week 5	Game play & competition			

Year 8 Learning Map

Topic: Football

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learnt in year 7, such as passing, dribbling and shooting. You may play football during school or outside of school.		In this topic you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in football are transferable across the different team activities. You will also revisit football again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	Ball control Turns and outwitting a defender	Penalty Defender Midfielder Attacker Space Cryuff Outside hook Inside Hook Chest	* Get them to practice doing "keepy uppies" * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local football club - Link to some local clubs: * Watch "Take me home" on Amazon
Week 2	Passing and first touch		
Week 3	Shooting with power		
Week 4	Defending Two vs One Heading		
Week 5	Game play and assessment		
		Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Fancy skills to learn https://www.wemakefootballers.com/top-10-best-football-skills-2/ The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=oPtXLMH0KEw How to improve your heading https://www.youtube.com/watch?v=D i kHxu94k Top skills during a game https://www.youtube.com/watch?v=kiNcnqj8vmg	

Physical Education

Year 8 Learning Map

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
You will have a developing knowledge and understanding of the game. Having performed and progressed through the basic skills of Netball such as; Passing, Receiving, pivoting, stopping and moving. You will have a basic knowledge of the main rules and laws within the game regarding these skills and in the game; and to understand why they warm up and cool down when performing.		In this unit you will learn to perform, develop and incorporate the skills of passing, footwork, pivoting, outwitting opponents, shooting, re-bounding, dodges, attacking skills, and defending skills in Netball. You will start to develop your knowledge and understanding of the tactics and strategies used in Netball when attacking and defending and learn how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics. You will develop an understanding for the main laws of the game and recognise the importance of responding to changing situations within the game.	In year 9 you will develop your skills to perform, develop and incorporate the basic fundamental skills of Netball including; passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting within a more competitive environment. You will develop your knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and in the game and your ability to evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Pivot Outwit Obstruction Possession Penalty Closing-down Goal side Keeping space Intercepting Rebound	* Practice throwing and catching games at home using a size 5 netball (or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local netball club. Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html
Week 2	Advanced dodging		
Week 3	Shooting		
Week 4	Rebounding and defending a shot		
Week 5	Games and positional play		
		The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnI-Dis BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm England Netball: https://www.englandnetball.co.uk/	

Physical Education

Year 8 Learning Map

Topic: Rugby League

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learnt in year 7, such as tackling, passing and game play to outwit opponents. You may play rugby during school or outside of school.		In this topic you will learn the basic rules of Rugby League and how to play the game successfully. You will develop your skills of passing, heading and game play to improve your performance and ability to support others. You will learn how spacing is important when attacking. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in rugby are transferable across the different team activities. You will also revisit rugby again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 8.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Lesson 1	Drive Tackle	Passive tackle	Rugby League rules – Beginner Friendly Rugby League Rules realbuzz.com 10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube The Rules of Rugby League - EXPLAINED! The Rules of Rugby League - EXPLAINED! - YouTube Creating a rugby league player The Perfect Rugby League Player - YouTube
Lesson 2	Passive Tackle	Drive tackle	
Lesson 3	Passing	Flat Pass	
Lesson 4	Creating space	Deep line	
Lesson 5	Kicking	Flat Pass	
Lesson 6	Kicking	Dummy	
Lesson 7	Play off the ball	Knock on	
Lesson 8	Game play and assessment	Place Kick	
		Drop Kick	* Get them to practice doing “keepie uppies” * Go to watch friends/family or local clubs play. * Encourage your child to join after school practices, or a local rugby club.
		Grubber	
		Punt	
		Off-side	
		Play of the ball	
		Defensive line	
		Marker	
		Scoot	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning

Ways in which parents/carers can support

Year 8 Learning Map

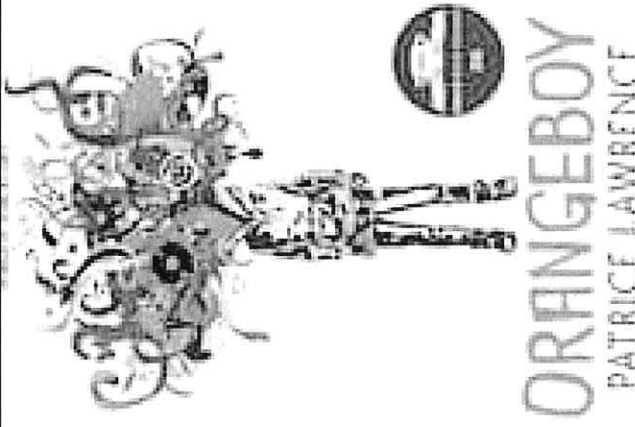
Topic: Gymnastics

Gymnastics				
Prior Learning: Students should already be able to use a variety of techniques and skills in gymnastics and are able to perform individual balances. Students have the knowledge of sequence choreography and how to perform a quality sequence. Students are able to perform a variety of linking moves such as basic rolls and other rotations. Students are able to perform in solo and duet performances. Students can observe performance and give constructive feedback using praise and next steps.		Current Learning: By the end of this unit students should be able to accurately replicate different types of balances both individual and partner. They will develop their abilities for rolling and linking movements. Students will develop the skills necessary to develop fluent routines as an individual and in pairs. Body tension, control and aesthetics will be developed through compositional ideas. Students will demonstrate high quality performances, techniques and routines. Students will be able to evaluate their own and other performances. Be able to suggest praise and next steps to improve the performance of self and others.		Subsequent Learning: In Y9 students will go on to accurately replicate basic balance, rotation and flight-based movements. They will be able to demonstrate correct take-off and landing techniques, as well as a clear body shape whilst airborne developing the skills necessary to develop fluent routines. Body tension, control and aesthetics will be developed through compositional ideas whilst they demonstrate high quality performances, techniques and routines. Students will be able to link each of the methods of travel learned during the scheme into individual and partner sequences both on the floor and on low apparatus and be able to evaluate their own and other performances.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Types of balance and levels	Aesthetically pleasing Sagittal plane Frontal plane Axis Mount/dismount Execution Straddle Pike Tuck Extension Tension	https://www.british-gymnastics.org/ Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104	Watch videos of gymnastics performances. Encourage your child to join the afterschool club, or a gymnastics club. Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104
Week 2	Balance and rolls (with partner)			
Week 3	Sequence development			
Week 4	Head stand and handstands			
Week 5	Performance and assessment.			

Year 8 Learning Map

Topic: Rugby

Prior Learning		Current Learning	Subsequent Learning
In Y7, you learned the basic skills needed to play a competitive game of rugby. You should be able to recap safety elements when tackling and falling to the floor. You will have some experience of how to create space and the correct passing technique. You should be looking to develop confidence when taking the ball into a tackle and understand the importance of moving forward due to the passing backward rule.		In this topic you will develop the skills learned in Y7, to allow you to become a better/more effective rugby player. You will continue to practice tackling, passing, creating space and kicking. There is a bigger emphasis on outwitting your opponent in Y8 and you will look at how to gain an advantage within games. Again, you will end the scheme of work looking at the specific rules and tactics of gameplay. More confident students might be able to contribute coaching ideas.	In Y9, you will continue to gain confidence in the skills learned in Y8 to allow you to become a better/more effective rugby player. You will continue to practice techniques such as: • Tackling • Passing • Creating Space • Kicking Y9 students should be confident when carrying the ball and tackling. There will be a bigger emphasis on how to improve performance as a team.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Tackling Recap	1. Scoot 2. Space	• https://passport.worldrugby.org/?page=beginners • https://www.rugbyhow.com/basic-rugby-rules.html • https://rucksience.com/learn/first-rugby-practice/
Week 2	Passing and Creating Space	3. Communication 4. Technique	
Week 3	Kicking	5. Passive Tackle 6. Drive Tackle	
Week 4	Play of the Ball and Game Play	7. Passing (Lateral, Switch, Pop) 8. Offside 9. Defensive Line	
Week 5	Play of the Ball and Game Play	10. Kicking (Grubber, chip, Bomb and Punt)	
			Ways in which parents/carers can support: If possible, give students as many opportunities to play invasion games: • Rugby • Football • Basketball • Hockey If interested in rugby, join a local rugby club.

Orangeboy		
Themes raised in the book	Genre	Why this book?
Gang culture Urban realities Drugs Race relations Diversity Crime	Young Adult Contemporary fiction	Cross curricular link with PSHCE – themes raised in the PSHCE curriculum focusing on mental health and wellbeing and drugs and the law. This book focuses on ‘life choices’ and making the right decision which allows students to reflect and discuss the character’s choices.
What is the Reading Curriculum?	What is the book about?	
	The reading curriculum is currently delivered to Y7 four days a week in PDP time. Lessons include the following skills - predict, clarify, question, and summarise. This structure has been shown to improve reading by teaching children strategies that they can use to help them to understand what they are reading and how to break down the content for understanding. It is a strategy that was developed as a technique to help teachers bridge the gap for students who have discrepancies between their levels of decoding and comprehension skills. The structure encourages children to think about their thought process, it helps children to be actively involved and boost confidence for readers of all levels. This can foster a real interest for reading and enable them to become lifelong readers.	
Sixteen-year-old Marlon has made his mum a promise - he'll never follow his big brother, Andre, down the wrong path. So far, it's been easy, but when a date ends in tragedy, Marlon finds himself hunted. They're after the mysterious Mr Orange, and they're going to use Marlon to get to him. Marlon's out of choices - can he become the person he never wanted to be, to protect everyone he loves? Winner of the Waterstones Children's Book Prize for Older Readers Shortlisted for the Costa Children's Book Award Shortlisted for the Ya Book Prize		
Ways in which parents/carers can support Encourage students to loan books from our library and support reading at home. We have a ‘PDP linked books’ section in the library which is stocked with books that are similar in thematic content and genre to the ‘Reading Curriculum’ book that students can loan. Actively discuss what they are reading with them.		

Topic Number: P4

P4- Wave effects and wave properties				
Prior Learning	Current Learning	Subsequent Learning		
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.	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.	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.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Longitudinal and Transverse Waves	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Biology Study & Question Book - Higher (CGP KS3 Science) by CGP Books Light and Dark (Exploring Light) Hardcover – 8 Oct. 2015 by Louise Spilsbury (Author), Richard Spilsbury Sources of Light (Exploring Light) Hardcover – 8 Oct. 2015 by Louise Spilsbury (Author), Richard Spilsbury (Author)	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft teams to complete work directed by their teachers.	
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			

Technology

Year 8 Learning Map

HT4

Own Branding 4						
Prior Learning		Current Learning	Subsequent Learning		Ways in which parents/carers can support	
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.		In this topic you will learn to create your own branding for your street food company. You will explore how to apply your brand to a range of packaging designs.	This topic will prepare you for developing your brand across a number of outcomes.			
Week Sequencing		Tier 3 Vocabulary	Extended Learning			
Week 1	Own packaging design	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. Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products.		Discuss ideas and class work. Collect examples of logo and packaging designs that students might find inspirational to work from. Discuss how this work might influence your own work.	
Week 2	Own packaging design and construction	Consumerism Colour				
Week 3	Own packaging design and construction	Culture Design				
Week 4	Fry box design and construction	Icon Loyalty				
Week 5	Fry box design and construction	Marketing Recognition				
Week 6	Bag & cup sleeve design and construction	Typography				
Week 7	Bag & cup sleeve design and construction					