



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y10

HALF TERM 2



**RIDGEWOOD
SCHOOL**

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KS4 Learning Maps – Half Term 2

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 suggested 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. Maths has different Learning Maps depending if students are working towards Higher or Foundation Papers. For Core 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

Headteacher

ART

Year 10 Learning Map

Topic Number: HT2

Prior Learning		Current Learning	Subsequent Learning
Students have explored composition and how to investigate to a rudimentary level.		You will respond to looking at artists through experimentation with materials and processes and create an outcome inspired by your learning, deepening understanding, material knowledge and use planned investigations and outcomes.	The investigation of texture and visual form within this project will allow students to translate their work into object trouve/arte povera through the use of found materials.
Week Sequencing		Tier 3 Vocabulary	Extended Learning
Week 1	Artist pages	Coarse	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors
Week 2	Artist pages	Impasto	
Week 3	Media experimentation related to Turner's seascapes.	Atmospheric, delicate, depressing, expressive, Nostalgic	
Week 4	Media experimentation related to Turner	Assemblage	
Week 5	Develop ideas using Turner and others work	Collage	
Week 6	Develop ideas using Turner and others work	Abstract	
Week 7	Final piece	Distorted	
Week 8	Final piece	Impressionistic	
		Surreal	Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.
		Symbolic	

Year 10 Learning Map

Topic Number: 1.2 Spotting a business opportunity

Topic Title: 1.2.1 Customer needs, 1.2.2 Market research, 1.2.3 Market segmentation and 1.2.4 The competitive environment.					
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support	
This topic builds on prior knowledge and understanding of how business ideas come about and how products are aimed towards customers' needs.		In this topic you will gain an understanding of customers' needs and wants. Furthermore, you will gain an understanding of the market and how to be competitive throughout the market.	This topic will prepare you for future work in their exams but also links to many other units.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		
Lesson 1	1.2.1 Customer needs	Needs	<u>What are customer needs?</u> - Customer needs - <u>Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u> <u>The purpose of market research - Market research - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u> <u>Identifying market segments - Market segmentation - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u> <u>Strengths and weaknesses of competitors - Competitive environment - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u>	<u>Specification (pearson.com)</u>	
Lesson 2	What are the needs and importance of understanding these.	Wants		YouTube videos can be watched and discussed for this topic: <u>Why use Market Research?</u> (<u>youtube.com</u>) <u>Primary & Secondary Market Research</u> (<u>youtube.com</u>) <u>Market Segmentation</u> (<u>youtube.com</u>) <u>Market Mapping</u> (<u>youtube.com</u>) <u>Quantitative & Qualitative Data</u> (<u>youtube.com</u>)	
Lesson 3	Identifying a design mix for a business.	Convenience			
Lesson 4	1.2.2 Market Research	Quality			
Lesson 5	Purpose, methods and use of data.	Primary			
Lesson 6	1.2.3 Market Segmentation	Secondary			
Lesson 7	Identify and market mapping.	Qualitative			
Lesson 8	1.2.4 The Competitive Environment.	Quantitate			
	1.2 End of topic test and DIRT.	Market mapping			
		Innovative			
		Unethical			

Drama

Year 10 Learning Map

Topic Number: 1 and 2

Component 1: Exploring The Performing Arts PSA1				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge of performance texts (such as Missing Dan Nolan and DNA) by examining a specific work in detail. This topic will introduce you to new performances and the processes used by the industry to create new works.	In this topic you will study a production in detail and learn about the processes used to create the work. This will allow you to apply these techniques to a performance in a similar style. You will develop key terminology linked to these performances and the processes of creating them. This topic is important for you to develop your understanding – both practical and theoretical – of how the performing arts will create work. This component will help you to understand the requirements of being a performer and/or designer across productions selected by your teacher.	This topic will prepare you for further practitioner and production knowledge within key stage 4 and 5. It will equip you with the skills needed to critically observe a production and the processes that go in to creating an effective production across different performance styles. You will be required to demonstrate the ability to explore, describe and apply, research and communicate about practitioners and production across key stage 4 and 5. This exploration and application will be particularly useful with Component 3: Responding To A brief.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1-2: Task 1: Stylistic features in relation to the theme.		Naturalism Physical Theatre	You can support your child's progress by exploring our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following interviews: <u>Search: devising skills Digital Theatre+ (digitaltheatreplus.com)</u> As you complete the portfolio you will be asked to create a set of notes to support you. This will be set by your individual teacher. Wider Reading: 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 and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton - Verbatim: The Fun of Making Theatre Seriously: Mark Wheeler	You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/
Week 2-3: Task 1: Key features, purpose and intentions in relation of the theme.		Verbatim		
Week 4-5: Task 1: Influence of others on the work in relation to the theme.		Contextual Influences		
Week 5-6: Task 1: Skills required to create the work in relation to the theme and roles and responsibilities.		Performance		
Week 7-8: Task 2: PRACTICAL: How do they create the work?		Style Director Lighting Designer		
Week 9-10: Task 2: PRACTICAL: How do they use the rehearsal process? The approaches to create work		Set Designer Rehearse Perform		
Week 11-12: Task 2: PRACTICAL: Their production process.				
Submission of portfolio covering Task 1 and Task 2.				

Year 10 Learning Map – Half Term 2

Non-Fiction Reading and Writing: Eduqas English Language Component 2 Section B				
Prior Learning	Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning
Building on non-fiction writing skills from Key Stage 3, you will enhance your ability to write a range of engaging non-fiction texts. This topic will focus on planning and writing: speeches, articles, reports and letters. It is important that you draw upon your ability to use a range of sophisticated vocabulary, punctuation for effect and varied sentence structures within your writing.	Week 1: Planning and writing a formal letter. Week 2: Planning and writing a formal letter. Week 3: Planning and writing a persuasive speech. Week 4: Planning and writing a persuasive speech. Week 5: Planning and writing a lively and informative article. Week 6: Planning and writing a lively and informative article. Week 7: Planning and writing an effective report. Week 8: Planning and writing an effective report.	Metaphor Simile Modal Verbs Alliteration Direct Address Facts Opinions Rhetorical Questions Emotive Language Statistics Triplication Hyperbole Anecdote Imperatives Repetition	A great way to practice reading and writing non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access. Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts. Useful websites: - Home - BBC News - News, sport and opinion from the Guardian's UK edition The Guardian - BBC Bitesize	During Half Term 4 you will be studying Section B of English Language Component 1, which requires you to write a story based on one of four titles/tasks provided on the exam. You will need to draw upon the technical writing skills developed throughout this topic, such as: - the use of a range of sophisticated vocabulary - the use of punctuation for effect - the application of varied sentence structures for impact.
Ways in which parents/carers can support - YouTube is a wonderful resource for English revision. - Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. - The BPC English website also provides videos, resources and PowerPoint slides that you can access and download: www.bpcenglish.wordpress.com - Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas				

Y10 AQA – 3.1 – The Challenge Of Natural Hazards – Weather and Climate and Living World

Lesson Sequencing	Tier 3 Vocabulary		Extended Learning		Subsequent Learning	
	Current Learning		Prior Learning		Subsequent Learning	
Prior Learning This topic builds on your knowledge from KS3 particularly your knowledge of weather, climate, biomes and climate change. Finally, it builds upon map, statistics/maths and graphical skills linked to hazards.	In this topic you will learn about how natural hazards pose a risk to people and property, including weather and climate hazards with named examples/case studies of these hazards to then explore how they are managed. This topic is important for you to develop your geographical skills and case study application in extended geographical writing, As well as specific hazard mapping and hazard statistical analysis.		This topic continues the living with the physical environment content. Exploring the dynamic nature of physical process and systems and how humans interact with these in a variety of places at a range of scales. The topic will also equip you with the skills you need to be successful in Paper 1 and 3 of your Geography GCSE			
Lesson Sequencing UK weather hazards – Case study Climate change – Natural factors Climate change – Human factors Managing climate- Mitigation Managing climate-Adaptation UK weather hazards – Case study Climate change – Natural factors Climate change – Human factors Living World Ecosystems Scale Ecosystems Affects to Ecosystems Global Ecosystems Tropical Rainforests	Abiotic Adaptation Air Pressure Biodiversity Biotic Climate change Development Ecosystems Global atmospheric circulation Hurricanes Mitigation Prediction Protection Quaternary Response Tropical Rainforests Typhoons		Complete homework tasks set by your teacher. These books are engaging and fascinating reads: <u>The science of natural disasters</u> by <u>Diane C Taylor</u> These are challenging, but captivating reads: At Risk: Natural Hazards, People's Vulnerability and Disasters by <u>Piers Blaikie</u>		Ways in which parents/carers can support You could read information and watch the following YouTube and time for geography with your child: BBC Bitesize supportive reading and quizzes, <u>The challenge of natural hazards - GCSE Geography Revision - AQA - BBC Bitesize</u> YouTube: Any YouTube videos focused on Weather and Climate: <u>Weather and Climate - Met Office - Learn About Weather - YouTube</u> Past climate and present and future climate change: <u>Time for Geography Climate Change</u>	

Health & Social Care

Year 10 Learning Map – Half Term 2

Year 10 BTEC Level 1/2 Health and Social Care: Human life span and development				
Prior Learning	Current Learning	Extended Learning	Ways in which parents/carers can support	Subsequent Learning
Students have spent the first half term learning all about component 1 Learning Aim A which has enabled students to develop a comprehensive overview of human development across the lifespan and the various factors that can influence an individual's growth and development. Students were then able to gain further knowledge on the stages of development from infancy to later adulthood. Understanding how to apply context to the physical, intellectual, emotional and social development during this time.	Students will develop their knowledge and understanding further in Component 1 Learning Aim B, which will provide students with an overview of how individuals deal with the positive and negative effects of life events. Students will develop an understanding of what life events are, such as relationship changes, marriage, divorce, retirement, physical illnesses, mental and emotional wellbeing. Once this knowledge is acquired students will explore a range of strategies to support individuals coping with the changes of these life events. Students will learn about resilience, self-esteem, professional care of multi-agencies and multi-disciplinary teams, who can support with both physical and emotional challenges. Students will develop the skills and attributes needed to complete their component 1 PSA. They will develop the skills to interpret and determine the needs of case studies. Skills in application will start to develop during this time to ensure students are prepared for this completion.	Complete homework tasks set by your teacher. A great way to prepare for the PSA (Internal Controlled assessment) is by practise typing skills and application of knowledge. Students will receive practice assessment questions to gain an understanding of how to apply knowledge within this setting. YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development. Wider reading opportunities: The fault in are stars by John Green 2012	YouTube is a wonderful resource for H&SC revision. If you search H&SC Level 1/2 tech award several supportive tutorial videos are available. The following link allows you to explore through a range of videos the structure and expectations of the course, along with a breakdown of each component. BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com) You could also watch a number of documentaries of child development such as: The secret life of 4- & 5-year-olds (Channel 4) Old people's home for 4-year-olds (Channel 4)	Students will apply acquired knowledge and understanding from Half term 1 & 2 to their Component 1 PSA (Pearson set assignment) This will be conducted in lesson time under exam conditions.
Lesson Sequencing	Tier 3 Vocabulary			
Understanding how individuals deal with life events	Health and wellbeing Bereavement Redundancy Imprisonment Retirement Character traits Resilience Self-esteem Disposition Acute services Multi-agencies Multi-disciplinary Respite care			
Health and wellbeing: accident, injury, physical illness, mental and emotional health and wellbeing				
Relationship changes: entering a relationship, marriage, parenthood, divorce, parenthood, bereavement				
Life circumstances: moving house, redundancy, imprisonment, retirement, changes of standard of living				
Coping with changes caused by life events The character traits that influence how individuals cope: resilience, self-esteem, disposition, emotional intelligence.				
The sources of support that can help individuals adapt: Family, friends, community groups, multi-disciplinary agencies, professional carers and services.				
Types of support that can help individuals adapt: Emotional support, practical help such as financial support and transport.				

Civil Rights (Part 2)				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the knowledge you gained in the first half term when you learned about the position of African Americans in the 1950s and the progress they made by 1960. It also builds upon your foundational knowledge of the challenges that African Americans faced in their push for equality. Finally, it builds upon the source skills focused on in half term one including making inferences and analysing provenance, as well as your ability to answer explain why questions.	In this topic you will learn about the impact of protests such as the Greensboro Sit Ins and The March on Washington as well as the persistent opposition the movement faced from people, particularly in the South and politicians. You will finally learn about the divisions within the movement and how much progress had been made by 1975. This topic is important for you to develop your historical skills and knowledge because it will help you enhance your source inference and analysis skills.	This topic provides the background information to fully understand how inharmonious American society was, and how protests can disrupt everyday life in America. This will be developed in the Vietnam War topic. You will continue to develop your source analysis skills, and be able to compare and contrast the interpretations of historians in future topics. The topic will also equip you with the skills you need to be successful in Paper 3 and of your History GCSE.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
How significant were the events at Greensboro? How important of were the actions of the Freedom Riders and subsequent violence they experienced? Why was the case of James Meredith so vital? Why were the marches Washington, Birmingham and Alabama so substantial? How did law changes in 1964 and 1965 benefit African Americans? How was the Civil Rights Movement so divided? Why was that momentous? How did violence in major US cities and Martin Luther King's assassination affect the movement? How much progress had the movement made by 1975?	Boycott Desegregation Discrimination Dixiecrats Enfranchise Federal Government Filibuster Legislation Organisations Segregation	Students will be set retrieval or revision homework every week. Please encourage your child to complete this. Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge These are challenging, but captivating reads: The History of the CRM by Dan Peel A Divided Union by Kirsty Taylor	You could watch the following documentaries with your son/daughter: Netflix: 13th YouTube: Hope and Fury: MLK The Rise and Fall of Jim Crow	

Year 10 Creative iMedia Learning Map

Topic Number:1

Topic Title: R094 Digital Graphics				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on prior knowledge from Year 8 with digital graphics and preproduction documents. It also builds upon knowledge of target audiences and business branding.	In this topic you will learn how to create a visual identity for a digital graphic. You will also be taught how to use image editing software.	This topic will prepare you for future work in Creative iMedia such as the branding and future coursework and exam units.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Visualisation diagram	You will be given knowledge organisers for each topic or set work through Onenote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Extended reading: Clear revise: OCR Creative iMedia Cambridge National in Creative iMedia Digital Student Book (2 Years) <u>GCSE Media Studies - BBC Bitesize</u> <u>Oakgrove Computing - R082</u>	<u>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</u>	
Week 2	Photoshop Skills			
Week 3	Assets table			
Week 4	Prepare assets			
Week 5	Create the visual identity			
Week 6	Evidence tools			

Year 10 Computer Science Learning Map

Topic Number: 2

1.2 Memory and storage					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on prior knowledge from KS3 ICT and of some of the fundamental components learnt in HT1.		In this topic you will learn about different types of memory, including long term and short term. Also, you will develop your knowledge of how computers store and use data. Alongside this, you will continue developing practical programming skills in Python.	This topic will be followed by Systems Software and provides some of the fundamental learning behind software development.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	Units Binary Practical Programming	Amplitude ASCII Binary Bit Depth Bits Bytes Lossy Lossless Metadata	Pupils can revise material using Seneca Learning which is an interactive resource. <u>GCSE Computer Science - OCR - BBC Bitesize</u> <u>GCSE topics — Isaac Computer Science</u> <u>https://student.craigndave.org/gcse-ocr-j277-computer-science-videos</u>	<u>https://sites.google.com/horburycomputing.co.uk/gcse-computing/1-2-memory-and-storage</u>	
Week 2	Converting units Data capacity Practical Programming				
Week 3	Hexadecimal Binary addition and overflow Practical Programming				
Week 4	Bit Shifts Character Sets Practical Programming				
Week 5	Sound Images Practical Programming				
Week 6	Compression Exam Preparation				

[illegible]

Perimeter, area and volume				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior knowledge of measuring lines and 2D shapes, multiplying and dividing by powers of 10, finding area and volume, and interpreting scales of measurement.	In this topic you will learn to convert between units of measurement. Find area, perimeter, and volume of basic and compound shapes by recalling and using formula.	This topic prepares you to be able to identify and measure both 2D and 3D shapes which will be called upon in further maths topics, in addition to being essential for real life problem solving.		
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: • Two way tables • Distance time graphs • Draw and interpret bar charts • Draw an interpret pictograms • Stem and leaf diagrams • Time series graphs • Drawing and interpreting pie charts • Drawing & interpreting scatter graphs (best fit, correlation, outliers)	Triangle Rectangle Parallelogram Trapezium Area Perimeter Formula Length Width Prism Compound Measurement Polygon Cuboid Volume Symmetry Units Vertices Face Conversion	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides Wider Reading: • This is not a maths book – by Anna Weltman	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. • Maths Genie - for exam questions, videos and solution on the topics stated	

MATHS

Higher – Perimeter, Area and Volume				
Prior Learning	Current Learning	Subsequent Learning		
This unit builds on prior learning of area and perimeter in Y7 and 8.	In this topic, you will learn how to find the area/surface area/perimeter/volume of various shapes and find missing lengths of shapes when given the area/perimeter/volume. You will also learn how to find the upper and lower bounds of problems by applying error intervals.	This topic will prepare you for higher order shape questions later units so that you can access problems with multiple topics.		
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: - Find the area and circumference of circles and circle parts - Find the perimeter and area of 2D shapes, including compound shapes - Find the surface area of 3D shapes - Find the volume of 3D shapes - Finding missing lengths of shapes when given the area/perimeter/volume - Calculate upper and lower bounds of problems	Surface Area Perimeter Volume Formulae Circle Circumference Trapezium Parallelogram Diameter Radius Sector Arc Bound Accuracy	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. - How long is a piece of string? - Rob Eastaway and Jeremy Wyndham - Mathematics: The New Golden Age by Keith Devlin Recommended revision guides can be found here: CGP Revision guides - higher tier	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. Maths Genie - for exam questions, videos and solution on the topics stated	

MATHS

Higher – Transformations, Constructions, Plans and Elevations and Bearings				
Prior Learning	Current Learning	Subsequent Learning		
This unit builds on prior knowledge learnt in Unit 1 and Unit 2 as you will be working on co-ordinate axis with shapes. You will also require your skills in drawing angles from Y8 and use angle laws from Unit 5.	In this topic, you will learn how to perform, describe and combine the four transformations. You will also learn to draw plans and elevations, draw and interpret bearings and use constructions for loci problems.	This topic will prepare you for a subsequent unit on graph transformations. Constructions, plans and elevations will be used in any further studies in Construction, Design or Engineering. Bearings are also used in navigation based careers such as the Army or Navy.		
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: - Perform and describe the four transformations- translation, rotation, reflection and enlargement (including negative scale factors) - Draw plans and elevations - Perform constructions to answer loci problems - Draw and interpret bearings	Bearing Elevation Enlargement Loci Plan Reflection Rotation Translation	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision Guides	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. Maths Genie - for exam questions, videos and solution on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics	

Spanish



Year 10 Learning Map

Topic Number: 2

Theme 1, Unit 2 and 3: A healthy lifestyle and education/ jobs			
Prior Learning This topic builds on learning from KS3 at Key Stage 3 on food, sports and free time, as well as prior knowledge linked to the future tense.		Current Learning In Unit 2 you will learn about how to talk about whether or not you have a healthy lifestyle and how food, sport and activity are important. We will also start Unit 3, which focuses on school, education and careers.	Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary and grammar that we learn will be used in other topics. Next half term we will continue to look at education and jobs and complete a listening and reading, so it will be crucial to learn a wide range of vocabulary and tenses.
Lesson Sequencing Week 1 A healthy lifestyle Week 2 Looking after your healthy Week 3 Revision Week 4 Writing exam Week 5 Life at school Week 6 Life at school Week 7 Jobs	Key Vocabulary Sano/a- healthy Malsano/o- unhealthy Los deportes- sports La comida- food Las bebidas- drinks En el colegio- In school En el futuro- in the future El trabajo- work Quiero- I want Me gustaría- I would like	Extended Learning - Quizlet to practice vocabulary – all the vocabulary for the course is available on there - Use of revision guides and work books - Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers) - Grammar practice - www.bbc.co.uk/bitesize	Ways in which parents/carers can support To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. Borrowing Spanish DVDs or books from the library or watching films in Spanish on Netflix. Helping students to practise vocabulary each week in preparation for a vocabulary test.

Music Technology Y10 – HT1.1 and 1.2				
Prior Learning: You have previously used a Digital Audio Workstation in Key Stage 3 to create compositional work. You are familiar with using software and audio tracks and editing features.	Current Learning: You will develop your understanding of the technical features of a Digital Audio Workstation and associated hardware and software features that allow you to edit, develop and record musical material. You will develop your understanding of roles and responsibilities in the Music industry as well as health and safety in the music environment.	Subsequent Learning: Musical understanding. You will begin by developing and re-familiarising your understanding of the elements of music. You will then develop your understanding of the key features of styles and genres from the 1950s to the current day to give you the knowledge and understanding to analyse and compose in different popular styles.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
You will understand how hardware and software work in combination as a digital audio workstation (DAW). You will also develop your understanding of how DAW software is used to record and edit audio and MIDI. You will complete practical workshops applying your understanding of the software functions you have learnt. You will also develop your understanding of health and safety. You will be set a weekly home learning task where you will develop your understanding of the following roles and responsibilities in the music industry.	Configuration MIDI Audio Interface Software Hardware Peripherals Editing Automation Synthesizer Sampler	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. Alternative reading opportunities: <u>Essential guide to using a DAW</u>	Support your child's progress through: Focus on <u>Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics. Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran Curriculum Leader: Performing Arts) via the Contact Us facility of our school website for more information.	

• musical artist • composer/songwriter • lyricist • arranger • session musicians • sound designer • DJ • producer • technician • engineer • manager • publicist • artist and repertoire (A&R) You will then develop your understanding of how music technology has developed over time and how this has affected creative practice, music production and consumer access.	Envelope editing Filters Mapping Velocity Quantization Equalization EQ Modulation Effects Dynamic Plugin Mixing		
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KS4 Learning Map

Topic: Alternative Games

Pathway: Alternative Games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understanding and analysis of performance in some of the more traditional sports		Current Learning: Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practise and perfect techniques and game play whilst fostering a love for sport.	Subsequent Learning: This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: table tennis, dodgeball, badminton, tchoukball, volleyball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction of game and key rules linked to modified games	Analysis Attack Defence	1. Too Many Reasons to Live: Rob Burrow	- Let students play sport - Give them opportunities to get involved in local teams
Lesson 2	Learning of new skills and modified games	Formation Official Tactics Umpire	2. Why we kneel how we rise: Michael Holding	- Support in attending school teams and competitions.
Lesson 3	Introduction of tactical game play		3. All in: Billie Jean King 4. Stronger: Poorna Bell	
Lesson 4	Tactical game play		5. My life: Queen of the court: Serena Williams	
Lesson 5	Tactical play and analysis of performance to aid improvement		6. Unbelievable: Jessica Ennis	

KS4 Learning Map

Topic: Boys' Games

Pathway: Boys' games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.		Current Learning: Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.	Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: Football, basketball, rugby, flag football, dodgeball, handball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Recap of skills learnt at KS3 through game play	Analysis Attack	1. Too Many Reasons to Live: Rob Burrow	- Let students play sport - Give them opportunities to get involved in local teams
Lesson 2	Recap of skills learnt at KS3 through game play	Defence Formation	2. Why we kneel how we rise: Michael Holding	- Support in attending school teams and competitions.
Lesson 3	Game play to introduce and revisit tactics	Official Tactics	3. All in: Billie Jean King 4. Stronger: Poorna Bell	
Lesson 4	Game play to introduce and revisit tactics	Umpire	5. My life: Queen of the court: Serena Williams	
Lesson 5	Student led competition		6. Unbelievable: Jessica Ennis	

KS4 Learning Map

Topic: Dance Fitness

Pathway: Dance fitness				
Prior Learning: Students have completed units of work in KS3 which focused on the learning of techniques and skills the students have used to choreograph a phrase into their routines using key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.		Current Learning: Students will be perform a variety of dance styles through dance and fitness. They will develop their choreography skills to perform as a group/or individual in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine their ability to observe performances and give constructive feedback.		Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind through the medium of dance and dance related practice. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.
Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Cardiovascular Muscular Skeletal Respiratory Heart rate Anaerobic Aerobic Target zones Time under tension	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects			
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map

Topic: Fitness

Pathway: Fitness				
Prior Learning: Students have completed units of work in KS3 which focused on understanding the importance of a healthy body and a healthy mind. They have completed a unit of health and fitness which covers a variety of training methods.		Current Learning: Students will develop their knowledge and understanding of how to improve their fitness through different mediums and how different practices affect our bodies in different ways.	Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.	
Units covered over the year: circuits, aerobics, yoga, zumba, weight training, boot camp				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Aerobic Anaerobic Cardiovascular Heart rate Muscular	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects	Respiratory Skeletal Target zones Time under tension		
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map

Topic: Girls' Games

Pathway: Girls' games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.		Current Learning: Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.	Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
Units covered over the year: basketball, football, netball, dodgeball, handball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Recap of skills learnt at KS3 through game play	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Recap of skills learnt at KS3 through game play			
Lesson 3	Game play to introduce and revisit tactics			
Lesson 4	Game play to introduce and revisit tactics			
Lesson 5	Student led competition			

Year 10 Learning Map

Topic Number: 1

Online Life				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on work that you have looked at in years 7 and 8 understanding how to stay safe online and how to ensure you have happy healthy relationships both in person and virtually.		In this topic you will learn how to identify and manage risks to life online. You will also gain knowledge and understanding of specific aspects of the law such as the legal status of revenge porn and sexual harassment and what is in place to protect people from this. This module will also help you to develop an understanding of how to report any risks online and what process happens. This topic is important to develop a firm understanding of what constitutes the British judicial system and how you, as an individual can navigate life online happily, healthily and safely.	This topic will prepare you for the further learning in PSHCE right through to the end of year 11. It will allow you to gain a foundation of knowledge and understanding of being safe online. This will be further developed when we look at the module in year 10 and year 11 on healthy relationships. You will develop the skills to use knowledge and understanding to form opinions and understand how and why we have the laws in place within the UK. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, safe and healthy from now into adulthood.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Radicalisation and Extremism	Exploitation	You can use independent study opportunities to engage with the following websites about UK law and community guidelines.	Explore the websites such as the NSPCC which explain what the risks are to different apps being used and how to use these safely
Lesson 2	Radicalisation and Extremism	Prosecution		
Lesson 3	Viewing dangerous content online	Criminal		
Lesson 4	Revenge Porn	Judicial system		
Lesson 5	Sexual Harassment	Radicalisation		
Lesson 6	Reporting material online	Pornography		
Lesson 7	Assessment	Coercion Discrimination		
		Discuss the different places a person can go if put at risk online and what they can do to stay safe		
		<u>Parents and carers</u> <u>CEOP Education</u> (thinkuknow.co.uk)		

Year 10 Learning Map

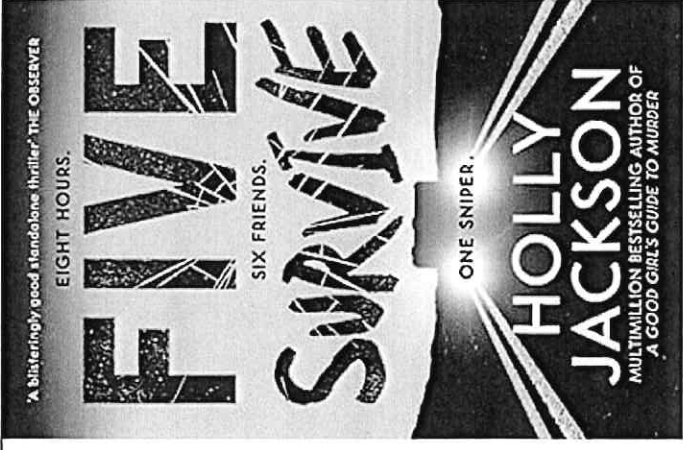
Topic Number: 1

Does God exist?			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on work that you have looked at in year 8, understanding the different arguments given as to why God does or does not exist. It will strengthen your understanding to apply religious beliefs to arguments around God existence.	In this topic you will learn; What the different arguments are for people to not believe in God and how a religious person would respond to these issues to still further believe in God or as proof to no longer believe in God. This topic will allow you to deepen your understanding on the challenges to God's existence and how science and religion can coexist. You will formulate your own opinions on these issues and discuss and understand the beliefs and opinions of your peers and religious believers.	This topic will prepare you for; Understanding different "unanswerable questions" which arise and how individuals or those around view these and the answers they believe to be true. This topic will equip you with the knowledge and understanding to engage in meaningful conversation and make informed decisions on different religious and scientific issues. You will develop an understanding on key religious theologies that you can apply in the modules on religious rites of passage and the importance of human life but also in life beyond Ridgewood to help you understand those around you.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1 First Cause Argument/design argument	Cosmological	You can use independent study opportunities to engage with the following websites which look at key topics covered in this module. <u>Moral evil and natural suffering</u> - <u>The problem of evil and suffering - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize</u> <u>The ethics of modern warfare - Modern warfare - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize</u>	Explore the websites such as BBC modern day miracles, ITV news, Sky News and the coverage of wars currently happening to look at topical issues that relate to the presence of God or "unanswerable questions". Discuss the different opinions shared in relation to "unanswerable questions" and also your own opinions and where they come from, encourage open conversation to share opinions and beliefs as a family.
Lesson 2 Big Bang/Evolution	Teleological		
Lesson 3 Creation stories	Natural selection		
Lesson 4 Miracles – strengths and weaknesses	Weapons of mass destruction		
Lesson 5 Moral and natural evil	Divine intervention		
Lesson 6 Is evil proof God does not exist	Omnipotent		
Lesson 7 WMD and War	Omnibenevolent		
Lesson 8 The inconsistent triad	Sanctity of life		
Lesson 9 Assessment	Imago Dei Precepts		

Year 10 Learning Map

Buddhism			
Prior Learning This topic builds on your knowledge base from KS3 where you learnt about Buddhism in Year 8. You will build on key terms you have already learnt such as Atheist and Theist, and you will be able to compare and contrast Buddhism to other religious traditions such as Christianity. Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to exam style questions that you will already have practised in your first Year 10 topic.	Current Learning In this topic you will learn about a variety of Buddhist beliefs from both Mahayana Buddhism and Theravada Buddhism. You will start by learning about the life of Siddhartha Gautama and understand his journey to becoming the first Buddha. You will be introduced to a number of his key teachings that are still used in Buddhism today such as the Four Noble Truths, the Three Marks of Existence and the Eightfold Path, and how these teachings may influence Buddhists in the world today. Finally you will learn about the different forms of Buddhism (Theravada and Mahayana) and understand why there are differences in some of their beliefs for example about human destiny. You will continue to develop your skills of evaluation and debate by discussing whether or not these Buddhist beliefs are still relevant in the 21 st century. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	Subsequent Learning This topic will initially introduce you to key Buddhist teachings which can then be applied to many other moral issues throughout RE in GCSE RE such as Medical Ethics, and War and Crime; as a contrast to other religions such as Christianity. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. In addition, this topic will help you to prepare for the later topic of Buddhist Practices where you will learn how these beliefs influence how Buddhist put their religion into practice around the world. For all future topics you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic.	Ways in which parents/carers can support Watching films such as 'The Life of the Buddha' (2007) together could help to raise students' understanding of Buddhist teachings and practices.
Lesson Sequencing 1. The Birth of Buddha and his life of Luxury 2. The Four Sights 3. The Ascetic life 4. Buddha's Enlightenment 5. The Four Noble Truths (introduction) 6. Noble Truth 1 and 2 7. Noble Truths 3 and 4 8. The Eightfold Path 9. The Dhamma 10. Dependant Arising 11. The Three Marks of existence 12. Theravada vs Mahayana Buddhism 13. Human Destiny in Buddhism 14. Pure Land Buddhism	Tier 3 Vocabulary Meditation Luxury Ascetic Enlightenment Prophecy Monks Suffering Buddha Dependant Arising Karma	Extended Learning Every 2 weeks you will be set an assignment on GCSE Pod which will consist of revision videos to watch and summarise and questions for you to complete. You can also use independent study opportunities to engage with the following websites, articles and books about religious views relating to Buddhism: <u>Buddhism for beginners – including agnostic and secular Buddhism</u>	

Spring Term 1 – Book 2

Five Survive		
What is the Reading Curriculum?	What is the book about?	
 The reading curriculum is currently delivered to Y10 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.	Eighteen year old Red and her friends are on a road trip in an RV, heading to the beach for Spring Break. Spirits are high. Until the RV breaks down in the middle of nowhere. And as the wheels are shot out, one by one, the friends realise that this is no accident. There's a sniper out there. He's watching them and he knows exactly who they are. One of the group has a secret that the sniper is willing to kill for. As a game of cat-and-mouse plays out, the group desperately tries to get help. Buried secrets are forced to light and tensions within the group reach deadly levels. Only one thing is for sure. Not everyone will survive the night . . . Number one in the <i>New York Times</i> Young Adult Hardcover Bestseller list, week commencing 19/12/2022 Number four in the <i>Sunday Times</i> Children's and YA Fiction chart, week commencing 12/12/2022	
Themes raised in the book	Genre	Why this book?
Secrets Betrayal Corruption Manipulation Determination Grief Trauma	Young adult mystery thriller	Fast paced and suspenseful narrative to support students' engagement. A number of plot twists to support group discussion within the session (with a focus on the skill of prediction and inference)
		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.

Year 10 Learning Map

Topic Number: B2

Human and plant organisation				
Prior Learning		Current Learning		Subsequent Learning
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of the organisation of the human body, particularly the function of the respiratory & digestive system. It also builds on KS3 understanding of key plant organs that enable the plant to survive.		In this topic you will learn the structure and function of the organs of the respiratory & digestive system. You will also learn about the function of enzymes and how changing conditions alters their function. You will learn about the different plant organs that are essential to survival and the effects that deforestation have on our planet and atmosphere.		This topic will prepare you for photosynthesis, respiration and homeostasis in subsequent topics.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson number	Spec code	Lesson title	Lock & Key hypothesis Respiratory system Atrium Ventricle Aorta Pulmonary Stomach Enzyme Amylase Protease Lipase Amino acids Lipids Proteins Carbohydrates Wider reading: - CGP revision guides - Adventures in Human Being by Gavin Francis - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignotofsky	Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
1	4.2.1	Principles of organisation		
2	4.2.2.1	Human digestive system		
3 & 4	4.2.2.1	Food tests RP 4		
5	4.2.2.1	Lock and key hypothesis		
6	4.2.2.1	Bile		
7 & 8	4.2.2.1	Enzyme optimums RP 5		
9	4.2.2.2	Human heart & gas exchange		
10	4.2.2.3	Composition of blood		
11	4.2.2.4	CHD		
12	4.2.2.5 & 6	Effects of lifestyle		
13	4.2.2.7	Cancer		
14	4.2.3.1	Plant tissues		
15 & 16	4.2.3.2	Plant organs 1		
17	4.7.3.4	Deforestation		
18	4.7.3.5	Global warming		

Year 10 Learning Map

Topic Number: B3

Immunology and Photosynthesis									
Prior Learning This topic builds on students’ prior knowledge from B1 of the Year 9 scheme of work, linking the structure and importance of organelles to their function. This topic builds on Key stage 3 understanding of the human defence system.			Current Learning In this topic you will learn how the body responds to pathogens. It then builds on students understanding of the human defence system to explain the importance of vaccination and how antibiotic resistance develops. You will also learn how plants produce glucose by photosynthesis & the factors that control photosynthesis.			Subsequent Learning This topic will support you when revising respiration and enzymes. It will also link to your understanding of cell organelles and structures.			
Lesson Sequencing (lessons highlighted in green represent subject content for only separate science students)			Tier 3 Vocabulary			Extended learning			Ways in which parents/carers can support
Lesson	Spec	lesson title	Immune system			All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.			Support your child’s progress through: • <u>Educake</u> - to complete homework and access further revision • <u>myGCSE science</u> - for extra support videos and work on the topics stated • <u>GCSEpod</u>- for extra support videos and work on the topics stated • Accessing their Microsoft Teams work for directed exercises on current topics
1	4.3.1.1	Spread of pathogens	Phagocytosis						
2	4.3.1.2	Viral disease	Engulf						
3	4.3.1.3	Bacterial disease	Pathogen						
4	4.3.1.4	Fungal and protoctist disease	Gonorrhoea						
5	4.3.1.6	Human defence systems	Measles						
6	4.3.1.7	Vaccination	HIV						
7	4.3.1.8	Antibiotics and painkillers	Rose black spot						
8	4.3.1.9	Discovery and development	Tobacco mosaic virus						
9	4.3.2.1	Producing monoclonal antibodies	Salmonella						
10	4.3.2.2	Uses of monoclonal antibodies	Malaria						
11	4.3.3.1	Detection and identification of plant diseases	Vaccination						
12	4.3.3.2	Plant defence responses	Antibiotic resistance						
13	4.4.1.1	Photosynthetic reaction	Photosynthesis						
14	4.4.1.2	Rates of photosynthesis	Limiting factor						
15 & 16	4.4.1.2	Pondweed RP 6							
17	4.4.1.3	Uses of glucose from photosynthesis							
18		Revision							
19		Test							
20		check point lesson							

Topic Number: C4

Environmental chemistry									
Prior Learning		Current Learning		Subsequent Learning					
This topic builds on students' prior knowledge from Key Stage 3, following on from the structure of the Earth and basic knowledge of the atmosphere.		In this topic you will learn about: what the Earth's atmosphere was like millions of years ago and how it has changed into the current atmosphere; what the greenhouse effect is and how humans are contributing towards climate change; how we can be more sustainable; how fresh and waste water are treated.		This topic will give you an understanding of what climate change is and how it is caused, as well as an understanding of how scientists are tackling global issues.					
Lesson Sequencing (lessons highlighted in green represent subject content for only higher tier science students)		Tier 3 Vocabulary		Extended learning		Ways in which parents/carers can support			
1	The Early atmosphere and how it changed to the current Atmosphere	Atmosphere	Greenhouse Effect	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - The Climate Change Crisis (Hot Topics) - Basher Science: Climate Change - Several BBC news articles discuss Climate Change	Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics				
2		Greenhouse Effect	Greenhouse Gases						
3		Sustainable Development	Phytomining						
4	The Greenhouse Effect	Potable	Bioleaching						
5	Human Impact on Climate Change	Reduce	Reuse						
6	Global Climate Change	Recycle	Potable						
7	Atmospheric Pollutants from Fuels	Sterilise							
8	Properties and Effect of Atmospheric Pollutants								
9	Revision								
10	Sustainable Development								
11	Potable Water								
12									
13	RP 13 (Desalination)								
14	Waste Water Treatment								
15	Methods of Extracting Metals								
16	Life Cycle Assessment								
17	Ways of Reducing the use of Resources								
18	Revision								

Year 10 Learning Map

Topic Number: P2

Energy			
Prior Learning This topic builds on students' prior knowledge of electricity from year 7 & 8.		Current Learning In this topic you will continue to develop understanding of current and electricity. You will also learn about mechanisms and features that keep us safe from electricity and how our demand for electricity can be met.	Subsequent Learning This topic will underpin students understanding of electricity they will use this topic to build on their maths skills of rearranging equations for later topics.
Lesson Sequencing (lessons highlighted in green represent subject content for only higher tier science students)		Extended learning	Ways in which parents/carers can support
Lesson number	Spec code	Lesson title	Support your child's progress through: • <u>Educake</u> - to complete homework and access further revision • <u>myGCSE science</u> - for extra support videos and work on the topics stated • <u>GCSEpod</u>- for extra support videos and work on the topics stated • Accessing their Microsoft Teams work for directed exercises on current topics
1	4.2.1.1	Circuit diagrams and symbols	
2 & 3	4.2.1.3, 4.2.2	Current, Resistance, Potential Difference & circuits	
4	4.2.1.2	Electrical charge and current	
5	4.2.1.3	Resistance and Ohms law	
6 & 7	4.2.1.3	RP 3	
8 & 9	4.2.1.3	RP 3	
10 & 11	4.2.1.4	RP4	
12	4.2.3.1	AC and DC & Mains electricity (3 pin plug)	
13 & 14	4.2.4.1	Power ($p=vi$, $p=i^2r$)	
15	4.2.4.2	Energy transfers	
16	4.2.4.3	National grid	
17	4.2.5.1	Static Charge	
18	4.2.5.2	Electrical fields	
Tier 3 Vocabulary		All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: • CGP revision guides • MAKE electronics, Charles Platt. O'Reilly (2015) • Electronic gadgets for the Evil Genius, Roger Iannini. McGraw-Hill Education (2013)	

Year 10 Learning Map

Topic Number: P3

Particles and radiation			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on students' prior knowledge of the structure of the atom and the subatomic particles. It also builds on your maths understanding of rearranging equations to find the term you require.		In this topic you will learn how to calculate density of materials. You will then investigate the structure of an atom and discover what isotopes are. This will then lead to developing your understanding of the different types of radiation and its uses.	This topic will support your chemistry knowledge of the structure of an atom. It will also lead you into understanding how to rearrange equations.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson	Spec code	lesson title	
1	4.3.1.1	Density of materials	
2 & 3	4.3.1.1	RP 5	
4	4.3.1.2&4.3.2.1	Changes of state and kinetic theory	
5	4.3.2.3	Specific latent heat	
6	4.3.3.1	Particle motion in gas	
7	4.3.3.2	Pressure in gases	
8	4.4.1.1 & 3	The structure of an atom and	
9	4.4.1.2	Mass number, atomic number and	
10	4.4.2.1	Radioactive decay and nuclear	
11	4.4.2.2	Nuclear equations	
12	4.4.2.3	Half lives and the random nature...	
13	4.4.2.4	Radioactive contamination	
14	4.4.3.1	Background radiation	
15	4.4.3.3	Uses of nuclear radiation	
16	4.4.4.1 & 2	Nuclear Fission and fusion	
17		Revision: Density and RP 5	
18		Revision: Specific latent heat &	
		Fission Fusion Atom Proton Neutron Electron Isotope Alpha Beta Gamma Half life Density Specific latent heat All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - A short History of Nearly Everything - Bill Bryson - The Quantum Universe: Everything that can happen does happen – Brian Cox and Jeff Forshaw - The Grand Design – Stephen Hawkin and Leonard Mlodinow	Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics

Topic: R181 - Fitness Testing & R180: Reducing the risk of sports injuries and dealing with common medical conditions						
Prior Learning- R181 – Topic 1 & Topic 2		Current Learning- R181 – Topic 2		Subsequent Learning- R181 – Topic 3		
Prior knowledge of designing and conducting skill-based testing to be able to analyse own strengths and areas of improvement in chosen sports.		R180 – Reducing the risk of injuries – Topic 2: Warm ups and cool downs. R181 – Task 2 - During this topic you will learn about the principles of training and devise then complete your own skill-based tests related to a sport of your choice.		During this topic, pupils understand the principles of training which ensure training is effective. Pupils will develop an understanding of the different methods of training as well as what aerobic and anaerobic exercise is.		
Prior Learning – R180		Current Learning – R180		Subsequent Learning – R180		
Topic 1: Extrinsic and intrinsic factors.		Topic 2: Warm ups and cool downs Topic area 3: Different types and causes of injuries. Acute and chronic injuries.		Topic area 4: Reducing risk, treatment of and rehabilitation of sports injuries and medical conditions. Topic area 5: Causes, symptoms and treatment of medical conditions.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Week 1		Circuit training	All students have access to 'The PE Classroom' and are encouraged to work through the unit quizzes and exam questions weekly. Wider reading: https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/2 <u>Principles of training - Principles and methods of training - GCSE Physical Education Revision - BBC Bitesize</u>	Watching sport and having conversations around which key skills are needed in different sports and positions.		
Week 2		Continuous training		Support coursework deadlines and ensure there are opportunities to attend after school intervention when necessary. Encourage a healthy active lifestyle and support a love of sport.		
Week 3		Fartlek Training				
Week 4		FITT principle				
Week 5		Interval Training				
Week 6		Overload				
Week 7		Plyometrics				
		Progression				
		Resistance Training				
		Reversibility				
		Specificity				

WJEC Hospitality and Catering



KS4 Learning Map

Term: Half Term 2

Year 10- Hospitality & Catering	
Unit 1 Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community. Current Learning Pupils will be learning some of the content relating to hospitality and food hygiene in preparation for their practical exam.	Unit 2 Aim and purpose: The applied purpose of this unit is for learners to safely plan, prepare, cook, present nutritional dishes and review their performance. Introduction: In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment: • the operation of the front and back of house • hospitality and catering provision to meet specific requirements • health and safety in hospitality and catering provision • food safety • preventative control measures of food-induced ill health. Current Learning Students are currently working on unit 2 in order to submit in Spring 2025. They will spend theory lessons learning new content based on nutrition and menu-planning. They will partake in practical lessons aimed at building their skill repertoire and giving them experience of high-skilled dishes.

Lesson Sequencing		Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support
Lesson 1	2.1.1 how cooking methods impacts on nutritional value (CA)	Nutrients Macronutrients Micronutrients Deficiency Absorption Vitamins Minerals Lifestyle At soluble Water-soluble Amino acids	WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) Study & Revision Guide – Revised Edition : Tull, Anita: Amazon.co.uk: Books  My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering, Second Edition: Amazon.co.uk: Saunderson, Bev, Mackey, Yvonne: 9781398361263: Books  All cook books are a good place to build your knowledge on recipes, and cooking processes.	Unit 1- support and encourage your child to revise and prepare for taking the unit 1 exam (January 2026). Resources can be provided by school. When shopping, discuss factors that affect the choices made. Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA) Revision - BBC Bitesize  New WJEC Level 1/2 Vocational Award in Hospitality & Catering: Revision Guide (with Online Edition) (CGP Level 1/2 Vocational Awards) : CGP Books, CGP Books: Amazon.co.uk: Books 
Lesson 2	2.1.1 how cooking methods impacts on nutritional value (CA)			
Lesson 3	2.3.1 how to prepare and make dishes – dem/practical			
Lesson 4	2.2.1 factors affecting menu planning			
Lesson 5	2.2.1 factors affecting menu planning			
Lesson 6	2.3.1 how to prepare and make dishes – dem/practical			
Lesson 7	2.2.2.1 factors affecting menu planning			
Lesson 8	2.2.2.1 factors affecting menu planning			
Lesson 9	2.3.1 how to prepare and make dishes – dem/practical			
Lesson 10	2.2.2.1 factors affecting menu planning			
Lesson 11	2.2.1 factors affecting menu planning (CA)			
Lesson 12	2.3.1 how to prepare and make dishes – dem/practical			
Lesson 13	2.2.1 factors affecting menu planning (CA)			
Lesson 14	2.2.2 how to plan production			
Lesson 15	2.3.1 how to prepare and make dishes – dem/practical			
Lesson 16	2.2.2 how to plan production			
Lesson 17	2.2.2 how to plan production			
Lesson 18	2.2.2 how to plan production			
Lesson 19	2.2.2 how to plan production			
Lesson 20	2.2.2 how to plan production (CA)			
Lesson 21	2.2.2 how to plan production (CA)			