



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 6



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 6

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

Associate Headteacher

Year 7 Learning Map

HT 6

Mark Making				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior procedural knowledge of techniques in art and design when creating personal responses. It will further develop these skills by introducing new methods of image-making through print techniques. Additionally, it will enhance students' subject-specific vocabulary for discussing and evaluating their work.	In this topic, you will explore how the work of Henry Moore can help you to create 3D drawings through the use of contour lines. You will also develop and practise subject-specific language during class discussions, in one-to-one feedback, and through written evaluations to identify areas of success and improvement.	This topic will prepare you to further develop your use of materials and techniques to describe texture and tone with purposeful intent. You will demonstrate a deeper understanding of how the work of others can influence your own artwork and shape your perception of concepts in art.		
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Completion of Michael Rothenstein work and improvements.				
Stick figures and proportion	Abstract	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.		
Figure drawing from secondary sources	Contour			
Artist Pages- investigating the work of Henry Moore	Observational			
Figure drawing outcomes with technique modelling	Observe			
Final pieces	Proportion			
			Visit Leeds Art Gallery/ The Yorkshire Sculpture Park/ Henry Moore Institute and identify works discussed in class.	

Drama

Year 7 Learning Map

Topic Number: 6

Improvisation				
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 will introduce you to new concepts such as developing a rehearsed improvisation as a performer.	Current Learning In this topic you will learn a range of performance techniques and will apply these to a performance. You will develop key terminology linked to these performance techniques and independently apply characterisation skills and improvisation skills to a performance. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of improvisation skills to create a successful performance, and the character development techniques required to enhance these performances.	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. 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 in the Performing Arts and Component 3: Responding to A brief.		
Lesson Sequencing Lesson 1: Introduction to improvisation Lesson 2: Spontaneous skills Lesson 3: Character development in improvisation. Lesson 4: Rehearsed improvisation Lesson 5: Rehearsed improvisation: Rehearsal and feedback Lesson 6: Rehearsed improvisation: Performance	Tier 3 Vocabulary Non-Verbal Communication Characterisation Proxemics Improvisation Blocking Rehearsal Exaggeration Sustaining the role Hot-Seating Character Profile	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 The Improv Handbook (Performance Books): The Ultimate Guide to Improvising in Comedy, Theatre, and Beyond – Tom Salinsky and Deborah Frances-White Drama Games for Classrooms and Workshops – Jessica Swale	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. Find out about the history of improvisation as a performance style with the National Theatre using this link below; https://www.nationaltheatre.org.uk/blog/potted-history-improvisation 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/	
Lesson 7: Improvisation experimentation				

Women in Media

Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' knowledge of language skills. When studying Fantasy Narrative Writing, pupils will have started to develop their own use of techniques for effect. These skills will enable them to confidently find and analyse writer's methods and how writers achieve certain effects in new texts. Students also explained and analysed how writers influence readers while studying Ghost Boys which will give them a good foundation of knowledge when analysing language texts.	During this exciting topic, pupils will look at how women are presented in a variety of different media, from video games to animation, and from classic novels to feminist non-fiction. The media will come from all parts of history right up to the present day, so pupils can chart the evolution of women in media. Each week, pupils will learn and use new vocabulary that will help them to analyse the presentation of female characters. We will compare characters such as Vanelope (from Wreck It Ralph) and Snow White and consider what effect the time period a female character was created in has on how they are presented. Some of the more classic pieces of literature we will look at are A Vindication of the Rights of Woman, Jane Eyre and The Yellow Wallpaper. Fortnightly poetry lessons will tie into the themes as well. There will be opportunity for pupils to use the computers to create presentations about what they have learned and the unit will end with a celebration of knowledge where pupils will present to the class. The final assessment will be on the character of Hermione in the Harry Potter books, leaving pupils with a well-rounded knowledge of female characters from 1792 right up to the modern-day.	This topic will prepare students for both non-fiction and fiction study and creation of texts in Year 8 and beyond. Throughout Key Stage Three and Four, students will continue develop their analytical and writing skills. At GCSE, pupils will be able to use the "evidence comment" style of responding to language texts as part of their language component 1 and 2 exams
Lesson Sequencing	Tier 3 Vocabulary: simile, metaphor, personification, emotive language, pathetic fallacy, rhyme	Wider Reading Opportunities:
Week 1: Comparison of Vanelope and Snow White Week 2: A Vindication of the Rights of Woman and a PPT presentation Week 3: Jane Eyre and a mock assessment (Katniss Everdeen from Hunger Games) Week 4: The Yellow Wallpaper Week 5: A chance to create and write about their own female character, plus the final assessment Week 6: The opportunity to create an end-of-topic presentation to perform in front of the class	Key Vocabulary to learn over the next few weeks: patriarchy, oppression, empowerment, triumphant, sacrifice, fatigue, domestic labour, superiority, pseudonym, obedient, tyrant, perilous, valiant, protagonist.	Parental/carer support: Support recall of key terminology using 5- 10 key words. Read together/model reading stories Ask open questions about the text e.g. How might...? What would happen if...? Would you feel the same if...?

Geography

Year 7 Learning Map

Topic Number: 5

		India		
Prior Learning Before studying India, students might have been aware of India from the news, they might have visited India or studied this in their primary schools. The Key Stage 2 curriculum covers "the world's most significant human and physical features" this might include learning/knowing about Mumbai a megacity or the history of Britain and India. There is particular focus on learning about the seven continents and countries where India might have been included. The study of climate and pressure belts around the world may also expose students to a variety of ecosystems in India.		Current Learning The India scheme of learning delves into the broader human and physical aspects of India. Such as natural features, rivers and mountains and then the economy and history of India. This transitions to an in-depth exploration of India's economy and the influence of transnational corporations on society and the economy. The topic ends with an introduction to Mumbai, India's biggest and most influential megacity! Students will enjoy understanding how quality of life differs but also how sustainable urban projects can improve life for people in urban areas.	Subsequent Learning In Year 9 we have a megacity scheme of work which covers more of India in detail, where we compare the challenges and opportunities of living in a megacity. If students decide to take Geography at GCSE this Year 7 India topic gives them a great foundation for the Development Dynamics unit. When students recall key terms and basic information from Years 7 - 9 this helps to scaffold their learning in Years 10 and 11.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Location of India	Continent	Videos and reading about different aspects of Indian life. https://www.bbc.co.uk/teach/class-clips-video/geography-ks3-exploration-india/zipdcqt	Encourage students to be aware of international news stories and research the history between India and the UK.
Lesson 2	Physical Geography of India	Development	This website from the Royal Geographical society has a host of pdf documents that students can read or complete to supplement their learning before and during the topic. https://www.rgs.org/schools/teaching-resources/new-india/	You can support your child by promoting extended learning and developing their understanding of the developed and developing world.
Lesson 3	Human Geography of India	Economy		
Lesson 4	Employment	Emerging Industry		
Lesson 5	TNCs	Manufacturing		
Lesson 6	Bhopal Disaster	Primary		
Lesson 7	Mumbai	Secondary		
Lesson 8	Urbanisation	Tertiary		
Lesson 9	Sustainable Projects	TNC		
		Trade	Nat-geo kids natgeokids.com Has a discovery page for India where students can develop factual knowledge which will support their understanding of India as an NEE country.	

HISTORY

Tudors				
Prior Learning	Current Learning	Subsequent Learning		
This topic extends your chronological understanding of the history of Britain, which you have been studying throughout the Year 7 History Curriculum. This topic also explores the similarities and differences in the experiences of British people under the Tudors, compared to during the Medieval Period. Finally, it builds upon the writing and source skills you have been developing this year.	In this topic you consider how the religious, political and social lives of British people changed according to the actions of successive Tudor monarchs. This topic is important for you to continue to develop your historical skills and knowledge because it will help you hone your ability to analyse sources, develop arguments in your essays and select relevant, precise evidence to support your answers.	In the final topic of the Year 7 History Curriculum, you will study the Stuart Period. You will consider the extent of change and continuity during those years, compared to the Tudor Dynasty. You will continue to develop your use of the PFE structure and literacy devices in subsequent units in Years 7 and 8. Finally, your GCSE and A-Level exams all require you to be able to explain and justify your opinions, which you will be practising throughout this topic.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
How effectively did Henry VII solve his problems?	Catholic	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.	You could watch the documentaries below with your son/daughter:	
Why did Henry VIII marry so many times?	Dissolution			
Why did Henry VIII change the Church?	Excommunicated	The following books are very engaging and interesting:	Netflix:	
How did the Reformation affect the British people?	Heir		The Other Boleyn Girl	
How did England change under Edward VI?	Heretic	The Executioner's Daughter by Jane Hardstaff	YouTube:	
Does Mary I deserve her reputation?	Pope		Fit to Rule by Lucy Worsley	
What were the causes, events and consequences of the Spanish Armada?	Protestant	Tudor Rose by Anne Perry	Private Lives of the Tudors	
What do we know about migrants in Tudor England?	Reign Tudors		Eliza Rose by Lucy Worsley	

HISTORY

Stuarts				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic extends your chronological understanding of the history of Britain, which you have been studying throughout the Year 7 history curriculum. Also, your prior knowledge of the roles of the monarch and Parliament will be extended in this unit. Finally, these lessons will continue to develop the writing and source skills you have been mastering this year.	In this topic you will discover the tumultuous and divisive period of British history from 1603-1658. You will learn about four enormously significant moments in the history of our nation: the formation of the United Kingdom; the Gunpowder Plot; the English Civil War; Oliver Cromwell's Execution. This topic is important for you to continue to extend your historical skills and knowledge because it will help you hone your ability to analyse sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.	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. The following books are very engaging and interesting: Stuart Britain by John Morrill The English Civil War by Robert Peal	In Year 8, you will study European history, and assess the importance of revolutions in determining the fate of other countries. You will draw parallels between the English Civil War and events in Italy, Spain, France, Russia and Germany. You will have mastered the source skill of inferences by the end of this unit, and in future years, will begin to consider how the provenance of sources affects their content. Finally, all topics in Key Stage 3, and your GCSE and A-Level exams, require you to be able to explain and justify your opinions, which you will be practising throughout this topic.	You could watch the documentaries below with your son/daughter: YouTube: Fit to Rule by Lucy Worsley Monarchy by David Starkey (Episodes 10-12) Netflix: All is True
Lesson Sequencing	Tier 3 Vocabulary			
What happened during the Gunpowder Plot?	Cavaliers			
Why were people concerned with witchcraft?	Monarchy			
What happened during the English Civil War?	House of Lords			
Does Oliver Cromwell deserve his reputation?	Lord Protector			
	Parliamentarian			
	Plotter			
	Restoration			
	Roundheads			
	Superstition			
	Treason			

Year 7 Learning Map

Topic Number: 6

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

Geometry 1

Prior Learning	Current Learning	Subsequent Learning
This topic builds on Number 1, using your multiplying and adding skills in particular. You will also revisit the properties of shapes that you will have seen in KS2.	In this unit you will mainly focus on calculating the area and perimeter of various 2D shapes. You will then move on to finding surface area and volume of 3D shapes.	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
Lessons will address the following learning objectives in the order most effective for the class's needs: • Properties of 2D and 3D shapes • Find the perimeter of shapes • Find the area of shapes including compound shapes • Find the surface area of cuboids • Find the volume of prisms	Area Perimeter Volume Prism Compound Polygon	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Murderous Maths- Vicious Circles and Other Savage Shapes by Kjartan Poskitt (available in the school library) • Room for Ripley by Stuart J. Murphy Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths
		Ways in which parents/carers can support
		Support your child's progress through: • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated.

Year 7 Learning Map

Topic Number: 6 – Spotlight on Colombia

Spotlight on Colombia					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on previously learnt information from this year. It will include previously learnt vocabulary such as family members, opinion phrases, describing personality and appearance and weather.		In this topic, you will learn about Colombia and Colombian culture. You will watch a film set in Colombia and, through this, will recall previously learnt vocabulary on topics such as family, descriptions and weather. You will also learn to describe your house, bedroom and town.		In this topic, you will learn lots of vocabulary that you will be able to reuse and apply to different topics. You will also revisit topics such as family, house descriptions and weather throughout KS3 and KS4 so in this unit you will lay a good foundation for this. We will also continue to look at the culture of different Spanish-speaking countries to increase cultural awareness.	
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning	
Week 1	Revision week	La comida = food		Extended learning Students will be provided with revision resources and home learning to support them in revising for their assessment in week 2.	
Week 2	End of Year Assessment	La casa = house			
Week 3	Introduction to Colombia	Mi dormitorio = my bedroom			
Week 4	The Madrigal family	Está = it is			
Week 5	Descriptions (appearance & personality)	Grande = big			
Week 6	My house	Moderno = modern			
Week 7	My bedroom (introducing prepositions)	La familia = family			
		La película = film			
		Mágico = magical			
		Delicioso = delicious			
		Tradicional = traditional			

Year 7 Learning Map

Canon in Swing				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your vocal skills at primary school and previous vocal scheme 'Create and Sing' in partnership with the Royal Opera and Ballet. This topic also develops your understanding of rhythm and notation from the previous scheme. You should be able to recall note values and the notes of the treble clef staff to support your understanding.		In this topic, you will sing and be part of a vocal ensemble. You will learn a whole class performance of a piece of music called 'Canon in Swing'. You will develop your vocal skills through a series of workshops that will support the improvement of your vocal intonation, projection and expression. You will then be given an extended task in a smaller vocal ensemble to arrange your own version of this piece of music and this will develop your understanding of musical structures, vocal harmony and dynamics and articulation.	This topic gives you the opportunity to work as part of an ensemble. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. Singing also enriches your mind and body and this can boost your confidence and expression. This learning will help you prepare for further performance units which are part of the GCSE pathway. You will also have a better understanding of 4-part harmony which is an important part of your compositional understanding at GCSE level.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Whole class performance and vocal skill workshop	Performance	You have access to our subscription to Focus on Sound. Click on the link: and then log in using your Microsoft Teams account. Alternative wider reading opportunities: Singing 101 This is a Voice Sing out loud Online Vocal Resources	Encourage singing at home. There are many resources that can support you with this. YouTube is a great starting point for online vocal tuition and a range of backing tracks. Encourage your son/daughter to attend the local community and school choir. We also offer a wide range of instrumental lessons at school including vocal tuition. Please contact us for further information.
Lesson 2	Understanding musical structures	Acapella		
Lesson 3	Developing our improvisation skills	Contrapuntal		
Lesson 4	Individual group performance workshops	Improvise		
Lesson 5	CF2 Listening assessment	Sequence		
Lesson 6-	Rehearsal of group vocal performance focusing on dynamics and articulation	Harmony		
7	then final performance assessment (week 6)	Dynamics Canon Diminuendo Crescendo		

Year 7 Learning Map

Topic: Athletics

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on any previous learning of athletics. If students have no previous experience of athletics, they will be introduced to the basic skills/techniques needed to compete in each event.		In this topic, you will learn the basic techniques needed to compete in each of the track and field disciplines. Throughout the topic you will learn the correct techniques for throwing events (javelin, discus, shot put), jumping events (long jump, triple jump) and track events (sprinting and long distance running).	In Y8, you will continue to develop the skills learned in Y7 to allow you to become a better/more effective athlete. You will continue to develop: - Running (Sprinting and Long Distance) - Throwing (Javelin, discus, shot put) - Jumping (Long jump, triple jump). More confident students might be able to take on officiating role in athletics (timekeeper, starter, recorders etc).	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Sprinting (Running Style, Sprint Starts, 100m/200m.	- Running Style - Baton - Decathlon - False Start - Heptathlon - Lane - Staggered Start - Drive - Take off - Grip	World Athletics Home Page World Athletics Athletics - BBC Sport British Athletics Athletics - News, Athletes, Highlights & More (olympics.com) The History Of Track And Field - FloTrack	If possible, give students as many opportunities to get involved in running/jumping/throwing activities. Students can develop their running by doing this outside school in their own time. If they would like to practise a specific track and field discipline, students can join a local athletics club. Find An Athletics Or Running Club England Athletics
Week 2	Relay Changeovers Relay			
Week 3	Jumps (L. Jump/T. Jump)			
Week 4	Throwing (Discus/Javelin/Shot Put)			
Week 5	Distance Running			

Topic: Striking and Fielding

Striking and Fielding			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on the different skills you have learnt in primary school linked to striking and fielding games, such as catching. You may have played rounders, cricket or you may have done various skills that work on hand eye co-ordination.	In this topic you will learn the basic rules of striking and fielding games and how to play the game successfully. You will develop your skills of throwing and catching and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in striking and fielding are transferable across the different activities. You will also revisit striking and fielding again in year 9 where you will learn more about game play and have more opportunities to develop the skills learnt in year 7. You will also have an opportunity to use the skills in different sports settings.	
Lesson Sequencing		Extended learning	Ways in which parents/carers can support
Week 1	Pre-assessment and Ball familiarisation	Cricket rules https://www.cricket-rules.com Cricket skills	* Practice throwing and catching games at home using a tennis ball (or any similar sized ball).
Week 2	Understanding the rules and techniques of bowling		
		Tier 3 Vocabulary	
		Stance Position Base Bat	

Week 3	Understanding the rules and techniques of batting	Bowl Communication Underarm Overarm Stump	https://australiansportscamps.com.au/blog/how-to-teach-cricket-to-kids-beginners/ Rules of rounders https://www.roundersengland.co.uk/play/rounders-rules/ Rounders skills https://www.sportplan.net/s/Rounders/skills.jsp Softball rules https://www.rulesofsport.com/sports/softball.html#:~:text=Rules%20of%20Softball&text=Each%20team%20bats%20once%20in,as%20many%20bases%20as%20possible.	* Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or see if you can play some mini games in the garden or at the park.
Week 4	Fielding rules and techniques Fielding tactics and formations			
Week 5	Development of batting and bowling techniques through game play			

Year 7 Learning Map

Topic Number: 4

The Law and Drugs						
Prior Learning This topic builds on: Work that you have looked at during PDP time and primary school on the British Values and how they impact you individually but also how they impact all British citizens. You will also build on knowledge and understanding from science looking at the harmful effects of solvents, solvent abuse and smoking.		Current Learning In this topic you will learn: Key information about what is meant by the term law and what the law says about drugs, alcohol and solvent abuse. You will develop an understanding on the different physical, social and emotional impact drugs and alcohol can have and where to gain support and help. You will understand what legalities are related to hate crimes and extremism, who is at risk, how to spot a person at risk and how to ensure a person gets any support they may need. This topic is important to develop a foundation of how to minimise any risks you face and to know what responsibilities you have as a citizen.		Subsequent Learning This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. This module will allow you to develop an understanding of what is meant by the terms citizen and liberties in preparation for a module on the Law in year 8 where you will study and learn about democracy, the monarchy and the parliamentary processes in the UK. You will develop skills to form opinions based on various information and be able to use your own knowledge to understand how to be a model citizen.		
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning	Ways in which parents/carers can support	
Lesson 1	What is the law and why is the law important?	Citizen		You can use independent study opportunities to engage with the following websites. https://www.youtube.com/watch?v=1RHsnsn3VSg https://www.citizensadvice.org.uk/law-and-courts/discrimination/hate-crime/what-are-hate-incidents-and-hate-crime/	You can support your children in learning about this by talking to them about the importance of the law and the importance of the individual liberties for all UK citizens. Watch and discuss the news and examine how life in the UK differs to those who live in other countries.	
Lesson 2	Liberties of being a citizen in the UK	Court				
Lesson 3	Smoking – links to lung cancer	Crime				
Lesson 4	Legal drugs and the impact of them	Drugs				
Lesson 5	Solvent abuse	Extremism				
Lesson 6	Hate crimes and extremism	Hate Crime				
Lesson 7	Assessment – Drama, law courts	Judicial system				
		Law				
		Liberty				
		Solvent				



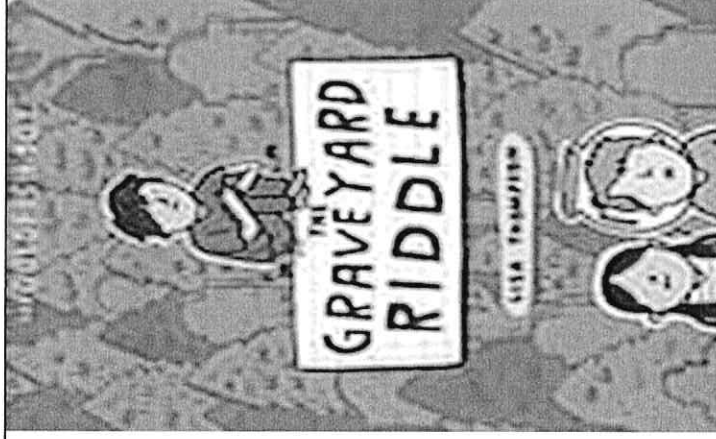
Year 7 Learning Map

Environmental and Animal Issues continued				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your knowledge base from topic 1 based on Christianity using knowledge gained about creation and develops this knowledge into application of how this belief influences Christian beliefs about caring for the environment and the uses of animals. 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. Also you will continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to moral issues and beliefs.	In this topic you will learn about a variety of religious beliefs about how to care for environment and animals. You will be introduced to a number of key Christian beliefs such as dominion and stewardship that will help to develop your understanding of creation and its application to the environment and animals. You will also work on your skills of evaluation and debate discussing issues such as whether we have a duty to look after the environment and whether animals are there for the benefit of humans or not. This topic is important for you to develop your knowledge of religious beliefs and teachings about how we use animals and the environment and the moral and practical issues that can arise from these uses. You will also consider alternatives and ways in which we can protect and sustain the earth and animal life.	You can use independent study opportunities to engage with the following websites and articles about religious views relating to the environmental and animal issues: <u>Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u> <u>Does it matter how we treat animals? – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u>	This topic will initially introduce you to the key concepts of dominion and stewardship which underpin many other religious responses to moral issues that you will be able to use in both Key Stage 3 and 4 RE such as Medical Ethics, War and Crime. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. 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.	Explore the websites of religious charities that focus on supporting the environment and animal rights such as A Rocha or Operation Noah which is a Christian charity focusing on reversing the effects of climate change. <u>Who we are (arocha.org.uk)</u> <u>Operation Noah A Christian response to climate change</u> Watching documentaries such as 'An Inconvenient Truth' or 'the David Attenborough series, 'Our Planet', together could help to raise students' awareness of the environmental issues facing the world today.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
1. Stewardship, Dominion and the Sanctity of Life 2. Animal Rights 3. Religious Attitudes towards the use of animals 4. The use of animals for food 5. Animal Experimentation 6. Value of the world 7. Environmental Issues 8. Religious Responses	Stewardship Dominion The Sanctity of Life Creation Liberalists Literalists Conservation Vivisection Vegan Vegetarian Natural Resources Deforestation Global Warming Climate Change	You can use independent study opportunities to engage with the following websites and articles about religious views relating to the environmental and animal issues: <u>Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u> <u>Does it matter how we treat animals? – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u>	This topic will initially introduce you to the key concepts of dominion and stewardship which underpin many other religious responses to moral issues that you will be able to use in both Key Stage 3 and 4 RE such as Medical Ethics, War and Crime. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. 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.	Explore the websites of religious charities that focus on supporting the environment and animal rights such as A Rocha or Operation Noah which is a Christian charity focusing on reversing the effects of climate change. <u>Who we are (arocha.org.uk)</u> <u>Operation Noah A Christian response to climate change</u> Watching documentaries such as 'An Inconvenient Truth' or 'the David Attenborough series, 'Our Planet', together could help to raise students' awareness of the environmental issues facing the world today.

Year 7 Learning Map

Summer 1 – Book 5

The Graveyard Riddle			
Themes raised in the book	Genre	Why this book?	What is the book about?
Trust Mystery Good versus evil Change Family Divorce	Mystery fiction	This book follows on from 'The Goldfish Boy' which Y7 read earlier in the year. Students can make connections between the key characters and what they learnt about character relationships to support their inference skills.	What is the Reading Curriculum? 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. What is the book about? Melody Bird has discovered an old, abandoned house in the corner of the graveyard, and a mysterious boy hiding out there... Hal tells her that he's a spy-in-training, using the house as a base for his undercover surveillance of a known local criminal. Her friends Matthew and Jake don't believe that a teenager would be entrusted with this mission and turn the tables to spy on him, uncovering secrets and unravelling a mystery as they go.
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 7 Learning Map

Topic Number: C2

C2-Metals and non-metals				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on properties and changes of materials from the Year 5 curriculum, which looks at properties and uses of materials such as metals and wood. It also links to the previous chemistry topic C1, which looks at the particle model of matter.		In this topic you will learn the physical and chemical properties of metals compared to non-metals. You will also cover the reactions of acids and alkalis and be able to identify these chemicals from their names and formula.	This topic will prepare you for learning about the periodic table of elements and being able to balance equations in Year 8. You will also learn skills such as writing a practical method which will prepare you for GCSE extended writing questions.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Acids and Alkalis	Periodic table Metals	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. The royal society of chemistry has many useful resources including experiments, careers and further reading.	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	Neutralisation + Salts	Non-metals		
Lesson 3	Plan an investigation into Indigestion Remedies	Displacement		
Lesson 4	Practical - Indigestion Remedies	Oxidation		
Lesson 5	Metals and non-metals	Reactivity		
Lesson 6	Metal Reactions	pH		
Lesson 7	Displacement	Indicators		
Lesson 8	Metal Reactivity Series	Base Acid Concentration Malleable Ductile Sonorous		

Year 7 Learning Map

Topic Number: C3

C3- Earth structure and universe				
Prior Learning This topic builds on the KS2 science curriculum comparing and grouping together different kinds of rocks based on their appearance and simple physical properties. Also describing in simple terms how fossils are formed when things that have lived are trapped within rock.	Current Learning In this topic you will learn about the structure of the earth and the universe. You will learn about different types of rocks and how they move through the rock cycle.		Subsequent Learning This topic will link to C3 in year 8 where you will study Global warming and climate change. You will also look at how metals are extracted from the earth. It will prepare students for GCSE Physics, where in C4 where you will look at the earth's early atmosphere and conditions on earth.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson 1	Weathering	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: 'KS3 CPG Physics Revision' contains useful revision materials for the science course. Unlocking the Universe by Stephen Hawking and Lucy Hawking	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	Minerals			
Lesson 3	Sedimentary rocks			
Lesson 4	Igneous rocks			
Lesson 5	Metamorphic rocks			
Lesson 6	Strata			
Lesson 7	Light year			
Lesson 8	Galaxy			
	Erosion			
	Exoplanet			

Year 7 Learning Map

Topic 6: Evaluating Food Products

Food				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support Shopping: ask your child what sorts of items should be purchased as part of a balanced diet. Challenge them to explain the food labels, how to read/interpret them and what they mean. Look at what information is on a packaging label and discuss why this is important. Dinner time: support your child in planning and preparing dinner for the family. Ask your child to demonstrate good hygiene by completing the washing up and putting the equipment away in the correct places. Can you discuss the meals you eat in terms of their sensory qualities and how the food could be developed?
Students have developed their knowledge of nutrition and healthy recipe adaptations to account for special dietary needs through theory lessons and practical cookery. They have cooked a range of dishes to master basic cooking and hygiene skills and developed new ones. Students have also learnt how to substitute different ingredients to improve the nutritional profile of a given dish.		This topic will equip students with the knowledge and skills to make a range of healthy dishes containing both high- and low-risk foods. They will learn to evaluate the success of different recipes in order to make suitable adaptations in the future. While cooking, students will demonstrate high standards of food hygiene. They will build upon these skills while adding new ones to their repertoire in the next topic, where the practical lessons and theoretical concepts will progressively increase in complexity. Skills learned in this topic: Simmering, boiling, frying, sautéing, hob and oven control, using all parts of the oven, and weighing and measuring solids and liquids, dicing, slicing.	This topic will introduce students to the concept of evaluating both the organoleptic properties of the dishes they have produced and their performance as a food handler. This ability to critically reflect will be built upon in year 9 to support students with their practical work and enable them to be adaptive thinkers in the wider world. Moreover, this experience will support them with the Level 2 Hospitality and Catering course should they do this as an option as evaluative skills make up a large proportion of the unit 2 controlled assessment.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	
Lesson 1	Sensory analysis	Organoleptic Sensory Evaluation Strengths Development Coagulation Reduction Dicing Rubbing in Brunoise	https://www.bbc.co.uk/bitesize/guides/zyix6sg/revision/2 https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/ https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3	
Lesson 2	Tortilla quiche practical			
Lesson 3	Product evaluation			
Lesson 4	Chilli/bolognaise			
Lesson 5	Performance evaluation			
Lesson 6	Cheese straws			
Lesson 7	Design challenge			