



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 5



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 5

Dear parent/carer,

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

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

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

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

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

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

Yours faithfully,

Andy Bridge

Deputy Headteacher

ART

Year 9 Learning Map



HT 5

Text in Art			
Prior Learning	Current Learning	Subsequent Learning	
This topic develops pupils' prior understanding of composition, pattern and restricted colour palettes to produce visually impactful artworks. Ideas and concepts are explored in greater depth, becoming central to the work.	In this topic, pupils continue to use themselves as the central focus for the creation of artworks. Pupils examine the use of abstraction and conceptual work to forge a communicative piece of work.	This topic prepares you to demonstrate how to use the written word and images together. You will develop a greater understanding of key concepts and learn how to apply them to new work and project themes.	
Week Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
DADA inspired final piece	Adjective Avant-Garde Composition Conceptual Fill Font Layout Typography Weight	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Browse: https://www.tate.org.uk/search?aid=1873&type=artwork together to discuss the learning in lessons.	Discuss positive adjectives to describe physical appearance, emotions and personal characteristics. Explore the following work theme: What is conceptual art?
DADA inspired final piece			
Artist: On Kawara Artist Page			
Artist: On Kawara Artist Page			
Planning of final piece			
On Kawara inspired final piece			
On Kawara inspired final piece			

Drama

Year 9 Learning Map

Commented [JG1]: @Laura Humphrey can you get this onto one page? @Claire Walker

Commented [LH2R1]: @Jodie Gregory now all one one page.

Topic Number: 5

Physical Theatre			
Prior Learning This topic builds on earlier knowledge of performance styles in Year 8 (Pantomime/Surrealism – key features of the performance style, how it developed, and how the key features are used within performance) and Year 9 (John Godber – key features of the performance style, how the style developed, and how the key features are used within performance), and introduces pupils to the key features of a new performance style. Pupils will build on their knowledge of non-naturalistic performance styles and apply the key features of Physical Theatre and key practitioners to practical work.		Current Learning In this topic, pupils will learn about the key features of Physical Theatre as a performance style. They will explore some non-naturalistic performance techniques associated with this style and apply these to practical stimuli. Pupils will develop key terminology linked to this performance style and independently explore a range of historical, social and cultural contexts of key practitioners of Physical Theatre. This topic is important for pupils to develop their knowledge of theatre history and how styles of performance have developed over time. They will consider the impact of different performance styles on the ability to communicate a message to the audience.	
		Subsequent Learning This topic will prepare pupils for further exploration of performance styles throughout Key Stage 3 and Key Stage 4. It will equip them with the skills needed to succeed in future exploration and application of performance styles, as well as social and historical contexts. Pupils will be required to demonstrate the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4. This exploration and application will be particularly useful for Component 1: Exploring the Performing Arts and Component 2: Developing Skills and Techniques in the Performing Arts, especially in the application of characterisation skills.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1: What is Physical Theatre?	Berkoff Brecht Body Props Dynamics Exaggeration Essence Machine Mirroring Motif Physical Theatre Physicality Storytelling	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: <ul style="list-style-type: none"> National Theatre – All About Theatre The Frantic Assembly Book of Devising Theatre – Scott Graham The Complete Brecht Toolkit – Stephen Unwin 	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log-in details to access this amazing resource. We suggest viewing the work of Frantic Assembly and Brecht through this resource. Interviews: An Introduction to Physical Theatre with Scott Graham 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 2: Physical Theatre: The Essence Machine			
Lesson 3: Storytelling through music and movement			
Lesson 4: Frantic Assembly – The Building Blocks			
Lesson 5: Frantic Assembly: Storytelling and physicality			
Lesson 6: Brecht: Gestus and Physical Theatre			

Year 9 Learning Maps – Term 3 HT5

Power and Conflict – War Poems					
<p>Prior Learning This topic builds on your knowledge of previous and modern conflict, as studied throughout Year 8 when studying War Writing. You will revisit and apply your knowledge of poetic devices, previously learnt in unseen poetry units, through the in-depth study of both language and structural features.</p> <p>You will also be able to use your understanding of how context impacts the content of the poems. From learning about the impact of the two World Wars on society and the individual, to understanding the reasons why people want to write about war.</p>		<p>Current Learning In this topic you will extend your knowledge of how to effectively analyse poems and make comparisons to other poems. You will also learn how to structure your ideas using the ‘what-how-why’ analytical process, to develop a sophisticated and fluent writing style.</p> <p>This topic will also allow you to develop your knowledge of the ways in which literature can be used to display how social and political issues from the past are still relevant today, in contemporary warfare.</p> <p>Furthermore, you will have the opportunity to develop a deeper understanding of poems through the in-depth study of each poem individually and in making links to similarities and differences with other poems. Exploring the context, and how it links to others in the collection is essential to success with this section of your GCSE exam.</p>		<p>Subsequent Learning This topic will prepare you for further literature study in Years 10 and 11. You will continue to study the Poetry Anthology next year (the remaining non-war poems) ready for GCSE.</p> <p>You will be required to demonstrate the ability to analyse quotations and language/structural devices used in poems, by showing your understanding of how the poet wants the reader to feel, and the ways in which the context of the time the poem was written influences the issues the writer explores. This unit will be particularly important to supporting your preparation for both English Literature papers, as they require you to be fluent with your analysis of language/structure, whilst also retaining knowledge of how contextual links can influence a text and the writer’s intentions.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Parental/carer support:		
<p>Week 1: Introduction; Bayonet Charge</p> <p>Week 2: Charge of the Light Brigade; Comparative Writing</p> <p>Week 3: Exposure; Remains</p> <p>Week 4: Kamikaze; Poppies</p> <p>Week 5: War Photographer; Comparative Writing</p> <p>Week 6: Ozymandias; London</p>	<p>Anaphora Assonance Caesura Consonance Enjambment Epistrophe Form Futility Irregular rhyme Onomatopoeia Sibilance Stanza Structure</p>	<p>Students are to complete the homework set on GCSEPod. This includes short revision Pods (video clips) that cover all aspects of each poem in the anthology: GCSEPod</p>	<p>Search for Mr Bruff on YouTube to see his detailed analysis of all of the Power and Conflict poems.</p> <p>Look at past papers of Literature Paper 2 as found on Physics & Maths Tutor</p> <p>Search for ‘Mr Salles’ on YouTube and look at his modelled responses to exam questions.</p> <p>Watch and discuss conflict being reported on in the news, consider the reasons for war and the consequences of war.</p>		

Topic Number: 5

How can we change what we think about Africa?

Prior Learning: This topic builds on Key Stage 2 knowledge from primary school. Students are expected to understand key aspects of human and physical geography. Throughout Years 7 and 8, students will have explored developments in hazards, such as the Nyiragongo volcano in the DRC and desertification in Year 7. These themes are addressed in this new scheme of work. Water issues and scarcity are covered in the Resources topic of HT5 in Year 8, and this topic explores in greater depth the ways water is managed in Africa.		Current Learning: In this topic, we will address common misconceptions about the African continent, including access to water, poverty and health. Students also explore the impact of colonialism and neo-colonialism in Africa, and how these past events have contributed to some of the struggles the continent faces today. This topic introduces students to large-scale water projects and small, bottom-up community projects that tackle the lack of water infrastructure in southern Africa. Themes of development, such as economic water scarcity, are embedded in this topic.		Subsequent Learning: This topic is focused on the interaction between the human and physical world, which is very relevant in other topics at all Key Stages. The final Year 9 topic, Blueprints for the Future, addresses solutions to other global issues studied in Year 9, such as tackling climate change, sustainable city transport in Curitiba, and geothermal power. These topics show students the possible futures offered by modern solutions and help to develop curiosity and ambition.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support
Lesson 1	Continent or Country – Profiling Africa	<ul style="list-style-type: none"> • Colonialism • Development • Distribution • Employment Sectors 	BBC Bitesize The geography of Africa - BBC Bitesize Neo-colonialism -		Help your child extend their knowledge, and perception, of Africa by introducing them to
Lesson 2	Where do diseases occur?				
Lesson 3	Is Africa in poverty?				
Lesson 4	Is there water in Africa?				

Lesson 5	How can water be managed?	<ul style="list-style-type: none"> • Management • Meander • Neo Colonialism • Sustainability • Urbanisation • Water Scheme 	China in Africa: should the West be worried? - YouTube Lesotho Large-Scale Water Transfer Scheme Case Study - Internet Geography Lesotho Water Transfer scheme	African culture e.g., food and music.
Lesson 6	Small scale projects – resources.			
Lesson 7	How does the Nile affect human life?			
Lesson 8	Who controls Africa?			
Lesson 9	What does the future of Africa look like?			
Lesson 10	Cumulative Assessment			

Conflict in (Northern) Ireland

Conflict in (Northern) Ireland			
<p>Prior Learning</p> <p>This topic allows you to build upon your chronological understanding of the history of Britain, which you have gained throughout Years 7, 8 and 9.</p> <p>This topic will extend your knowledge of the role of the British Parliament. It will also allow you to draw links to the religious turmoil in England during the Tudor period.</p> <p>Finally, it builds upon the narrative writing and source analysis skills you have learned throughout Key Stage 3.</p>	<p>Current Learning</p> <p>In this topic you will learn about the violent and divisive conflict which has occurred in Northern Ireland between Protestants and Catholics, nationalists and unionists. You will learn how peace was reached and assess whether this is temporary or permanent.</p> <p>This topic is important for you to develop your historical skills and knowledge because you will engage with a wide range of contemporary and historical sources and scholarship. You will continue to focus on writing academic responses, using a wide range of precise evidence.</p>	<p>Subsequent Learning</p> <p>This topic will support your future studies as it will equip you with the skills to be successful in your exams in Key Stage 4 and Key Stage 5; both the GCSE and the A-Level exams contain a source/scholarship question.</p> <p>Finally, you will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 4 and 5.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
What is the history of the island of Ireland?	Catholics Home Rule Internment Nationalists Paramilitary Republican Protestant Unionists Westminster	Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content. These are challenging, but fascinating reads: Milkman by Anna Burns Making Sense of the Troubles by David McKitterick The Troubles: Ireland's Ordeal by Tim Pat Coogan Bandit Country by Toby Harnden	You could watch the documentaries below with your son/daughter: YouTube Spotlight on the Troubles Divided and Damaged: Northern Ireland's Peace Walls Panorama Shoot to Kill (1991)
Why are the British government accused of causing problems in Ireland?			
What were the actions of the IRA?			
How important was Bobby Sands' death?			
What were the causes, events and consequences, of Bloody Sunday, 1972?			
How has peace been reached in Northern Ireland?			
What is the current political situation like in Northern Ireland?			
Narrative Focus			



Year 9 Learning Map: HT5

Topic Number: 5

Programming - Finance				
Prior Learning Pupils have completed most of the prior programming unit. The subsequent finance unit will build upon the Business Enterprise unit from Year 8.		Current Learning In this half term, pupils will complete the Cyber Security topic and begin the Finance unit. In this topic, they will learn about money matters, including debts, income and deductions, and sources of finance. They will consider how money can be borrowed and calculate the impact of interest rates on both savings and borrowing. Pupils will also look at the housing market and explain how mortgages are used.		Subsequent Learning Real-world applications of finance are explored both for personal learning and for applications in GCSE Business. Other Key Stage 4 options, such as iMedia and Computer Science, require mathematical calculations and deductions to be made from case studies.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 7	Cyber Security Project	Benefits	Your Money Matters - England Edition - Young Enterprise & Young Money (young-enterprise.org.uk) Barclays Life Skills has a number of activities for pupils: https://barclayslifeskills.com/help-others/lessons/planning-your-finances-for-the-future/	Encourage the use of https://idea.org.uk/ to work through different projects relating to ICT. This website will record pupil progress.
Lesson 1	Debt and Credit	Credit card		
Lesson 2	Income and Deductions	Crowd funding		
Lesson 3	Sources of Finance	Debt		
Lesson 4	Mortgages	Debt card		
Lesson 5	CF2 assessment	Interest		
		Loan		
		Mortgage		
		Overdraft		
		Savings		
		Tax		
		Trade credit		

MATHS

HT5

Geometry 4 - Angles			
Prior Learning This topic builds on your prior learning from Year 7 (Unit 4 on angles) and aims to deepen and extend this into higher level problems.		Current Learning In this topic you will learn how to find missing angles for all types of polygons and within angles in parallel lines.	
		Subsequent Learning This topic will prepare you for higher order angle problems later in Years 10 and 11 so that you can access problems across 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 students' needs: <ul style="list-style-type: none"> • Properties of angles and lines in quadrilaterals • Angles on a line and around a point • Angles in triangles and quadrilaterals • Interior and exterior angles in polygons • Angles in parallel lines 	Alternate Corresponding Exterior Interior Opposite Parallel Polygon Supplementary	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> • Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield • Mathematics: The New Golden Age by Keith Devlin • Read about Pythagoras' theorem • Read about the Sine and Cosine Rule Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <ul style="list-style-type: none"> • 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

HT5

Higher Unit 8 Geometry 5 (Right Angled Triangles: Pythagoras and SOHCAHTOA)			
Prior Learning This topic builds on your prior learning from Year 7 (Unit 4 on angles) and aims to deepen and extend this into higher level problems.		Current Learning You will also learn to use Pythagoras' theorem and SOHCAHTOA for right angled triangles.	Subsequent Learning Students will build on this learning in Years 10 and 11 with sine and cosine rules in Unit 13 (Further trigonometry).
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 students' needs: <ul style="list-style-type: none"> Finding missing sides using Pythagoras' theorem Finding missing sides and angles using SOHCAHTOA 	Adjacent Hypotenuse	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield Mathematics: The New Golden Age by Keith Devlin Read about Pythagoras' theorem Read about the Sine and Cosine Rule Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <ul style="list-style-type: none"> 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

Algebra 5 Equations and Inequalities			
Prior Learning This topic builds on your prior knowledge from Years 7 and 8, continuing your work on the very important skill of solving equations. You will have seen and used sequences in Key Stage 2 and 3.		Current Learning In this topic you will learn how to solve all types of equations. You will also learn to solve inequalities.	Subsequent Learning This topic will prepare you for all forms of future mathematics - the more confident you are in solving equations, the more problems you are able to solve using these.
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 students' needs: <ul style="list-style-type: none"> Solving equations Solving equations with brackets Solving equations with fractions Solving inequalities Plotting inequalities on a number line 	Expand Inequality Inverse Solve Substitute	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> Why do buses come in threes? By Rob Eastaway and Jeremy Wyndham Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <ul style="list-style-type: none"> 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

HT5

Algebra 6 - Sequences			
Prior Learning This topic builds on your prior knowledge from Years 7 and 8, continuing your work on sequences. You will have seen and used sequences in Key Stage 2 and 3.		Current Learning In this topic you will learn how sequences relate to algebra.	Subsequent Learning This topic will prepare you for future mathematics – sequences are built upon in future units of algebra.
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 students' needs: <ul style="list-style-type: none"> Continuing sequences Generating sequences Finding the nth term of a sequence 	Nth term Substitute Term	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> Why do buses come in threes? By Rob Eastaway and Jeremy Wyndham Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <ul style="list-style-type: none"> 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

Year 9 Learning Map

Production Based Sampling (Continued)

Prior Learning		Current Learning	Subsequent Learning	
<p>This topic builds on your Music Technology understanding using the features of Logic Pro X software.</p> <p>You will also develop your understanding of sampling which you covered in the HipHop unit.</p>		<p>In this topic, you will learn to create your own composition using samples from existing music.</p> <p>You will use digital based samplers in Logic Pro X and develop your production skills.</p>	<p>This topic will develop your skills in composition and skill using a DAW.</p> <p>This topic will enhance your understanding of the area of study 'Popular Music' which includes styles such as HipHop and Rap. This will support your wider listening at later key stages and your compositional skills for Level 2 and 3.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Editing and mapping recorded sounds	Sample Mapping Zone Velocity Switching Audio Automation Panning Balance Sound Pack	You have access to our subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account. Alternative reading opportunities: Sampling Guide Music Production with Mark Ronson	Listen to different pieces of sampled music on YouTube or Spotify. Try to identify where the existing music is from. Encourage your child to use online free DAWs such as Sound trap to create new music using existing free Royalty based samples. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.
Lesson 2	Create a structure			
Lesson 3	Explore production techniques (balance, stereo field, automoatin)			
Lesson 4	Understanding the success criteria and applying feedback			
Lesson 5	CF2 Listening			
Lesson 6	Understanding the success criteria and applying feedback			
Lesson 7	Class showcase			

Year 9 Learning Map

Physical

Topic: Striking and Fielding

Prior Learning		Current Learning	Subsequent Learning	
<p>This topic builds on the different skills you have learnt in year 7 and 8 which are linked to striking and fielding games, such as catching, batting and fielding techniques. You may have played rounders, cricket or you may have developed hand eye coordination through sports such as badminton, netball and basketball.</p>		<p>In this topic you will advance your knowledge of the rules of striking and fielding games and how to play the game successfully. You will develop tactical skills to improve your performance and ability to support others. In addition, you will learn things such as how to organise the field and try and find gaps in the field when batting.</p>	<p>All skills learnt in striking and fielding are transferable across the different activities. You will also revisit striking and fielding again in year 10 where you will have more opportunities to develop the skills learnt. You will also have an opportunity to apply the skills in different sports settings.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Pre-assessment and Ball familiarisation. Understanding the rules, techniques and tactics of bowling	Foul ball Full Half Leg side Overarm Run out Stump Underarm Wicketkeeper Wide	Rounders skills https://www.sportplan.net/s/Rounders/skills.jsp Rounders fielding skills https://www.youtube.com/watch?v=WC3kFvO8GRQ Batting techniques https://www.youtube.com/watch?v=KD_1sQbnS4 Fielding in cricket https://www.youtube.com/watch?v=2pz7dOn6CMU <i>Different activities</i> (download the PDF) https://www.playsport.net/skill/strikingfielding	<ul style="list-style-type: none"> * Practice throwing and catching games at home using a tennis ball (or any similar sized ball). * 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. * Watch a professional game * Watch a game on television * Travel to India and watch the IPL * Can you set up of any of the activities in the garden?
Week 2	Understanding the rules, techniques and tactics of batting			
Week 3	Fielding rules and techniques			
Week 4	Fielding tactics and formations Tactics when batting			
Week 5	Development of techniques and tactics through game play			

Week 6	Development of techniques and tactics through game play			
Week 7	Game play and assessment			

Topic: Pickleball

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

HT5

Sexual Health				
Prior Learning This topic builds on work that pupils have looked at in Year 8 and Topic 4 in Year 9 on healthy relationships. It builds on the knowledge and understanding they have gained of understanding emotions and the benefits of being in happy, safe and healthy relationships.		Current Learning In this topic, pupils will learn key important information on understanding the different emotions that come with being in a relationship and how to deal with these emotions. They will know and understand the different methods of contraception available and be able to evaluate them. They will develop a knowledge and understanding of what is meant by gender and gender identity and how this may impact people in a variety of ways. This topic is vital in ensuring pupils are able to make fully informed decisions to keep all relationships healthy and safe. It also allows them to gain an understanding of different people's views and how to form their own opinions whilst respecting other people's way of life.		Subsequent Learning This topic will prepare pupils for further learning in PSHCE, including topics in Year 10 and 11 on sexual health and relationships. They will develop the skills to enable them to make informed decisions in adult life and have the basis to build their knowledge and understanding of different types of relationships and the responsibilities that come with being in a relationship.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	What is love?	Consent Contraception Discrimination Gender Gender fluid Pregnancy Prejudice Sexual Health Sexually transmitted infections Transgender	You can use independent study opportunities to engage with the following websites: https://www.nhs.uk/conditions/contraception/ https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexuality-sexual-orientation/	You could seek to provide an open forum for discussion with your child to talk about important issues, worries or concerns that relate to this.
Lesson 2	Benefits of emotions and relationships			
Lesson 3	Contraception			
Lesson 4	STIs			
Lesson 5	Meet Emma- Pregnancy			
Lesson 6	Gender identity			
Lesson 7	Assessment – Full Assessment Sheet			

Year 9 Learning Map: HT5

War and Peace			
Prior Learning: This topic builds on pupils' knowledge base from Topic 1, Medical Ethics, and Topic 2, Crime and Punishment, where they looked at how people make moral decisions. They will now apply their knowledge and understanding to issues of war and peace. They will use their knowledge of religious concepts (such as the Sanctity of Life and forgiveness) gained in previous topics and apply them to issues of warfare and pacifism. Throughout this topic, pupils will continue to develop their skills of interpretation and analysis of specific passages from religious texts, allowing them to apply these as they evaluate moral issues linked to war and peace.		Current Learning: In this topic, pupils will learn about both historical and recent wars, considering their causes. They will apply religious beliefs about care and compassion for victims of war. They will explore reasons why some religious people are against war and why others may accept war in very specific circumstances (jihad and the theory of just war). They will also work on their skills of evaluation and debate, discussing issues such as whether weapons of mass destruction should be used or whether victims of war torture should forgive their enemies. This topic is important for pupils to develop their knowledge of religious beliefs and teachings about war and to understand the consequences of war in the modern world.	
		Subsequent Learning: This topic will initially introduce pupils to the key religious beliefs and teachings that they will use in both Key Stage 3 and 4 RE, in topics such as KS3 Extremism, where they will develop their understanding of war and apply it to issues of extremism, and also the GCSE topic of Religion, Peace and Justice. Pupils will develop and hone their evaluative skills further as they learn to reach justified judgements about moral issues within RE. They will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
1. Justice and War- what are the causes of war? 2. Consequences of war 3. Just War theory and Jihad 4. Pacifism and Conscientious Objectors 5. Weapons of Mass Destruction 6. Should religious people go to war?	Civil war Conscientious Objectors Forgiveness Holy War Jihad Justice Just War Theory Pacifism Peace Prisoner of war War War Criminals Weapons of Mass Destruction	You can use independent study opportunities to engage with the following websites about religious views relating to War and Peace: What is war? Forgiveness You could also use the following websites to research the lives of Desmond Doss and Eric Lomax who had different experiences of war and who both led inspirational lives in spite of their experiences: Desmond Doss: The Real Story Eric Lomax - The Forgiveness Project	Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society and conflicts around the world. You could also spend some time researching charities such as War Child who work in war torn areas. They support children through education, healthcare and providing safety in times of warfare.

Topic Number: C2

Bonding and properties				
Prior Learning		Current Learning		Subsequent Learning
This topic builds on students' prior knowledge from chemistry topics, deepening their understanding of compounds and how atoms are joined together to form them.		In this topic you will learn about: the three types of chemical bonding; how to recognise and draw these kinds of bonding; the 3 states of matters; properties of ionic, covalent and metallic substances; the properties of allotropes of carbon.		This topic will prepare you for the rest of GCSE Combined Chemistry, giving you a fundamental understanding of the different types of compounds and their properties.
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	Chemical bonding	Alloy Atom Covalent bond Delocalised Electron Electrostatic Fullerene Graphene Graphite Ion Ionic bond Intermolecular force Lattice Metallic bond Monomer Polymer	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: CGP revision guides "What's the Matter?" by Tom Adams and Thomas Flinthamls There Anybody Out There? (Dara O'Briain) Seven Elements That Have Changed The World (John Browne) "Molecules: The Elements and the Architecture of Everything" by Theodore Gray	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling. KS3 Revision Guides and Workbooks are available on parent pay. Ensure students are accessing Microsoft Teams to complete work directed by their teachers if absent from lesson.
2-3	Ionic bonding			
4	Properties of ionic compounds			
5	Covalent bonding			
6	Properties of small molecules			
7	Metallic bonding			
8	Properties of metals and alloys			
9	Corrosion and its prevention			
10	3 states of matter			
11	Polymers			
12	Diamond and graphite			
13	Graphene and fullerenes			
14	Nanoparticles			

Topic Number: 5

El bienestar: Well being				
Prior Learning		Current Learning		Subsequent Learning
<p>This topic builds on previously learnt information from last half term. It will include previously learnt vocabulary including sports, healthy foods, key verbs and opinion phrases. It will also build on knowledge of the present, preterite and imperfect tenses.</p>		<p>In this topic you will learn to write and talk about what you do to be healthy. You will learn how to say what is wrong and ask for help at a pharmacy. You will also be able to build on your knowledge of the present, preterite and imperfect tenses to describe what you do, you did and used to do to stay healthy.</p>		<p>This topic will prepare you for becoming a more confident speaker of Spanish as the tasks that we will be doing will allow you to use Spanish in a situation that visitors often need to use it. The vocabulary and grammar that we learn feed directly into GCSE topics so will help you to prepare. After this unit of work we move on to talking about films so knowledge of different tenses and giving opinions will be crucial to later learning.</p>
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Revision of foods and drinks	el cuerpo – the body en forma – in shape la cabeza – head la farmacia – the chemist la garganta – throat la rodilla - knee los deportes - sports malsano/a – unhealthy me duele – it hurts mi dieta – my diet sano/a – healthy	Students will be provided with a Knowledge Organiser to revise key vocabulary. They will also be given lists of key vocabulary to learn throughout the half term. Additional learning could focus on vocabulary related to the topic. The following list contains vocabulary linked to the topic. https://quizlet.com/gb/1154231200/el-cuerpo-y-el-bienestar-flash-cards/?i=ybbrx&x=1jqt	To build listening and speaking skills and to encourage more cultural awareness, parents/carers can encourage pupils to visit the You Tube Blog “Coffee Break Spanish” where students can listen to native speakers of Spanish answering questions on a number of topics.
Week 2	Healthy lifestyle			
Week 3	Body parts			
Week 4	Illnesses and injuries			
Week 5	Sports			
Week 6	Revision and assessment			

Topic: 5 Food and the Environment

Food Technology

Prior Learning		Current Learning		Subsequent Learning
Pupils will have some knowledge of the environment from other subjects, such as Geography, where veganism in relation to the reduction of methane gases is discussed.		Students are learning about the environmental impact of food choices through topics such as food miles, locally sourced produce, and organic farming. They explore how food production affects sustainability, considering factors like deforestation, carbon footprints, and water usage. Lessons focus on reducing food waste, minimising packaging, and promoting recycling. By evaluating the benefits of local and organic foods, students develop an understanding of responsible consumption. Through these discussions, they are encouraged to think critically about their food choices and adopt sustainable habits that reduce environmental harm.		This topic will enable students to understand how to consider environmental factors in the planning of a menu. Students will gain a foundational knowledge of how to save energy and reduce costs in relation to specific hospitality establishments to prepare them for the Key Stage 4 qualification.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Environmental factors	Carbon footprint Environment Food miles Herbicides Locally sourced Organic Pesticides	https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes Food safety - your responsibilities: Food hygiene - GOV.UK (www.gov.uk)	Leisure time: food programmes such as 'The Food Inspectors.' Shopping: look at the origin of your favourite fruits and vegetables. Challenge your child to work out how far it has travelled. Dinner time: Support your child in planning and preparing dinner for the family.
Lesson 2	Enchiladas			
Lesson 3	Food miles			
Lesson 4	Cinnamon scones			
Lesson 5	Reduce, re-use and recycle			
Lesson 6	Loaded wedges			