



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 3



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 3

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 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.

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

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

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

Yours faithfully,

Andy Bridge

Deputy Headteacher

Year 7 Learning Map

HT 3

Mark Making				
Prior Learning	Current Learning	Extended 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 Michael Rothenstein can inspire the development of your own drawing methods and printing techniques. You will create a series of prints and produce a final mono-print based on an observed drawing of the sixth form, building on your skills in using texture and tonal drawing. 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	
Gustav Klimt				
Introduce topic- line and tone. What is it? Why is it important? Observed drawings of shells. Model methods for and create press printing based on shell. Mono-printing practice-using shell drawing as practice piece. Mono print of shell- final version. Michael Rothenstein artist investigation.	Abstract Mono Print Observational Press Print Record Texture Tone	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.	Visit Leeds/Doncaster Art Gallery and identify works created using printing methods or that have notable texture in the work.	

Drama

Year 7 Learning Map

Topic Number 2:

Topic: Exploring Texts				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your knowledge of characterisation skills, such as facial expressions, body language, reactions, status, and eye contact, from earlier topics such as <i>Darkwood Manor</i> and <i>Mime and Silent Movies</i>.	In this topic, you will learn a range of performance techniques and apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply characterisation skills as part of the performance. This topic will also develop your knowledge of performance techniques and how to create a successful performance. You will also consider the impact of your application and development of these performance techniques when creating a character.	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: • All About Theatre – National Theatre • National Theatre Connections Monologues: Speeches for Young People – Anthony Banks • Matilda – Roald Dahl • The Terrible Fate of Humpty Dumpty – David Calcutt	This topic will prepare you for further performance technique development throughout Key Stage 3. It will equip you with the characterisation skills to produce an effective character that will assist you in Y8 and Y9 when exploring character development. You will be required to demonstrate the ability to explore, describe and apply characterisation skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 2: "Developing Skills and Techniques within the Performing Arts", and Component 3: "Responding to a brief".	Explore 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>Interview with Hattie Morahan: On Acting</u> <u>Interview with Dominic Rowan</u> <u>Productions to watch: The Railway Children</u> 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 Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
Lesson 1: Matilda- Creating A Character	Characterisation	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: • All About Theatre – National Theatre • National Theatre Connections Monologues: Speeches for Young People – Anthony Banks • Matilda – Roald Dahl • The Terrible Fate of Humpty Dumpty – David Calcutt	This topic will prepare you for further performance technique development throughout Key Stage 3. It will equip you with the characterisation skills to produce an effective character that will assist you in Y8 and Y9 when exploring character development. You will be required to demonstrate the ability to explore, describe and apply characterisation skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 2: "Developing Skills and Techniques within the Performing Arts", and Component 3: "Responding to a brief".	Explore 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>Interview with Hattie Morahan: On Acting</u> <u>Interview with Dominic Rowan</u> <u>Productions to watch: The Railway Children</u> 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: Matilda: Bruce Bogtrotter – Characterisation Vocal and Physical (Conscience Alley)	Cross-Cutting Conscience Alley Dynamics Dramatic Pause Exaggeration Non-Verbal Communication Proxemics Status Movement Voice			
Lesson 3: Matilda: Bruce Bogtrotter - Intentions				
Lesson 4: The Terrible Fate of Humpty Dumpty – Opening Scene - Status				
Lesson 5: The Terrible Fate of Humpty Dumpty – Terry and his dad - Dramatic Pause and characterisation				

Lesson 6: The Terrible Fate of Humpty Dumpty – Stealing Money/Gang – Cross Cutting and Characterisation			The 'Matilda The Musical' Website has lots of interesting information on the development of the show, key scenes and pictures! http://uk.matildathemusical.com/
Lesson 7: The Terrible Fate of Humpty Dumpty – The end – Flash Forward			
Lesson 8: The Terrible Fate of Humpty Dumpty – The end – Flash Forward - characterisation			
Lesson 9: The Terrible Fate of Humpty Dumpty – the end – Flash Forward rehearsal – focus on feedback from SA			
Lesson 10: Performances (Assessment)			
Lesson 11: Performances (Assessment)			

Year 7 Learning Map – Half-term 3

Topic Number: 3

Fantasy Narrative Writing			
Prior Learning For their third topic, Year 7 students will build on the creative skills developed during Year 6. They will continue to refine individual skills, such as using ambitious punctuation, varying sentence openers, and creating tension and excitement for the reader. Students will study a range of extracts from fantasy novels, which may link to fiction read at Key Stage 2, such as <i>A Monster Calls</i> and <i>The Lion, the Witch and the Wardrobe</i> .	Current Learning In this topic, you will learn how to effectively use the narrative structure of opening, development, and problem to engage your reader in the opening of your narrative. This topic will give you the opportunity to display your creativity and individuality, using prompts to guide you through the writing process. During the study of this topic, you will: apply specific terminology to your extended pieces of writing, carefully select and create pieces of figurative language to engage your reader, explore different ways to use ambitious punctuation within your writing and capture your reader's attention in the setting and time of your narrative through a range of sentence openers and types.	Subsequent Learning This topic will prepare you for further opportunities to create extended pieces of writing in Key Stage 3, as part of the study of <i>Inspiring Individuals</i> and <i>Gothic Fiction</i> in Year 8. It will also equip you with the skills needed to succeed in analysing texts such as <i>Sawbones</i> and <i>Blood Brothers</i> , as you will gain insight into why authors choose certain language features, punctuation, and words to create specific effects, having explored these techniques yourself. You will need to demonstrate the ability to write narratives as part of your English Language Component 1 exam in Year 11. This unit will provide you with a range of foundational skills that you will carry forward through Key Stage 3 and Key Stage 4.	
Lesson Sequencing Week 1: Introduction to Fantasy Fiction and the narrative structure. Week 2: Extended narrative planning and writing. Week 3: Using sophisticated punctuation and creating a climax. Week 4: Figurative language extended narrative planning and writing. Week 5: Varying sentence openers and fantasy setting. Week 6: Extended narrative planning and writing.	Tier 3 Vocabulary Imagery Simile Metaphor Personification Onomatopoeia Exposition Rising action Climax Conjunction Adverbial	Home Learning Students complete 30 minutes of learning on the Vocabulary & Grammar section of Bedrock. https://app.bedrocklearning.org/	Ways in which parents/carers can support Explore the following recommendations for helping students be creative with their writing: • Explore - https://ywp.nanowrimo.org 'Young Writer's Program' • Write - https://divmfa.com/writer-igniter select random prompts and create stories together • Read – Unleash Your Creative Writing by Olaf Falafel • Explore - https://www.bbc.co.uk/bitesize/topics/zn8tkmn

Topic Number: 3

Population and Urbanisation

Prior Learning	Current Learning	Subsequent Learning
Understanding Human Geography forms the foundation for exploring population growth and change and its relevance to development. In Key Stage 2, students are expected to learn about the key human characteristics of countries around the world and examine economic activity. This topic will build on that learning, providing students with a comprehensive understanding of populations globally and locally, the reasons for population growth, and its impact on development.	In this topic we start by exploring the current rate of population growth using maps, graphs and statistical skills. We engage students by using real time world statistics, facts and future predictions. We then teach students about density and distribution of populations, where we address and learn important key terms like sparsely/densely. Looking at population pyramids in lesson 3 is an important lesson because these pyramids are used throughout the curriculum in all year groups including KS3, population pyramids allow students to explore the structure of populations in different countries, and we then learn and assess the reasons for each. We further cover ageing populations and migrations and study how development is impacted by growing populations around the world and the influence of people on their environment.	This population topic provides an understanding of people and economies to supplement students' learning in other human geography topics, such as Ruining Russia, Climate Change, and Globalisation. Although this topic is covered in Year 7, we also explore the UK population at GCSE, where we revisit population pyramids and density.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lesson 1	• Demographic • Dense • Density • Distribution • Migration • Megacity • Natural increase • Population Pyramid • Push + Pull factors • Sparse • Urban	Reading, resources, worksheets and extended tasks are on the website below. <u>Population structure - Population and migration - KS3 Geography Revision - BBC Bitesize</u> <u>https://www.worldometers.info/</u> <u>Population Density NASA</u> Recommended KS3 revision guides and workbooks can be found here: <u>https://www.cgpbooks.co.uk/secondary-books/ks3/humanities/geography</u>
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		
Lesson 6		
Lesson 7		
Lesson 8		
Lesson 9		
Lesson 10		
		Ways in which parents/carers can support
		Encourage listening to world news. Making students aware of the benefits and impacts of migration. Relating world news of populations and the impacts of resource pressures. GCSEPod Homework 2x Half term <u>GCSEPod</u>

HISTORY

Medieval Life				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the content you learned in primary school about the Vikings, and the Anglo-Saxon struggle for control of the Kingdom of England. It also builds upon your chronological understanding of the history of Britain, which you have been studying throughout Year 7. Finally, it builds upon the writing and source skills you learned in primary school and during the Romans and Hastings topics.		In this topic you will learn about the changing political leadership in England during the Medieval era. You will discover what life was like for the English public in this period, and how their lives were drastically affected by the Black Death and the Crusades. This topic is important for you 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.	This topic will prepare you for future learning about life in Tudor England as you will have gained knowledge about the pre-existing political and social structures within the country. It will also equip you with the source skills needed to be successful in your exams in Key Stage 4 as Paper 3 is a source-led assessment. You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stages 3, 4 and 5.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
1 – Who was really in charge in Medieval England?		Conquest	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: Arthur and the Seeing Stone by Kevin Crossley-Holland KS3 History: Medieval Britain (410-1509) by Robert Peal This is a challenging, but fascinating read: The Time Traveller's Guide to Medieval England by Ian Mortimer	You could watch the documentaries below with your son/daughter: YouTube – The Peasants' Revolt with Tony Robinson YouTube – The Plague that shaped England's Future
2 – What happened during the murder of Thomas Becket?		Crusade		
3 – Does King John deserve his reputation?		Feudal		
4 – What was life like in Medieval towns?		Government		
5 – What was life like in Medieval villages?		Knight		
6 – What was crime and punishment like in the Medieval period?		Magna Carta		
7 – How did the Black Death affect England?		Merchant		
8 – The Crusades.		Monarchy		
		Nobility		
		Villein		

Year 7 Learning Map

Topic Number: 3

Topic Title: Scratch Programming				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on potential prior programming knowledge from Key Stage 2, deepening students' understanding of problem-solving and computational thinking through block programming elements. Pupils may already have experience with Scratch from Key Stage 2.		In this topic, you will learn basic programming elements and develop problem-solving skills through computational thinking. We will use Scratch to demonstrate programming fundamentals, including sequencing instructions and using variables. Pupils will then combine these skills to create a game that showcases their use of sprites, interactivity, costumes, and movement.	This topic will prepare you to learn about non-block-based programming languages, such as Python. It teaches pupils to think creatively about problem-solving and encourages experimentation with code.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Sequencing instructions	Algorithm	There are lots of available tutorials to support with game creation at home https://scratch.mit.edu/explore/projects/all The above website has an online version of the software pupils will be using. Explore different games and activities to build on your programming skills https://code.org/ Coding for Kids: Python, Learn to Code with 50 Awesome Games and Activities By Adrienne B. Tacke	Pupils will be using Scratch online and can therefore develop their projects at home. If pupils would like to learn further programming skills edublocks.org is a good place to start. BBC Bitesize has a good introduction to programming.
Lesson 2	Sprites and costumes	Blocks		
Lesson 3	Using Loops	Coordinates		
Lesson 4	Movements and interaction	Iteration		
Lesson 5	Variables	Refine		
Lesson 6	Creating a game L1	Script		
Lesson 7	Creating a game L2	Selection		
		Sequencing		
		Software		
		Sprite		
		Sprites		
		Variables		
		Test		

MATHS

Algebra 1b				
Prior Learning	Tier 3 Vocabulary	Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your prior skills using directed numbers and algebra skills acquired in HT1.	In this unit you will learn skills surrounding forming and solving equations.	This topic will enable you to apply these skills when solving equations at the end of Year 7 and throughout your studies in Key Stages 4 and 5.		
Lessons will address the following learning objectives in the order most effective for the class's needs:	Function Equation Solve Variable	All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set.	Support your child's progress through:	
- Using function machines - Solving equations - Forming and solving equations in context.	- The Code Book by Simon Singh - 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	- MathsWatch- to complete homework and access further revision. - Corbett Maths - for extra support videos and work on the topics stated. - Accessing their Microsoft Teams work for directed exercises on current topics		

MATHS

Number Part 2

Number Part 2			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on your prior knowledge from Key Stage 2, including working with properties of numbers such as factors and multiples, as well as your understanding of factors from HT2.	The aim of this unit is to introduce the use of indices in number skills.	This topic will prepare you for many subsequent topics in your Maths studies. For example, you will apply the laws of indices in algebra-based units.	
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: - List factors and multiples - Recognise and list square and cube numbers - Find a Highest Common Factor - Find a Lowest Common Multiple - Learn to use index notation - Learn to write a number as a product of it's prime factors	Product Prime Square Cube Factor Multiple LCM (Lowest Common Multiple) HCF (Highest Common Factor)	All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set. The Life-Changing Magic of Numbers by Bobby Seagull Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: MathsWatch- to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated.

Year 7 Learning Map

Rhythm and Notation					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on your knowledge of notation and rhythm from primary school.		In this topic, you will learn how to read and write rhythmic and melodic notation. You will explore this through a series of performance, improvisation and compositional workshops. You use your knowledge of rhythm and notation to learn to play a famous melody and apply improvisation techniques to compose ideas.	Developing your musicality in music notation means that when you have a musical idea you are able to write it down yourself. Not only can you write down your ideas, you can quickly play any sheet music set before you, allowing a true collaboration of sound and music which is essential for further music study.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Developing an understanding of rhythm and pulse	Pitch	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: How to write a song How to read sheet music	Learning to read and write rhythm and pitch are the building blocks of musical understanding. Encourage your child to practice writing out note durations or note of the treble clef staff to improve their recall.	
Lesson 2	Developing an understanding of metre	Treble Clef		Encourage your child to play or sing their melodic ideas. Can they develop ideas further? Students could do this on an instrument or on the piano app available online or smartphones.	
Lesson 3	Developing an understanding of pitch	Rhythm		Developing their understanding of musical theory will also help.	
Lesson 4	Put into practice and performance assessment /share with class	Notation		Useful guides include Grade 1-3 Music theory exercises.	
Lesson 5 - 6	Put into practice – improve from teacher assessment	Stave		The AB Guide to Music Theory Vol 1: Amazon.co.uk: Taylor, Eric: 9781854724465: Books	
Lesson 7-8	CF listening and applying current knowledge of notation	Pulse			
Lesson 9	Improvised Swan Lake, fill bar 3	Crotchet			
Lesson 10	Rhythmic composition bar 6-7	Quaver			
Lesson 11	Melodic composition bar 6-7	Minim			
Lesson 12	Development of ideas	Syncopation			
Lesson 13	Class showcase				

Year 7 Learning Map

Topic: Badminton

Prior Learning	Current Learning	Subsequent Learning
This topic builds on any previous learning of badminton. If students have no previous experience of badminton, they will be introduced to the basic skills needed to play the sport as well as the rules of gameplay.	In this topic you will learn the basic skills needed to play a competitive game of badminton. You will first learn how to set up and take down a badminton court safely. You will then be taught how to correctly grip the racket, position yourself after each shot and rally with a partner. Each week you will then learn different skills that will help you outwit your opponent and have the opportunity to apply that in a game situation. You will then end the scheme of work looking at the specific rules for singles and doubles gameplay.	In Y8, you will develop the skills learned in Y7 to allow you to become a better/more effective badminton player. You will continue to practice shots such as: • Low forehand serve • Overhead/underarm clear • Drop shot. • Smash shot • There is a bigger emphasis on outwitting your opponent in Y8 as we focus on tactics and understanding. You will look at shot placement/positioning to give you an advantage within competitive games. Towards the end of the unit you will spend some time looking at the specific rules for singles gameplay and more confident students might be able to umpire matches.
Lesson Sequencing – Each week students will learn a new skill and have time to apply this in a game situation.		
Week 1	Court Set Up, Grip, Ready Position & Rallying	Ways in which parents/carers can support: If possible, give students as many opportunities to play net/wall games: • Badminton • Tennis • Table Tennis • Squash This will help develop a skill set which should be transferable between these types of sports.
Week 2	Serve (Long/Short)	
Week 3	Overhead Clear Technique	
Week 4	Underarm Clear Technique	
Week 5	Drop Shot Technique	
Week 6	Smash Shot Technique	
Week 7	Singles Gameplay	
Tier 3 Vocabulary		Extended learning
1. Grip 2. Ready Position 3. Court 4. Net 5. Rally 6. Underarm Serve 7. Overhead/Underarm Clear 8. Drop Shot 9. Smash 10. Singles/Doubles		https://www.masterbadminton.com/badminton-basics.html https://www.badmintonskills.net/badminton-techniques-for-the-beginner/ http://www.badminton-information.com/badminton-techniques.html https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3

Topic: Year 7 Dance

Prior Learning This topic builds on previous learning of Dance. Students will have knowledge of an effective warm up and will need to apply this to dance. Most students will have completed dance at primary school. Some students will attend dance out of school.	Current Learning In this topic you will develop knowledge and understanding of the key concepts of choreographic devices, body actions, demonstrate different body actions linking them together to form basic motifs and be able to apply their understanding to the style to clearly show the theme they are representing.	Subsequent Learning In year 8 students will apply the skills learnt through this unit to their next style of dance. They will choreograph a routine to demonstrate the key elements of their dance. Evaluate their own and others performances and be able to suggest praise and next steps to improve the performance.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1 Importance of warm up in dance and understanding the theme, dynamics and gestures	Aesthetically pleasing Body Tension/Extension Cannon Fluency and Control Formations Gestures Pathways Stillness Travel Unison	Elements of dance - https://www.youtube.com/watch?v=WgVKfTkwU1U BBC Bitesize – Choreographing a dance https://www.bbc.co.uk/bitesize/guides/zc6mtyc/revision/5	- Watch different music videos with your child looking at the style of the movements. - Encourage your child to watch You tube videos focused on choreographic devices - Encourage your child to join the afterschool club, or a dance school
Week 2 Unison and Stillness/Cannon and travel			
Week 3 Rehearsal			
Week 4 Formations, pathways and jumps			
Week 5 Turns and repetition (Retrograde)			
Week 6 Rehearsal			
Week 7 Practice and performance			

Year 7 Learning Map

Physical Education

Topic: Football

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learnt in primary school linked to football, such as passing, dribbling and shooting. You may have played football during school or outside of school.		In this topic you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing 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 football are transferable across the different team activities. You will also revisit football again in year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in year 7.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Ball control	Attacker Chest Cryuff Defender Inside Hook Midfielder Outside hook Penalty Space	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Fancy skills to learn https://www.wemakefootballers.com/top-10-best-football-skills-2/ The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=oPtXLmHOKew
Week 2	Turns Dribbling		
Week 3	Passing		
Week 4	Outwit an opponent		
Week 5	Shooting		
Week 6	Defensive position		
Week 7	Game play		
			Ways in which parents/carers can support * Get them to practice doing “keepie uppies” * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local football club (when they are back up and running). - Link to some local clubs: * Watch “Take me home” on Amazon

Physical Education

Year 7 Learning Map

Topic: Gymnastics

Gymnastics				
Prior Learning: Students should be able to balance using different points of contact on the floor. Jump and land safely as well as being able to have some creative ideas of what could be included in gymnastic lessons.		Current Learning: After completing this unit students should be able to use a variety of techniques and skills in gymnastics. Students can perform both individual and partner balances. Students have the knowledge of sequence choreography and how to perform a quality sequence. Students are able to perform a variety of linking moves such as rolls and cartwheels and other rotations. Students are able to perform in solo and duet performance. Students can observe performance and give constructive feedback using praise and next steps.	Subsequent Learning Students will go on to develop their skills to be able to use a variety of techniques and skills in gymnastics. Students will continue to develop balances, create sequence choreography and how to perform a quality sequence. Students will go on to develop skills such as rolls and cartwheels and other rotations into advanced movements and students will use equipment to gain height and perform shapes in the air.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Extension, tension and control linking to different types of balance.	Aesthetically pleasing Axis Execution Extension Frontal plane Mount/dismount Pike Sagittal plane Straddle Tension Tuck	https://www.british-gymnastics.org/ Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104	Watch videos of gymnastics performances. Encourage your child to join the afterschool club, or a gymnastics club. Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104
Week 2	Rolls			
Week 3	Headstands			
Week 4	Handstands			
Week 5	Cartwheels and rotations			
Week 6	Flight & Jumps			
Week 7	Sequence practice and performance			

Year 7 Learning Map

Physical Education

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learnt in primary school linked to netball, such as passing. You may have played bench ball, high 5 netball or you may have played 7 aside netball already.		In this topic you will learn the basic rules of netball and how to play the game successfully. You will develop your skills of passing 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 netball are transferable across the different activities. You will also revisit netball again in year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in year 7.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	Ball familiarisation,	Back-line pass	* Practice throwing and catching games at home using a size 5 netball (or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local netball club (when they are back up and running). Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html
Week 2	Passing and receiving	Centre pass	
Week 3	Footwork and pivoting	Contact	
Week 4	Movement off the ball and signalling	Obstruction	
Week 5	Dodging	Outwit	
Week 6	Games and positional play	Penalty	
Week 7		Pivot	
		Possession	Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html
		Side-line pass	
		Space	The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qlNnI-Dis

Extended learning

Netball rules – Simple netball
<https://www.rulesofsport.com/sports/netball.html>

BBC Sport – Netball skills
http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm

Netball presentation
<https://www.youtube.com/watch?v=WGaYDvaZ4No>

The Rules of Netball - EXPLAINED!
<https://www.youtube.com/watch?v=V1qlNnI-Dis>

Year 7 Learning Map

Topic: Rugby

Prior Learning		Current Learning	Subsequent Learning
This topic builds on any previous learning of rugby. If students have no previous experience of rugby, they will be introduced to the basic skills needed to play the sport as well as the rules of gameplay. You may have played rugby during school in the form of touch/flag or outside of school as full contact.		In this topic you will learn the basic skills needed to play a competitive game of rugby. You will first learn the importance of movement into space and safety whilst falling to the floor. You will then be taught the different types of tackle and how to tackle correctly and safely. Passing technique and different ways to create space will be covered in preparation for game play towards the end of the unit.	In Y8, you will continue to develop the skills learned in Y7 to allow you to become a better/more effective rugby player. You will continue to practice techniques such as: • Tackling • Passing • Creating Space • Kicking There is a bigger emphasis on outwitting your opponent in Y8 and you will look at how to gain an advantage within games. Again, you will end the scheme of work looking at the specific rules and tactics of gameplay. More confident students might be able to contribute coaching ideas.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Movement, awareness of space and falling to the floor Tackling	Communication Defensive Line Drive Tackle Dummy Kicking (Grubber, chip, Bomb and Punt) Knock on Movement Offside Passing (Lateral, Switch, Pop) Passive Tackle	Ways in which parents/carers can support: If possible, give students as many opportunities to play invasion games: • Rugby • Football • Basketball • Hockey This will help develop a skill set which should be transferable between these types of sports. If interested in rugby, join a local rugby club.
Week 2	Tackling continued....		
Week 3	Passing and Creating Space 1		
Week 4	Passing and Creating Space 2		
Week 5	Passing and Creating Space 3		
Week 6	Kicking		
Week 7	Play of the Ball and Game Play		

Year 7 Learning Map

Topic Number: 3

Healthy Eating, a balanced lifestyle						
Prior Learning		Current Learning		Subsequent Learning		
This topic builds on the work you covered in primary school about healthy eating and the importance of regular and thorough personal hygiene.		Check this British grammar please in this topic you will learn; Key information about what is meant by being healthy physically, mentally and emotionally. You will develop an understanding of what constitutes a healthy life style and why balance is important to ensuring this. You will develop key knowledge and understand of how to identify healthy habits and how to apply them to your own life. You will also develop your understanding of what healthy means to you personally. This topic is important to develop a foundation of how to ensure you have a happy and healthy lifestyle from now into adulthood.		This topic will prepare you for further learning in PSHCE right through to the end of Year 11. It will introduce you to key concepts such as health and wellbeing and the various factors that can impact them. It will begin to develop coping mechanisms to help you manage aspects of your life both at Ridgewood and beyond, enabling you to maintain a happy, healthy lifestyle. You will develop the skills to reflect on and understand how actions have consequences, and how to manage these positively and effectively.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	What is a healthy lifestyle?	Balanced diet	You can use independent study opportunities to engage with the following websites. Look at the information provided and how they positively impact a person's health and wellbeing <u>Healthy diet recommendations - British Nutrition Foundation</u> <u>Live Well - NHS (www.nhs.uk)</u>	Explore what constitutes a healthy meal using the eat well plate that can be found in the student planner to make a meal together Take part in exercise together as a family – this could be a walk. Record how you feel before and after the exercise.		
Lesson 2	Healthy eating – good nutrition	Food groups				
Lesson 3	Physical activity and the impact on mood	Plaque				
Lesson 4	Personal hygiene- germs and viruses	Psychological				
Lesson 5	Dental hygiene	Mental				
Lesson 6	The importance of sleep	Tobacco				
Lesson 7	Assessment – student planner page	Melatonin				
		Immune system				
		Virus				
		Wellbeing				

Belief Systems: Sikhism				
Prior Learning This topic builds on your knowledge from primary school, where you may have learned about Eastern religious traditions. You should also have explored how religion can influence people's beliefs and actions, and this will be further developed in this topic. Throughout this topic, you will continue to develop your skills in explanation, which you worked on in the first Year 7 topic. You will also build on your skills of interpretation and analysis of specific passages, teachings, and stories from religious texts, allowing you to apply them to the life of a Sikh.	Current Learning In this topic, you will initially learn about the origins of Sikhism by studying the Gurus, particularly Guru Nanak as the founder of the religion. You will also consider how Sikhs practice their religion and how their beliefs influence their lives. For example, you will explore the 5Ks and how Sikhs incorporate them into their lives. This topic is important for developing your knowledge of specific Sikh beliefs and practices. For example, you will study the Khalsa, why it is important to Sikhs, and the Sikh place of worship, focusing on how it is used. This will be important for future learning in RE, as well as helping you understand more about the different beliefs that exist in our community.	Subsequent Learning This topic will introduce you to key concepts and beliefs within Sikhism, which will support your learning in many subsequent topics in RE. For example, by studying the main beliefs and teachings of Sikhism, you will be able to apply them to moral issues you will study later in RE, such as War and Peace or issues within Medical Ethics. The work you complete in this topic will also continue to develop your skills in explanation and evaluation, which you will use throughout your time in RE at Ridgewood.		
Lesson Sequencing 1. Intro to Sikhism and Guru Nanak 2. The 10 Gurus and the Guru Granth Sahib 3. The Khalsa 4. The 5 Ks 5. The Gurdwara, worship and the Langar 6. The Golden Temple 7. Beliefs about life after death	Tier 3 Vocabulary Guru Granth Sahib Diwan Gurdwara Khalsa Guru Nanak Golden Temple Five Ks Langar Karma Rebirth	Extended Learning You can use independent study opportunities to engage with the following websites and articles about Sikhism: <u>Places of Worship – Sikhism (reonline.org.uk)</u> - this website contains information and a video clip giving you more detail about the Sikh place of worship. <u>BBC Two - My Life, My Religion, Sikhism - Clips - this website contains lots of different video clips about how Sikhism is practiced and how it affects the lives of believers.</u> <u>BBC - Religion: Sikhism - this website gives you an overview of the key beliefs in Sikhism.</u>	Ways in which parents/carers can support Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to how religion impacts on believers' lives. Watching clips together from the BBC programme, 'My life, my religion', and discussing the content as a family would supplement the learning taking place in the classroom. Discussing and debating your own views with your children regarding religious belief would also be beneficial.	

Topic Number: P1

P1- Speed and gravity				
Prior Learning	Current Learning		Subsequent Learning	
This topic builds on the KS2 science curriculum looking at how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	In this topic you will learn how to calculate the speed of objects and interpret information from distance time graphs. You will also learn the difference between mass and weight and how to calculate weight on different planets.		This topic will link to P2 in Year 8 where you will study resultant forces and pressure. It will prepare students for GCSE Physics, where in P5 you will study forces and speed. It will also prepare you for P6, which will look at forces and momentum.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson 1	Speed	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.	
Lesson 2	Average speed			
Lesson 3	Relative motion			
	Acceleration			
	Weight			
	Non-contact force			
Lesson 4	Mass		KS3 Revision Guides and Workbooks are available on parent pay.	
Lesson 5	Gravitational field strength		Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.	
Lesson 6	Field			
Lesson 7	Gravity			
Lesson 8	Investigating the speed of a toy car on a ramp			
Lesson 9	Mass and Weight			
Lesson 10	Skills – Explaining astronauts weight on planets			

Year 7 Learning Map

Topic Number: P2

P2- Voltage resistance and current				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the KS2 science curriculum looking at circuit symbols and looking at how the brightness of a lamp or the volume of a buzzer varies with the number and voltage of cells used in the circuit		In this topic you will learn about energy stores and energy transfers in everyday objects. You will learn how electricity is generated and how much this costs to use in your homes. You will examine how access to energy resources can affect people’s lives.	This topic will link to P2 in Year 8 where you will study how electric current can be used to make electromagnets. It will prepare students for GCSE Physics, where in P2 you will study electric circuits and how electricity is transmitted through the national grid. It will also prepare you for P5, which will look at the motor effect and electromagnets.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Electricity and Safety in the home	Potential difference Resistance	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.	Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.
Lesson 2	Drawing Simple Circuits	Current Electrical conductor Electrical insulator Electrons		
Lesson 3	Current	Electrostatic force Negatively charged Positively charged		
Lesson 4	Voltage			
Lesson 5	Resistance			
Lesson 6	Practical - investigating effects of changing components		A Beginner’s Guide To Circuits: Nine Simple Projects with Lights, Sounds, and More! by Oyvind Nydal Dahl	KS3 Revision Guides and Workbooks are available on parent pay. Encourage students to use simulations to build electrical circuits.
Lesson 7	Static Electricity + Uses			
https://phet.colorado.edu/en/simulation/circuit-construction-kit-dc				

Year 7 Learning Map

Topic Number: P3

P3- Energy transfer and energy costs					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on the KS2 science curriculum looking at how animals and human get the right amount of nutrition from what they eat.		In this topic you will learn about energy stores and energy transfers in everyday objects. You will learn how electricity is generated and how much this costs to use in your homes. You will examine how access to energy resources can affect people's lives.	This topic will link to P2 in Year 8 where you will study how energy is transferred through heat. It will prepare students for GCSE Physics, where in P1 you will study energy transfers and stores and electricity generation. It will also prepare you for P5, which will look at how energy effects things like breaking distances in cars.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Energy at home	Thermal Chemical Kinetic	All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher. Wider Reading: CGP KS3 Revision Guides https://www.edfenergy.com/for-home/energywise/renewable-energy-sources	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.	
Lesson 2	Energy stores and transfers	Gravitational potential Dissipated Power			
Lesson 3	Energy resources	Energy resource Non-renewable Renewable Fossil fuel			
Lesson 4	Renewable energy resources				
Lesson 5	Moja Island				
Lesson 6	Moja Island 2				

Year 7 Learning Map

Topic Number: 3

El instituto: School					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on what we learned in our previous topic about describing and introducing ourselves. It will include previously learned vocabulary, such as numbers, days of the week, connectives, key verbs, and opinion phrases.		In this topic, you will learn how to write and talk about your school life in Spanish. You will be able to describe your timetable and share your opinions about your subjects and the school's facilities. Additionally, you will learn how to tell the time in Spanish.	This topic will help you become a more confident speaker of Spanish by expanding your vocabulary, which can subsequently be applied to any topic. In our next topic, we will learn how to talk about our week, so understanding the present tense and being able to tell the time will be crucial.		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Opinions and school subjects	El instituto- school	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 learning for the topic. See the link https://quizlet.com/gb/1050867931/en-el-instituto-flash-cards/?i=ybbrx&x=1jqt	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. Suggested cartoons available on YouTube are:	
Week 2	Time and the timetable	Las asignaturas- School subjects		• Mafalda- la película • Zipi y Zape	
Week 3	The present tense	Me gusta- I like		If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'	
Week 4	School facilities	Mi horario- My timetable			
Week 5	School activities	No me gusta- I do not like			
Week 6	Assessment	pero- but			
		porque- because			
		también- also			
		y- and			

Year 7 Learning Map

Topic: Quality control

Food					
Prior Learning This topic builds upon lessons delivered during the term including hygiene and safety, chopping techniques, weighing and measuring and using the cooker.		Current Learning In this topic, students will develop their knowledge of food hygiene and safety in the kitchen through practical cookery. Students will cook a range of dishes to master their basic cooking and hygiene skills and develop new skills. Students will learn to use the different parts of the cooker through practical activities. Skills learnt in this topic: Simmering, boiling, frying, sautéing, handling raw meat, rubbing in, creaming, whisking, hob and oven control. Using all parts of the oven as well as weighing and measuring solids and liquids.	Subsequent Learning This topic will prepare students with the knowledge and skills to make a range of healthy dishes containing high and low-risk foods. Whilst cooking, students will demonstrate high standards of food hygiene. Students will be able to build upon these skills whilst adding new skills to their repertoire during the next topic where the practical lessons and theory concepts will progressively increase in complexity.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Roasted vegetable couscous practical	Bacteria	https://www.bbc.co.uk/bitesize/guides/zvix6sg/revision/2	Shopping: Challenge your child to explain why foods are stored in different sections. Can they explain high risk foods? Can they unpack the shopping into the correct places? 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. Ask your child to demonstrate the use of weighing scales and explain why these are important in baking.	
Lesson 2	Production methods	Temperature			
Lesson 3	Pasta bake practical	Production	https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/		
Lesson 4	Scaling up and costing recipes	Sensory testing			
Lesson 5	Chilli/bolognese practical	Organoleptic	https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3		
Lesson 6	Evaluation techniques	Quality control			
		Ratio			
		Binary fission			
		pH scale			
		Preservation			