RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 2

RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 2

Dear parent/carer,

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

Included within the Learning Maps are key 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,

Nicola Watson

Deputy Headteacher

ART

RIDGEWOOD SCHOOL

Year 7 Learning Map

HT2

<table>
<tr><th colspan="4">Baseline test and Gustav Klimt</th></tr>
<tr><td colspan="2">Prior Learning
This topic develops students' understanding and builds on the technical skills covered in the baseline test.</td><td>Current Learning
In this topic, you will learn about the artist Gustav Klimt, his use of patterns and symbols, and how to convey a narrative visually. You will explore the methods Klimt used and learn about the application of pattern. Finally, you will create a personal response inspired by his work, symbolising elements of your own life.</td><td>Subsequent Learning
This topic will enable you to consider using pattern in your future artwork. It will also develop your knowledge of how to visualise ideas pictorially and incorporate narrative into your work.</td></tr>
<tr><td colspan="2">Week Sequencing</td><td>Vocabulary</td><td>Extended Learning</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Week 1</td><td>Patrick Caulfield final piece</td><td rowspan="9">Abstract
Colour
Decorative
Inspiration
Motif
Ornate
Pattern
Proportion
Repetition
Response
Symbolism
Symmetry</td><td rowspan="9">Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary depending on the pace of the lessons.
If you enjoyed learning about the life and art of Klimt, visit these web pages to explore more:

https://www.wikiart.org/en/gustav-klimt
https://www.wikiart.org/en/gustav-klimt/the-tree-of-life-stoclet-frieze</td><td rowspan="9">To help students engage with this topic, you could discuss the 'important things in my life' list that students write. You could also talk about symbols and how they could represent each entry on their list.</td></tr>
<tr><td>Week 2</td><td>Klimt artist page</td></tr>
<tr><td>Week 3</td><td>Pattern and First Nation Artists</td></tr>
<tr><td>Week 4</td><td>Pattern and First Nation Artists</td></tr>
<tr><td>Week 5</td><td>Evaluating 'The tree of Life' and the use of symbols. Symbols and tree design</td></tr>
<tr><td>Week 6</td><td>Planning for final piece</td></tr>
<tr><td>Week 7</td><td>Final piece</td></tr>
<tr><td>Week 8</td><td>Final piece</td></tr>
</table>

Drama

RIDGEWOOD SCHOOL

Year 7 Learning Map

Topic Number: Autumn Term 2

Silent Movies and Mime

Prior Learning
This topic follows on your journey of developing characterisation skills; facial expressions, body language, gestures, reactions, status and will introduce you to a new performance style – Silent Movies.

Current Learning
In this topic you will learn about the key features of the performance style Silent Movies (Mime) and you will explore some key features of this performance style and apply these to short performances.
You will be introduced to the world of Silent Movies and explore how stories can be communicated without dialogue. Through mime, physicality, reaction shots, slapstick comedy and placards, you will develop your ability to create engaging characters and communicate meaning through non-verbal performance. The scheme culminates in you devising and performing your own silent movie-inspired slapstick comedy sequences.
This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time.

Subsequent Learning
This topic will prepare you for further performance style exploration throughout the key stage, particularly in Y8 where we explore Pantomime and Surrealism. It will equip you with the skills to be successful at future exploration and application of performance styles including social and historical contexts.

You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.

Lesson Sequencing	Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1: To use mime techniques, physicality and reactions to communicate meaning without speech.	Mime and physicality Facial Expressions Body Language and gestures Non-Verbal Communication Slapstick Comedy Reaction Shots Exaggeration and Slow Motion Characterisation Spontaneous Improvisation Placards Physical Theatre Devising Rehearsal Techniques, performance and Evaluation	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 • A Greek Theatre: Look Inside! – Peter Chrisp • The Time Traveller's Guide to British Theatre: The First Four Hundred Years - Aleks Sierz and Lia Ghilardi • Theatre Histories: An Introduction - Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner and Tobin Nellhaus	Explore the Drama Teacher Melodrama website. This provides lots of information on the history, plots. Stock Characters and key techniques used to create a Melodrama – all of which link to Silent Movies and Mime https://thedramateacher.com/19th-century-melodrama/ Charlie Chaplin was a pioneer of the silent movie. You can watch an example of one of his top films, The Kid, using the link below: https://youtu.be/LQE0c1Zugx8 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: To use exaggeration and physical comedy techniques to create a slapstick performance.			
Lesson 3: To use reaction shots and facial expressions to enhance comedic performance.			
Lesson 4: To use placards to communicate information and support audience understanding.			
Lesson 5: To refine a slapstick performance by incorporating effective use of placards and peer feedback.			
Lesson 6: To perform a polished slapstick mime demonstrating mime, reaction shots and placards.			
Lesson 7: To combine mime, slow motion and slapstick techniques to create an engaging circus performance.			

ENGLISH

Year 7 Learning Map – Half-term 2

Topic Number: 2

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 and be immersed in the fantasy genre. We will look at a range of media such as: Neverending story, The Hobbit, Peter Pan, Harry Potter, The Hunger Games and Willow.

Current Learning

In this topic, you will learn how to effectively use the narrative structure of opening, development, problem, reaction and reflection to effectively draft and re-draft their fantasy narrative. This topic will give you the chance to create your own fantasy world, using the support, prompts and techniques to continuously improve your story throughout the scheme.

During the study of this topic, you will: learn about techniques that are vital to creating a narrative (5 senses, ambitious adjectives, sentence openers, show don't tell, varied punctuation), create your own fantasy universe through world building, craft a unique character to go on a fantasy adventure.

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 *War writing* and *Gothic Fiction* in Year 8. It will also equip you with the skills needed to succeed in analysing texts such as *Origins of tragedy* and *Woman in Black*, 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	Vocabulary	Home Learning	Ways in which parents/carers can support
Week 1: Introduction to Fantasy Fiction, world building	Mystical Supernatural Potion Vast Enchanted Superior Inferior Curse	Students complete Vocabulary & Grammar section on Bedrock https://app.bedrocklearning.org/	Explore the following recommendations for helping students be creative with their writing: • Explore - https://ywp.nanowrimo.org 'Young Writer's Program' • Write - https://diymfa.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
Week 2: world building, including elements of magic			
Week 3: First draft of their narrative, show not tell, SPaG improvements			
Week 4: Writing to fit a picture, sentence starters, midpoint assessment			
Week 5: Pathetic fallacy, personification, DIRT lesson			
Week 6: Redraft, building tension, paragraphs			
Week 7: Similes, redraft, ending a story			
Week 8: Final assessment, DIRT, creative lesson (draw your world)			

Geography

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Year 7 Learning Map

Topic Number: 2

More Important Places		
Prior Learning This topic builds on your KS2 lessons at primary school where you learned locational and place knowledge of different countries. You will also focus on physical and human geography learning about different climates, types of settlements and natural resources. Previous geographical skills using maps will also be included to look at the locations of the important places we will study. Important places in HT1 feature some locations for this topic too.	**Current Learning** This scheme of work explores more important places but allows students to learn about physical processes such the rock cycle, glaciers and settlement. It leans into environmental Geography through exploring countries and examples globally. Skill such as contours on maps, reading graphs and population data are practiced and further embedded in this scheme of learning.	**Subsequent Learning** This topic will prepare you to understand and explain how and why human processes happen in different locations globally to make a place important and unique. This will also prepare you for topics such as India and population and urbanisation as you will cover how places are unsustainable and human processes that are used to manage this.

Lesson Sequencing		Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	**USA - Rock Cycle**	1. Geology 2. Sediment 3. Transportation 4. Erosion 5. Deposition 6. Climate 7. Pressure 8. Settlement 9. Altitude 10. Hazard 11. Hydrograph 12. Discharge 13. Flooding 14. Relief 15. Landscape	There will be <u>two</u> pieces of geography research homework a half term. This will be based on the topic theme, to extend your place and process knowledge. Between assessment periods you can also create brain dumps or self-quizzes to retrieve and test your knowledge of your learning in geography. **Wider Reading**: You can use independent study opportunities to engage	Watch the news for any issues relating to different important places covered in the topic (e.g. the most recent wildfire in Australia). Discuss and research about local physical Geography and the influence of land on settlement and development.
Lesson 2	**Jurassic Coast – Fossils**			
Lesson 3	**UK – Our landscape**			
Lesson 4	**Nepal – Processes**			
Lesson 5	**Scotland – Skills**			
Lesson 6	**Ethiopia – Heatwaves**			
Lesson 7	**Greenland – Glaciers**			
Lesson 8	**Japan – Settlement**			
Lesson 9	**China – Dams**			
Lesson 10	**Peru – Living in high**			
Lesson 11	**Philippines – Hazards**			
Lesson 12	**River Don - Hydrographs**			

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			with the following websites: https://www.science.org/content/article/high-altitude-living-has-changed-more-just-genes-some-peruvians https://www.geolsoc.org.uk/ks3/gsl/education/resources/rockcycle.html?srsltid=AfmBOoobHIgNi2nPrb7zcld2H87GvBH-uToBuTMojUaaDo5DHpvBrv6i https://www.bbc.co.uk/teach/class-clips-video/articles/z6mxpg8	

HISTORY

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Year 7 Learning Map

Topic Number: 2

Hastings		
Prior 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 narrative writing skills you learned in primary school, and during the Romans topic.	**Current Learning** In this topic you will learn about the turmoil which existed in England in the year 1066, and the different claimants to the throne. You will also discover the methods used by William to secure his grip on power. This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to write clear narrative accounts, develop arguments in your essays, and select relevant, precise evidence to support your answers.	**Subsequent Learning** This topic will prepare you for future learning about life in Medieval England as you will have gained knowledge on the existing social and political structures in the country. It will also equip you with the skills you need to be successful in your exams in Key Stage 4 as Paper 2 contains a narrative account question. You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 3, 4 and 5.

Lesson Sequencing	Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
1 – What was England like before 1066? 2 – Who should be the next King of England? 3 – What happened at Stamford Bridge? 4 – What happened during the Battle of Hastings? 5 – How did Godwinson really die? 6 – Was the Battle of Hastings won or lost? 7 – What problems did William face? 8 to 10 – How did William secure control of the country?	Angles Cavalry Confessor Disembowelled Fyrd Heir Housecarl Longboat Monasteries Saxons	The following books are very engaging and interesting: *1066: I was There* by Jim Eldridge *The Battle of Hastings* by Gillian Clements This is a challenging, but fascinating read: *The Norman Conquest* by Marc Morris	You could watch the documentaries below with your son/daughter: BBC – "The Normans" https://www.bbc.co.uk/programmes/b00schjq/episodes/player Amazon Prime – "William the Conqueror" https://www.amazon.com/William-Conqueror-Frederic-Compain/dp/B07JQ43VMW

IT

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Year 7 Learning Map

Topic Number:2

<table>
<tr><th colspan="4">Topic Title: E-Safety</th></tr>
<tr><td colspan="2">Prior Learning
This topic builds on students' PSHCE knowledge of online safety and expands on any KS2 information about E-Safety. Additionally, students will develop their skills by working online using OneNote.</td><td>Current Learning
In this topic, you will learn about key themes related to staying safe online. It covers various issues surrounding online technology, including social media, online gaming, websites, and apps. The topic will highlight potential risks, explore possible solutions, and teach you how to report concerns both in school and outside of school. This will conclude with an assessment writing a fake news article.</td><td>Subsequent Learning
This topic will prepare you for your future use of online technologies both in school and beyond. It will equip you with the knowledge to respond effectively in specific situations and encourage you to reflect on your online behaviours.</td></tr>
<tr><td colspan="2">Lesson Sequencing</td><td>Vocabulary</td><td>Wider Reading Opportunities</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Lesson 1</td><td>Social Media</td><td rowspan="8">E-Safety
Social media
Sexting
Personal data
Report
Block
Mental health
Addictions</td><td rowspan="8">Online Safety for Children - Tips & Guides | NSPCC

Home Learning Activities
Pupils are encouraged to complete the activities on IDEA.org.uk alongside the curriculum.</td><td rowspan="8">School Learning Zone - KS2 E-Safety for Kids (school-learningzone.co.uk)

National Online Safety Membership

Parents and Carers | Safer Internet Centre</td></tr>
<tr><td>Lesson 2</td><td>Fake News</td></tr>
<tr><td>Lesson 3</td><td>E-Safety</td></tr>
<tr><td>Lesson 4</td><td>Video Games</td></tr>
<tr><td>Lesson 5</td><td>Cyber Bullying</td></tr>
<tr><td>Lesson 6</td><td>SPAM and Phishing</td></tr>
<tr><td>Lesson 7</td><td>Assessment – Fake News</td></tr>
</table>

MATHS

Algebra 1a

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your prior skills using directed numbers in. You will have also learnt some algebra in transition week at Ridgewood.	In this unit you will learn skills surrounding simplifying algebraic expressions.	This topic will enable you to apply these skills when solving equations at the end of Y7 and throughout your studies in KS4 and 5.

Lesson Sequencing	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: • Substitute into expressions and evaluate • Simplify expressions by collecting like terms • Understanding index laws • Simplify expression by multiplying • Expand brackets • Factorise expressions	Expression Substitute Formulae Simplify Expand Factorise	All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set. • 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	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. • Accessing their Microsoft Teams work for directed exercises on current topics

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MATHS

Number Part 1b

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your prior knowledge from Key Stage 2 and unit 1a using four operations, decimals and negatives.	The aim of this unit is to solidify your understanding of number such that you can use skills to reasoning and problem solve to a higher level. A large focus of this unit will be working negative numbers.	This topic will prepare you for all subsequent topics in your Maths study. These skills will be used in all your work, for example the use of negative numbers in algebra topics.

Lesson Sequencing	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's needs: • Understand place value of decimal parts • Compare and order decimals • Round numbers to the nearest power of 10, decimal place, or significant figure • Use the four operations with decimals • Apply associative laws • Use the order of operations effectively (previously known as BIDMAS) • Understand factors	Tenths Hundredths Round Significant Estimate Product	All students have access to MathsWatch and are encouraged to complete the weekly homework that is automatically set. • Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library) • The Life-Changing Magic of Number 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.

MUSIC

RIDGEWOOD SCHOOL

Year 7 Learning Map: HT2

Ensembles

Prior Learning	Current Learning	Subsequent Learning
This topic builds on your knowledge of instruments and how instruments perform together in groups. This topic also develops your understanding of musical elements.	In this topic, you will learn About the different instruments of the orchestra. You will learn what these instruments look and sound like. You will learn which orchestral family they belong to. You will also learn about alternative types of instrumental ensemble such as Concert band, Big Band, String quartet. You will develop your instrumental performance skills through a series of workshops that will support the improvement of your ability to play a brass instrument.	This topic gives you the opportunity to work as part of a whole class ensemble. Your performance skills will become more developed, as you will feel more confident to perform in front of others. Playing an instrument also enriches your mind and body and this can boost your confidence and expression. This learning will help you prepare for further performance units which are part of the GCSE pathway.

Lesson Sequencing		Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	What is an Orchestra?	Orchestra Strings Woodwind Brass Percussion Ensemble	You have access to our subscription to Focus on Sound. Click on the link: and then log in using your Microsoft Teams account.	Visit an orchestra and watch a live performance. Encourage learning to play an instrument at home. There are many resources that can support you with this. YouTube is a great starting point for online instrumental tuition and a range of backing tracks. Encourage your son/daughter to attend the local community and school instrumental ensembles. We also offer a wide range of instrumental lessons at school including vocal tuition. Please contact us for further information.
Lesson 2	Exploring Strings and Woodwind Family			
Lesson 3	Exploring Brass and Percussion family			
Lesson 4	Exploring alternative instrumental ensembles			

Physical Education

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Year 7 Learning Map

Topic: Kicking, shooting and aiming

Prior Learning	**Current Learning**	**Subsequent Learning**
In the Body Control, Grappling, Balancing and Falling unit, students developed balance, stability, coordination and control. They learnt how to move efficiently, maintain good posture and control their body safely whilst working individually and with a partner. These movement foundations now support students in striking objects with greater accuracy, control and confidence.	In this unit, students develop the ability to kick, shoot and aim with increasing accuracy, power and control. Through a range of activities and games, they learn how body position, balance and technique influence successful performance. Students explore how these fundamental skills transfer across many different sports and physical activities whilst developing confidence, decision making and movement competence.	The object control skills developed through kicking, shooting and aiming provide the foundation for **Throwing, Catching, Hitting and Aiming**. Students will continue to develop their coordination, timing and accuracy using their hands and a variety of equipment across different sporting contexts.

Lesson Sequencing		**Vocabulary**	**Extended learning**	**Ways in which parents/carers can support**
Lesson 1	Why is body position important when kicking and aiming?	Accuracy Control Follow-through Placement Power Precision Strike Target Technique Trajectory	Join a local football, rugby or futsal club to develop kicking and shooting skills. Practice kicking or aiming challenges at home using different targets and distances. Watch elite performers and observe how they use technique to improve accuracy and power. Read BBC Bitesize or National Governing Body resources about striking and kicking techniques. Challenge yourself to improve your personal best through target games.	Encourage regular practice using footballs, rugby balls or target games at home. Visit local parks or sports facilities where students can safely practise kicking and aiming. Encourage participation in school clubs or local community sports clubs. Watch sporting events together and discuss how players use technique, balance and decision making. Celebrate improvements in confidence, technique and effort rather than just successful outcomes.
Lesson 2	How does balance improve accuracy when kicking and shooting?			
Lesson 3	How can I generate more power without losing control?			
Lesson 4	How does technique affect successful performance?			
Lesson 5	How can I improve my decision making when kicking or shooting?			
Lesson 6	How can accuracy and power be combined effectively?			
Lesson 7	How can kicking, shooting and aiming skills be transferred between different activities?			
Lesson 8	Why are kicking, shooting and aiming fundamental movement skills for lifelong participation in physical activity?			

Physical Education

RIDGEWOOD SCHOOL

Year 7 Learning Map

Topic: Throwing, catching, hitting and aiming

Prior Learning	Current Learning	Subsequent Learning
During the **Kicking, Shooting and Aiming** unit, students developed accuracy, power and control when striking an object with their feet. They learnt how body position, balance and technique influence successful performance. These principles now transfer to using the hands and a variety of equipment to throw, catch, hit and aim objects with increasing confidence and precision.	In this unit, students develop the fundamental skills of throwing, catching, hitting and aiming through a variety of engaging activities. They explore how coordination, timing, technique and decision-making influence successful performance while learning to control different types of equipment. These transferable movement skills provide the foundation for success across many sports and everyday physical activities.	The coordination, timing and object control developed during this unit will prepare students for **Movement and Locomotion, Jumping and Landing**. Students will apply these skills while learning how to move efficiently, accelerate, decelerate, jump safely and land with control during increasingly challenging physical activities.

Lesson Sequencing		Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Why are throwing and catching fundamental movement skills?	Accuracy Anticipation Coordination Grip Interception Precision Reaction Release Tracking Trajectory	Join a local cricket, rounders, tennis, badminton or handball club. Practice throwing and catching with different sized balls to improve coordination. Create target games at home to improve accuracy and consistency. Watch elite performers and identify how technique, timing, and coordination improve performance. Read BBC Bitesize or National Governing Body resources about object control and striking techniques.	Encourage regular throwing and catching activities at home or in local parks. Visit local sports clubs offering cricket, tennis, badminton, handball or rounders. Play simple family games involving throwing, catching, or target practice. Watch sporting events together and discuss how players use timing, coordination, and decision making. Praise effort, improvement, and confidence as students develop new movement skills.
Lesson 2	How does body position improve accuracy when throwing and catching?			
Lesson 3	How can I improve my coordination when controlling different objects?			
Lesson 4	How does timing influence successful catching and striking?			
Lesson 5	How can I hit objects with greater control and precision?			
Lesson 6	How can I adapt my throwing, catching and hitting skills for different activities?			
Lesson 7	How do decision making and accuracy improve performance?			
Lesson 8	How do throwing, catching, hitting and aiming support success across different sports and physical activities?			

PSHCE

RIDGEWOOD SCHOOL

Year 7 Learning Map

Topic Number: 1

Transition to Ridgewood – Who am I and what are my personal qualities?			
Prior Learning This topic builds on work that you have looked at in primary school, helping you understand your personal qualities and how to manage friendships.	**Current Learning** In this topic, you will learn about key concepts related to personal qualities and the importance of identifying areas you wish to focus on and develop. You will gain an understanding of what constitutes a healthy friendship and how to manage these relationships. Additionally, you will acquire knowledge on maintaining good habits related to self-esteem and self-respect, as well as important physical habits such as getting adequate sleep. This topic is essential for building a foundation to ensure you have a happy and healthy lifestyle now and into adulthood.	**Subsequent Learning** This topic will prepare you for further learning in PSHCE through to the end of Year 11. It will introduce you to key concepts such as health and well-being, along with the various factors that can impact it. You will begin to understand what constitutes healthy relationships and the features of positive connections with those who care about you. Additionally, you will start to develop various coping mechanisms to help you manage aspects of your life, both at Ridgewood and beyond, to maintain a happy and healthy lifestyle.	

Lesson Sequencing		**Tier 3 Vocabulary**	**Extended Learning**	**Ways in which parents/carers can support**
Lesson 1	What makes me, me- Personal strengths	Attributes Blue light Cyberbullying Depravation Friendships Melatonin Respect Self-respect	You can use independent study opportunities to engage with the following websites. Home - The Sleep Charity Anti-Bullying Alliance	Discuss the different personal qualities each family member possesses and the positive impact these have on those around you. Engage in creating sleep journals to track the effects of following specific routines that ensure you receive an adequate amount of sleep, such as going to bed at the same time each night.
Lesson 2	Importance of friendship – Choosing and making friends			
Lesson 3	Characteristics of good friendship- Strengthening friendship			
Lesson 4	Importance of self-respect			
Lesson 5	Bullying and the impact of bullying			
Lesson 6	Making a positive contribution to life at Ridgewood and the community			
Lesson 7	Assessment – Letter to my Year 11 self			

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RE

Belief Systems: Christianity continued

Prior Learning

This topic builds on your knowledge from primary school, where you may have already learned about religious traditions, particularly Christianity. This foundational knowledge is useful for understanding how religious beliefs can influence a person's life.

Throughout this topic, you will also continue to develop your explanatory skills, which you began to cultivate in primary school. Additionally, you will enhance your skills in interpreting and analysing specific passages from religious texts, allowing you to apply these insights to the life of a Christian.

Current Learning

In this topic, you will begin by exploring what it means to be religious and how faith influences the lives of believers. You will also learn how religious individuals demonstrate their belonging to their respective communities.

Additionally, you will consider why people hold beliefs about God and examine various views regarding the creation of the world. You will be encouraged to reflect on your own opinions about religious belief and engage in debates about different perspectives on creation.

This topic is essential for developing your understanding of specific Christian beliefs and teachings. For example, you will explore key events in Jesus' life and their significance for Christians today.

Subsequent Learning

This topic will introduce you to key concepts and beliefs within Christianity, laying the groundwork for many subsequent topics in RE. For example, studying the teachings about Jesus' death and resurrection will help you understand what Christians believe about life after death, which you will explore in both Key Stage 3 and Key Stage 4. Additionally, this topic will further develop your skills in explanation and evaluation, which you will apply throughout your time in RE at Ridgewood.

You will be required to demonstrate your ability to analyse key religious quotations and texts and explain how they influence the beliefs and actions of religious believers in all subsequent RE topics, all of which are built upon the foundations established in this topic.

Lesson Sequencing

1. Community, identity and belonging
2. What do Christians believe about God?
3. Why do Christians believe in God?
4. What do Christians believe about creation?
5. Incarnation and Nativity
6. Teachings- Parables- Good Samaritan
7. Teachings- Parables- Sheep and the Goats
8. Teachings- Parables- The Rich Man and Lazarus
9. The Miracles of Jesus
10. Holy Week

Vocabulary

Miracle
Atheist
Theist
Agnostic
Creation
Incarnation
Nativity
Parable
Resurrection
Crucifixion

Extended Learning

You can use independent study opportunities to engage with the following websites and articles about Christianity.

Facts about Christianity – KS3 Religious Studies – BBC Bitesize - BBC Bitesize

Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize - BBC Bitesize

You can develop your knowledge of belief further by looking at non-religious beliefs, what this means and why people may hold non-religious beliefs in our society.

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 why people may believe or not believe in God.

Discussing and debating your own views with your children regarding religious belief would also be beneficial.

Science

Year 7 Learning Map

RIDGEWOOD SCHOOL

Topic Number: 5

Sound and Light			
Prior Learning This topic builds on the KS1 and KS2 science curriculum in which students learnt how sound is made, how sound travels and how light behaves, including light sources, reflection and shadows		**Current Learning** In this topic students learn about how sound and light travel, interact with materials, and are detected. Students explore vibrations, waves, reflection, shadows, hearing, and the behaviour of sound and light.	**Subsequent Learning** This topic provides students with the foundational knowledge and skills needed to progress to learn how light is observed in the year 8 Seeing topic.
Lesson Sequencing		**Vocabulary**	**Extended Learning**	**Ways in which parents/carers can support**
Lesson 1	Producing sound	vibration, sound wave, medium, vacuum, frequency, pitch, auditory range, eardrum, light, luminous, ray, shadow, specular, diffuse, reflection	All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/zpm3r2p https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/zsg26g8 https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/z7rckty https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/zb8jmbk	Support students to access Carousel learning to complete their homework and independent study packs. Test students spelling of the tier 3 vocabulary with regular spelling tests. KS3 Revision Guides and Workbooks are available on parent pay. Encourage wider reading such as: *How It Works: Sound* - explains how sound is produced, how it travels, and how humans and animals hear.
Lesson 2	Transmission of sound			
Lesson 3	Hearing sound			
Lesson 4	Producing light			
Lesson 5	Light at boundaries			
Lesson 6	Practical: Reflection			

Science

Year 7 Learning Map

RIDGEWOOD SCHOOL

Topic Number: 6

Inheritance and Variation				
Prior Learning This topic builds on the KS1 and KS2 science curriculum in which students learnt that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.		**Current Learning** In this topic students learn about variation within species, inheritance of genetic information, DNA structure and function, and how genes influence characteristics.		**Subsequent Learning** This topic provides students with the foundational knowledge and skills needed to progress to learn how organisms depend on each other in the year 8 Interdependence topic.
Lesson Sequencing		**Vocabulary**	**Extended Learning**	**Ways in which parents/carers can support**
Lesson 1	Environmental characteristics	species, variation, environmental, genetic, inherited characteristics, DNA, chromosome, gene, genome, continuous, discontinuous, characteristics	All students have access to Carousel learning and are encouraged to complete fortnightly homework set by their teacher as well as independent study packs. https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z6s26yc https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z6j66g8 https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/zgn3ydm	Support students to access Carousel learning to complete their homework and independent study packs Test students spelling of the tier 3 vocabulary with regular spelling tests KS3 Revision Guides and Workbooks are available on parent pay. Encourage wider reading such as: *The DNA Book: A Visual Guide to the Molecule That Makes You You* - explains how genetic information is passed on and how it creates variation between individuals within species.
Lesson 2	Genetic characteristics			
Lesson 3	Continuous and discontinuous variation			
Lesson 4	Genome, DNA, genes and chromosomes			
Lesson 5	Practical: Extracting DNA			
Lesson 6	Heritable variation			

Spanish

RIDGEWOOD SCHOOL

Year 7 Learning Map

Topic Number: 2

Me describo: Describing myself			
Prior Learning This topic builds on the first unit of Year 7, where you learned to introduce yourselves and provide basic details about your lives. It also revisits previously learned classroom vocabulary.	**Current Learning** In this topic, you will describe yourself and others in Spanish. You will learn to your family, your pets and describe them. Additionally, you will develop an understanding of cultural aspects of the Hispanic world namely Day of the Dead in Mexico and how Christmas is celebrated in Spain.		**Subsequent Learning** This topic will prepare you to become a more confident speaker of Spanish, enabling you to speak and write more coherently—skills that can be applied to any subject. After this unit, we will move on to describing our school, using the grammatical skills from this topic to articulate our school experience.
Lesson Sequencing		**Vocabulary**	**Extended learning**	**Ways in which parents/carers can support**
Week 1	Culture – Day of Dead	mi madre – my mum mi padre – my dad mi familia – my family El gato – cat El perro – dog La tortuga- tortoise Las mascotas – pets Tengo – I have Rojo – red Azul – blue Amarillo - yellow	The Fable Cottage have a range of fairy tales in Spanish where you can listen and read along at the same time. Find them at www.thefablecottage/com/spanish Additional learning could focus on vocabulary learning for the topic. See the link https://quizlet.com/gb/1191343056/year-7-half-term-2-me-describo-flash-cards/?i=ybbrx&x=1qqt	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Mafalda- la película If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'
Week 2	Family			
Week 3	Family			
Week 4	Pets			
Week 5	Pets			
Week 6	Hair and eyes			
Week 7	La navidad			

RIDGEWOOD SCHOOL

Technology

Year 8 Learning Map

Half Term 2 & Half Term 5

<table>
<tr><th colspan="4">Own Branding</th></tr>
<tr><td colspan="2">Prior Learning
This topic builds on students understanding of branding, marketing and product development. Students will learn to develop their colour knowledge, drawing and use of materials and techniques.</td><td>Current Learning
In this topic you will learn to create your own branding for your street food company.
You will start with exploring logo design and apply this to merchandise.</td><td>Subsequent Learning
This topic will prepare you for developing your brand across a number of outcomes.</td></tr>
<tr><td colspan="2">Week Sequencing</td><td>Vocabulary</td><td>Extended Learning</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Week 1</td><td>Exploring successful logo design.</td><td rowspan="7">Branding
Consumerism
Colour
Culture
Design
Icon
Loyalty
Marketing
Recognition
Typography</td><td rowspan="7">Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.

Make a conscious effort to start to take notice of branding and designs of packaging and advertising of related products.</td><td rowspan="7">Discuss ideas and class work.

Collect examples of logo and packaging designs that students might find inspirational to work from.

Discuss how this work might influence your own work.</td></tr>
<tr><td>Week 2</td><td>Own logo design</td></tr>
<tr><td>Week 3</td><td>Own logo design</td></tr>
<tr><td>Week 4</td><td>Application of logo to various merchandise</td></tr>
<tr><td>Week 5</td><td>Exploring successful packaging design.</td></tr>
<tr><td>Week 6</td><td>Own packaging design</td></tr>
<tr><td>Week 7</td><td>Own packaging design</td></tr>
</table>

(Number of weeks will adjust in HT5)

Design & Technology: Food

RIDGEWOOD SCHOOL

Year 7 Learning Map

Topic 2: Using Specialist Equipment

<table>
<tr><th colspan="4">Food</th></tr>
<tr><td colspan="2">Prior Learning
This topic builds upon the lessons delivered during the first half term on personal hygiene.</td><td colspan="2">Current Learning
In this project, students will learn to apply their knowledge of food hygiene and safety in the kitchen through practical cookery. Students will cook a range of dishes to develop their basic cooking and hygiene skills. Students will learn to use the large and small equipment including the cooker through practical activities.

Skills learnt in this project:
Hand washing, chopping (bridge and claw techniques), peeling, grating, simmering, boiling, frying, sautéing, handling raw meat, rubbing in, hob and oven control. Using all parts of the oven as well as weighing and measuring solids and liquids.</td><td>Subsequent Learning
This topic will equip students with the knowledge and skills to prepare a range of healthy dishes that include both high- and low-risk foods. While cooking, students will demonstrate high standards of food hygiene. They will build upon these skills and add new techniques to their repertoire in the next topic, where practical lessons and theoretical concepts will progressively increase in complexity.</td></tr>
<tr><td colspan="2">Lesson Sequencing</td><td>Vocabulary</td><td>Extended Learning</td><td>Ways in which parents/carers can support</td></tr>
<tr><td>Lesson 1</td><td>Using the cooker</td><td rowspan="8">Bacteria
Hygiene
Safety
Temperature
Weighing/Measuring
Bridge/Claw
Hob/Oven/Grill
Food handler
Ratio</td><td rowspan="8">https://www.bbc.co.uk/bitesize/guides/zyjx6sg/revision/2

https://www.foodafactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/

https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3</td><td rowspan="8">Shopping: Challenge your child to explain why different foods are stored in various sections. Can they identify high-risk foods? Encourage them to unpack the shopping and place items in the correct locations.
Dinner Time: Support your child in planning and preparing dinner for the family. Ask them to demonstrate good hygiene by washing up and putting equipment away in the correct places. Encourage your child to use weighing scales and explain why accurate measurements are important in baking.</td></tr>
<tr><td>Lesson 2</td><td>Pasta salad</td></tr>
<tr><td>Lesson 3</td><td>Food storage</td></tr>
<tr><td>Lesson 4</td><td>Tomato ragu</td></tr>
<tr><td>Lesson 5</td><td>Assessment</td></tr>
<tr><td>Lesson 6</td><td>Bolognaise</td></tr>
<tr><td>Lesson 7</td><td>Improvements</td></tr>
<tr><td>Lesson 8</td><td>Cheese straws</td></tr>
</table>