



RIDGEWOOD  
SCHOOL

RIDGEWOOD SCHOOL

# Learning Maps

**Y10**

**HALF TERM 4**



RIDGEWOOD  
SCHOOL

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#### Y10 Learning Maps– Half Term 4

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 help 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. Maths has different Learning Maps depending if students are working towards Higher or Foundation Papers. For Core PE, students rotate around different topics through the year. Teachers will explain to students at the start of each rotation which topic they are learning, but all of these Learning Maps are included in this booklet.

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

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

Yours faithfully,

Andy Bridge

**Deputy Headteacher**

# ART

## Year 10 Learning Map

### Topic Number: HT 4

<b>Prior Learning</b> This topic builds on learning the formal elements of art and design and how these can be applied to translating two-dimensional observational drawing into three-dimensional objet d'art.	<b>Current Learning</b> You will respond to your investigations into artists. This will be done by you experimenting with materials and processes. Following these investigations, you will create an outcome inspired by your own supported learning.	<b>Subsequent Learning</b> This topic will allow you to consolidate your learning and apply the techniques and processes to your own investigations.	
<b>Sequencing</b>	<b>Tier 3 Vocabulary</b>	<b>Extended Learning</b>	<b>Ways in which parents/carers can support</b>
Mind maps Idea development Artist investigation Artist investigation Idea development Media experimentation Final piece development Final piece development Final piece creation	Hatching Drawing Print Representational Still life Form Precise Gradation Natural Proportion Scale	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week.  <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/art-and-design-2016/exemplar-library.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/art-and-design-2016/exemplar-library.html</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a>  The Art Book. Phaidon Editors	Discuss themes with students. Share any reading materials, photographs, objects, and experiences you may have which could enhance their work.

**Year 10 Learning Map**

**Topic Number: R068 (TA5) Risks and challenges.**

		<b>Topic Title: R068 Task 5 Risks and Challenges.</b>			
<b>Prior Learning</b> This topic builds on prior knowledge and understanding of the impact of finances for a successful business. Now that a profit can be identified for the proposed product, you will start to look at potential risks of the business.		<b>Current Learning</b> In this topic you will learn about the many risks and challenges facing the business. Without considering these and developing actions to combat, your business could fail in its aims.	<b>Subsequent Learning</b> Upon completion of task 5, you will submit your project towards 30% of your final grade. Students will then be given the R069 assignment brief which contributes a further 30% of the final grade.	<b>Ways in which parents/carers can support</b>	
<b>Lesson Sequencing</b>		<b>Tier 3 Vocabulary</b>	<b>Extended Learning</b>		
Lesson 1	Understanding the risks to a business.	Risk	<a href="https://www.bbc.co.uk/bitesize/guides/zjttmfr/revision/1">https://www.bbc.co.uk/bitesize/guides/zjttmfr/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/2">https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/2</a> <a href="https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/3">https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/3</a> <a href="https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/4">https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/4</a> <a href="https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/5">https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/5</a> <a href="https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/6">https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/6</a> <a href="https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/7">https://www.bbc.co.uk/bitesize/guides/z76ggwx/revision/7</a> <a 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Lesson 2	Exemplify the risks to a business.	Challenge			
Lesson 3	Application of set assignment scenario to potential risks and challenges.	External			
Lesson 4	Identifying risks to a business.	Competitors			
Lesson 5	Developing examples of risks.	Experience			
Lesson 6	Identifying actions to combat the risks.	Loss			
Lesson 7	Developing actions to combat the risks.	Consumer			
Lesson 8	DIRT improvements on task 5.	Budget			
		Advisors			
		Contingency			
		Research			
		Training courses			

Component 2: Developing Skills and Techniques in the Performing Arts			
Prior Learning	Current Learning	Extended Learning	Subsequent Learning
<p><b>Prior Learning</b> This topic builds on your knowledge of performance skills required to develop and apply these to a performance text from previous topics at key stage 3 such as Missing Dan Nolan and DNA. This topic will build on your knowledge of physical, vocal and interpretative performance skills needed to create characters focusing on scripted work.</p>	<p>In this topic you will develop the vocal, physical and interpretative performance skills needed to perform a character and reproduce existing repertoire. You will perform a scripted performance linked to the theme of 'Transformation.'</p> <p>This topic is important for you to develop your understanding – both practical and theoretical – of how performers will create performance material using a range of skills and techniques. Further on in this topic, you will review your own progress and development and make suggestions for improvements.</p>	<p><b>Extended Learning</b> You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills, techniques, and practitioners:</p> <ul style="list-style-type: none"> <li>National Theatre – All About Theatre</li> <li>Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton</li> <li>Creating a Character: Physical Approach to Acting – Moni Yakim</li> </ul>	<p><b>Subsequent Learning</b> This topic will prepare you for further practitioner and production knowledge within key stage 4 and 5. It will equip you with the skills required to create and develop a character within different performance styles and critically evaluate and make analysis of your own progress and development.</p> <p>You will be required to demonstrate the ability to explore, describe and apply, performance skills and techniques in key stage 4 and 5. This exploration and application will be particularly useful with Component 3: Responding to a brief.</p>
<p><b>Lesson Sequencing</b></p> <p>Week 1: Health and Safety – Requirements of practical work - Warm up and Cool down Behaviours and Attitudes – What is needed to work effectively with others</p> <p>Week 2: Read through of the script General research of the play</p> <p>Week 3: Exploration of the theme Units and objectives/Rehearsal Target Setting and Review</p> <p>Week 4: Rehearsal <b>Recording of early rehearsal</b> Character Profile Target Setting and Review</p> <p>Week 5: Hot seating filming Role on the Wall Rehearsal Target Setting and Review</p> <p>Week 6: Rehearsal Target Setting and Review</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Accent Articulation Characterisation Gestures Interpretative Skills Physicality Proxemics Subtext Status</p>	<p><b>Ways in which parents/carers can support</b></p> <p>Explore our Digital Theatre+ package. <a href="http://www.digitaltheatreplus.com">www.digitaltheatreplus.com</a> All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following interviews: <a href="#">Actors - Preparing and Playing   Digital Theatre+ (digitaltheatreplus.com)</a></p> <p>You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. <a href="https://castindoncaster.com/">https://castindoncaster.com/</a></p>	

## Year 10 Learning Map – Half Term 4

Eduqas English Language Component 1 Section B: Creative Prose Writing		
<p><b>Prior Learning</b> In Year 9, you completed a narrative writing topic that introduced you to the five-part structure that we use in GCSE narrative writing: Opening, Development, Problem, Reaction and Reflection.</p> <p>You will build upon these skills and perfect your own narrative, ensuring that you include a range of figurative language techniques, ambitious vocabulary, varied and accurate punctuation, as well as accurate SPaG.</p>	<p><b>Current Learning</b> During your English lessons this half term, you will perfect your narrative writing skills in preparation for your GCSE English Language Component 1 exam at the end of Year 11.</p> <p>English Language Component 1 consists of two sections: reading and writing. Section B consists of one question testing narrative writing skills. You will be given four narrative writing prompts and select one you will be assessed on the following skills: AO5 (60% of the marks available):</p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p>AO6 (40% of the marks available):</p> <ul style="list-style-type: none"> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole</li> </ul>	<p><b>Subsequent Learning</b> You will continue to prepare for GCSE English Language Component 1 in Year 11 through in-class revision and after-school intervention sessions.</p>
<p><b>Lesson Sequencing</b></p> <p>Week 1: Writing an 'opening'. Week 2: Writing a 'development' and 'problem'. Week 3: Writing a 'reaction' and 'reflection'. Week 4: Exam practice. Week 5: Exam practice.</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Adjective Alliteration Analepsis (flashback) Dialogue Exclamatory Imagery Imperative Interrogative Juxtaposition Metaphor Narrative perspective Personification Prolepsis (flash-forward) Repetition Simile</p>	<p><b>Extended Learning</b></p> <p>Complete the weekly homework tasks.</p> <p>For GCSE English Language Component 1, you can practise the reading section with any fiction text. Pick a page from a book, or find a short story and analyse how the writer has used language and structure to create specific effects and engage the reader.</p> <p>Useful revision websites:</p> <ul style="list-style-type: none"> <li><a href="#">Eduqas</a></li> <li><a href="#">Mr Bruff</a></li> <li><a href="#">BBC Bitesize</a></li> </ul>
		<p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification.</li> <li>The BPC English website also provides videos, resources and PowerPoint points that you can access and download: <a href="http://www.bpcenglish.wordpress.com">www.bpcenglish.wordpress.com</a></li> <li>Visit the Eduqas website and read the exam specification and browse through past exam papers: <a href="#">GCSE English Language   Eduqas</a></li> </ul>

Year 10 Learning Maps – Half Term 4

Macbeth by William Shakespeare	
<p><b>Prior Learning:</b> This topic builds on the analysis skills you have developed across a range of texts in KS3 (including Shakespeare's Romeo and Juliet) and through the study of <i>A Christmas Carol</i>, <i>An Inspector Calls</i>, and <i>Power and Conflict Poetry Anthology</i>.</p> <p>You will be furthering your ability to: select relevant evidence, understand writer's choices, and analyse language and structural devices used by writers.</p>	<p><b>Current learning:</b> In this topic you will learn how to effectively analyse dramatic techniques, characters, themes, and language within a Shakespearean play. You will also learn how the context of a text (what is happening at the time) can influence a writer when creating fiction. You will be assessed on the following skills:</p> <ul style="list-style-type: none"> <li>• AO1: Your understanding of the novel. You will need to make points about the novel and use evidence from the novel to support your interpretations.</li> <li>• AO2: Your ability to analyse language, form and structure used by the writer to create meanings.</li> <li>• AO3: Your ability to make links between the novel and the time it was written.</li> </ul> <p>AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<p><b>Subsequent Learning:</b> This unit will be particularly important in supporting your preparation for both of your GCSE English Literature exams, where you will be asked to analyse 3 fictional texts, one of which will be a play by Shakespeare. As well as this, in your English Language Paper 1 exam, you are required to analyse one fictional source and pay specific attention to the language and structural features used by a writer to create effect.</p>	<p><b>Ways in which parents/carers can support</b> Explore the Royal Shakespeare Company's guide to Macbeth: <a href="#">RSC Guide to Macbeth</a>  Watch the play: <a href="#">Royal Shakespeare Company Macbeth Production</a>  Visit the Theatre: <a href="#">The Globe Theatre</a></p>
<p><b>Lesson Sequencing</b> WEEK 1: Plot, characters and context. WEEK 2: Act 1: The Three Witches, and the introduction of Macbeth and Lady Macbeth. WEEK 3: Essay writing skills: extract to whole text response WEEK 4: Act 2: betrayal and guilt WEEK 5: Act 3: paranoia and essay writing skills. WEEK 6 – Act 4 and essay writing skills WEEK 7 – Act 5 and essay writing skills WEEK 8 – Revision and mock exam preparation</p>	<p><b>Extended Learning</b> You can use independent study opportunities to engage with the following Shakespearean tragedies to further develop your knowledge of the Jacobean period and skills of text analysis:</p> <ul style="list-style-type: none"> <li>• <b>Hamlet</b> This play follows Prince Hamlet's quest for revenge after his father's murder, exploring themes of madness, betrayal and the complexity of human nature.</li> <li>• <b>Othello</b> This play depicts the tragic downfall of the noble Moorish general, Othello, driven by jealousy and manipulated by his ensign Iago, leading to devastating consequences.</li> </ul>
<p><b>Tier 3 Vocabulary</b> Monologue Juxtaposition Hamartia Foil Hubris Catharsis Antithesis Dramatic Irony Iambic Pentameter Soliloquy Semantic Field Couplet Quatrain Sonnet</p>	<p><b>Ways in which parents/carers can support</b> Explore the Royal Shakespeare Company's guide to Macbeth: <a href="#">RSC Guide to Macbeth</a>  Watch the play: <a href="#">Royal Shakespeare Company Macbeth Production</a>  Visit the Theatre: <a href="#">The Globe Theatre</a></p>

## HT4 Y10 AQA – 3.1 Living with the physical environment – Section C: Physical landscapes in the UK

<p><b>Prior Learning</b> This topic builds on your knowledge from KS3, particularly your knowledge of Rivers and Urbanisation.</p> <p>It builds upon prior skills such as map, stats/math and graphical skills linked to UK physical landscapes. As well as global urban mapping skills and population data.</p>	<p><b>Current Learning</b> In this topic, you will learn about river and coastal geography and introduce the second paper focused on human geography, where we look at 'The Urban World.' Starting with the growth of world cities.</p> <p>This topic is important for you to develop your geographical skills and case study application in extended geographical writing. In the urban issues and challenges topic we will look at global growth of urban areas and world cities. Building on skills of choropleth mapping of megacities, development figures and development data calculations</p>	<p><b>Subsequent Learning</b> This topic will finish the physical environment content –on paper 1 (after rivers) We will go on to explore the dynamic nature challenges in the human environment looking at human processes. Focusing on how they change spatially and temporally, starting with global patterns of urban change.</p> <p>The topic will also equip you with the skills you need to be successful in <b>Paper 1, 2 and 3</b> of your Geography GCSE</p>	<p><b>Ways in which parents/carers can support</b> Ensure your child is completing their weekly GCSE homework.</p> <p>You could watch the following documentaries with your child: <b>Netflix:</b></p> <ul style="list-style-type: none"> <li>Kate Humble's Coastal Britain – 6 Episode Docu-series</li> </ul> <p><b>YouTube:</b> Any YouTube videos focused on, coasts and rivers.</p> <p>As well as increasing Global Urbanisation e.g. <u>Urbanisation and the rise of the megacity</u> - YouTube</p>
<b>Tier 3 Vocabulary</b>			
<p><b>Lesson Sequencing</b></p> <p><u>UK Physical Landscapes-Rivers</u></p> <p>River Management/Engineering</p> <p>Flood Case Study</p> <p><b>Coasts</b></p> <p>Wave types and characteristics</p> <p>Coastal processes – erosion &amp; weathering</p> <p>Coastal processes – transport &amp; deposition</p> <p>Coastal Management: Hard Engineering</p> <p>Coastal Management: Soft Engineering</p> <p>UK Coastal Management Example</p> <p>UK Coastal Management Example</p> <p>UK Physical Landscape Recap and <b>Assessment</b></p> <p><b>Urban Issues and challenges</b></p> <p>Urbanising world (Introduction)</p> <p>Urbanisation rates</p>	<p><b>Extended Learning</b> You will be set weekly GCSE homework tasks.</p> <p>This book is an engaging and fascinating read: Coastlines: The Story of Our Shore Patrick Barkham</p>		

# Health & Social Care

## Year 10 Learning Map – Half Term 4

Year 10 BTEC Level 1/2 Health and Social Care: Human life span and development			
Prior Learning	Current Learning	Subsequent Learning	
<p>Students have started to apply their knowledge and understanding gained from the first term to their PSA. They have applied their understanding of life stages and the growth and development of individuals to their first task. This has enabled students to embed their knowledge and understanding of component one to real life situations. Allowing students to show a comprehensive understanding on the importance of growth and development and how this can impact throughout their life.</p>	<p>Students will continue to apply their knowledge and understanding gathered from the first term to their PSA (Pearson Set Assignment). They will show their knowledge in the development of humans across each life stage, along with an application of the impacts of both positive and negative effects of life events, such as bereavement, illness and disease on an individual's growth and development. They will then discuss the strategies that are in place for individuals to cope with these life events.</p> <p>Students will develop the skills and attributes needed to complete their component 1 PSA. They will develop the skills to interpret and determine the needs of case studies. Skills in application will start to develop during this time to ensure students are prepared for this completion.</p>	<p>Students will apply acquired knowledge and understanding from Half term 1 &amp; 2 to their Component 1 PSA (Pearson set assignment) This will be conducted in lesson time under exam conditions for the full second term. Students will then be introduced to Component 2</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Reading/ media opportunities	Ways in which parents/carers can support
Completion of Task 3a	Health and wellbeing Bereavement Redundancy Imprisonment Retirement Character traits Resilience Disposition Acute services Multi-agencies Multi-disciplinary	A great way to prepare for the PSA (Internal Controlled assessment) is by practise typing skills and application of knowledge. Students will receive practice assessment questions to gain an understanding of how to apply knowledge within this setting.  YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development.  Wider reading opportunities: The fault in are stars by John Green 2012	YouTube is a wonderful resource for H&SC revision. If you search H&SC Level 1/2 tech award several supportive tutorial videos are available.  The following link allows you to explore through a range of videos the structure and expectations of the course, along with a breakdown of each component. <a href="#">BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022)</a> <a href="#">Health and Social Care (youtube.com)</a>  You could also watch a number of documentaries of child development such as:  The secret life of 4- & 5-year-olds (Channel 4)  Old people's home for 4-year-olds (Channel 4)  <b>Homework</b> links to research around their PSA task, allowing them to gain further insight into the topic that is covered and supporting them with their application
Completion of Task 3a			
Completion of Task 3b			
Completion of Task 3b			
Completion of resubmission			
Completion of resubmission			

HT4 Cold War (Part 2)			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on the breakdown in relations experienced between the USA and the USSR in the 1940s and 1950s.</p> <p>It also builds upon your foundational knowledge of the USA's war against communism in Vietnam.</p> <p>Finally, it builds upon the skills introduced in the first part of the Cold War, such as explanation of consequences and importance of events.</p>	<p>In this topic you will learn about the steps taken by both superpowers to push towards peace and attempt to reduce and limit nuclear arms. You will cover how tension redevelops into what is known as the Second Cold War period under President Reagan, and how the USSR take steps that not only lead to the full end of the Cold War, but also the complete collapse of communism in Eastern Europe</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you continue to master explanations of consequences and importance, as well as chronology for narrative focused questions.</p>	<p>You will continue to develop your use of argument and evidence skills in Paper 1 when covering Whitechapel, and then into Y11 when learning Crime and Punishment and Early Elizabethan England.</p> <p>The topic will also equip you with the skills you need to be successful in Paper 2 of your History GCSE</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p><i>Second Berlin Crisis</i></p> <p><i>Causes, events and Consequences of the Cuban Missile Crisis</i></p> <p><i>Attempts at Arms Control</i></p> <p><i>Soviet invasion of Czechoslovakia</i></p> <p><i>Events of Détente</i></p> <p><i>Soviet invasion of Afghanistan</i></p> <p><i>Reagan's policies &amp; Gorbachev's New Thinking</i></p> <p><i>Collapse of the USSR</i></p>	<p><i>Blockade</i></p> <p><i>Capitalism</i></p> <p><i>Communism</i></p> <p><i>Coup</i></p> <p><i>Glasnost</i></p> <p><i>Nuclear armaments</i></p> <p><i>Nuclear Utilisation Target</i></p> <p><i>Selection</i></p> <p><i>Perestroika</i></p> <p><i>Self-immolate</i></p> <p><i>Ultimatum</i></p>	<p><b>These books are engaging and fascinating reads:</b></p> <p>GCSE History for Edexcel: Superpower relations and the Cold War, 1941-91 by Hodder</p> <p>REVISE Edexcel GCSE (9-1) History Superpower relations and the Cold War Revision Guide by Pearson</p> <p><b>These are challenging, but captivating reads:</b></p> <p>Cold War: For Forty-five Years the World Held its Breath by Jeremy Isaacs and Taylor Downing</p> <p>The Cold War by John Lewis Gaddis</p>	<p>You could watch the following documentaries with your son/daughter:</p> <p><b>Netflix:</b></p> <p>The End of World War II in colour</p> <p>The Coldest Game</p> <p><b>YouTube:</b></p> <p>The Cold War - Oversimplified</p> <p>The Entire History of the Cold War</p>



## HT4 Year 10 Creative iMedia Learning Map

Topic Number:4

		Topic Title: R097 Digital Graphics		
Prior Learning	Current Learning	Extended learning	Subsequent Learning	Ways in which parents/carers can support
<p><b>Prior Learning</b> This topic builds on prior knowledge from the R094 unit with creating a product for a specific client</p>	<p>In this topic you will learn how to create an Interactive Digital Multimedia Product for a specific client. Students will be taught how to use video editing software to create products and image editing for buttons and menu bars.</p>	<p>This topic will prepare you for future work in Creative iMedia such as planning productions of video, audio and websites and the future exam unit.</p>		
<b>Lesson Sequencing</b>		<b>Tier 3 Vocabulary</b>	<b>Extended learning</b>	<b>Ways in which parents/carers can support</b>
Week 1	Mood board	Pre-production Mood board Mind map Visualisation diagram Wireframe Navigation Assets	You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons.  In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading.	<u>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</u>
Week 2	Mind Map			
Week 3	Navigation Diagram			
Week 4	Wireframe			
Week 5	Visualisation diagram			
Week 6	Assets table			
			<p><b>Extended reading:</b> Clear revise: OCR Creative iMedia Cambridge National in Creative iMedia Digital Student Book (2 Years) GCSE Media Studies - BBC Bitesize <u>Oakgrove Computing - R082</u></p>	

## HT4 Foundation - Angles

<b>Prior Learning</b> This topic builds on your prior learning from Year 7, Unit 4, on angles and aims to deepen then extend this work to higher level problems.	<b>Current Learning</b> In this topic you will learn how to find missing angles for all types of polygons and within angles in parallel lines.	<b>Subsequent Learning</b> This topic will prepare you for higher order angle problems later in Years 10 and 11, so that you can access problems with multiple topics.	
<b>Lesson Sequencing</b>	<b>Tier 3 Vocabulary</b>	<b>Extended Learning</b>	<b>Ways in which parents/carers can support</b>
Lessons will address the following learning objectives in the order most effective for the students' needs: <ul style="list-style-type: none"> <li>• Properties of angles and lines in quadrilaterals</li> <li>• Angles on a line and around a point</li> <li>• Angles in triangles and quadrilaterals</li> <li>• Interior and exterior angles in polygons</li> <li>• Angles in parallel lines</li> </ul>	Acute Obtuse Reflex Polygon Parallel Alternate Opposite Corresponding Supplementary Interior Exterior	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> <li>• Why do buses come in threes? By Rob Eastaway and Jeremy Wyndham</li> <li>• Mathematics: The New Golden Age by Keith Devlin</li> </ul> Recommended revision guides can be found here: <a href="#">CGP Foundation Revision guides</a>	Support your child's progress through: <ul style="list-style-type: none"> <li>• <a href="#">MathsWatch</a> - to complete homework and access further revision.</li> <li>• <a href="#">Corbett Maths</a> - for extra support videos and work on the topics stated.</li> <li>• <a href="#">Maths Genie</a> - for exam questions, videos and solution on the topics stated</li> </ul>

# MATHS

## HT4 Higher - Graphs

<b>Prior Learning</b> This topic builds on your prior learning from Unit 2 Algebra as you will be using your skills in substitution. You will also apply your skills from the previous unit to find the length of a line segment.	<b>Current Learning</b> In this topic you will learn how to draw and interpret straight line graphs. You will also learn to draw and interpret quadratic graphs. In the other part of this unit you will study real-life graphs, learning to draw and interpret distance-time graphs.	<b>Subsequent Learning</b> This topic will support your work in Unit 8 Transformations and Unit 9 when you study quadratic and simultaneous equations. Graphs are a key topic of understanding for students who study A Level Maths.
<b>Tier 3 Vocabulary</b>		
<b>Lesson Sequencing</b> Lessons will address the following learning objectives in the order most effective for the students' needs: <ul style="list-style-type: none"> <li>Identify and interpret straight-line graphs</li> <li>Find the co-ordinates of the midpoint of a line segment from coordinates</li> <li>Find the length of a line segment</li> <li>Plot and draw graphs using <math>y = m(x) + c</math></li> <li>Find the equation of a straight line</li> <li>Find the equation of parallel and perpendicular lines</li> <li>Draw and interpret quadratic graphs</li> <li>Draw and interpret distance-time graphs</li> </ul>	<b>Extended Learning</b> All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> <li>Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield</li> <li>Mathematics: The New Golden Age by Keith Devlin</li> </ul> Recommended revision guides can be found here: <a href="#">CGP Revision guides - higher tier</a>	<b>Ways in which parents/carers can support</b> Support your child's progress through: <ul style="list-style-type: none"> <li><a href="#">MathsWatch</a> - to complete homework and access further revision.</li> <li><a href="#">Corbett Maths</a> - for extra support videos and work on the topics stated.</li> <li><a href="#">Maths Genie</a> - for exam questions, videos and solution on the topics stated</li> </ul>

# MATHS

## Higher – Probability

<p><b>Prior Learning</b> This topic builds on students' prior knowledge of probability from Y7 and 8. You should have a general understanding of the probability number line, be able to express probability as a fraction. You will also use your skills in Venn diagrams from KS2.</p>	<p><b>Current Learning</b> In this topic you will learn to express probabilities as fractions, decimals and percentages. You will learn to use sample space diagrams, Venn diagrams and probability tree diagrams to calculate the probability of multiple events.</p>	<p><b>Subsequent Learning</b> This topic provides you with an understanding of probability for statistical work both inside Maths lessons and in real life. Probability is a key topic for the Statistics option in A Level Maths that will build on the skills and knowledge from this unit.</p>	
<p><b>Lesson Sequencing</b></p> <p>Lessons will address the following learning objectives in the order most effective for the students' needs:</p> <ul style="list-style-type: none"> <li>• Expressing a probability</li> <li>• Probability on a number line</li> <li>• Sample space diagrams</li> <li>• Relative frequency</li> <li>• Theoretical probability</li> <li>• Venn diagrams</li> <li>• Venn diagram notation</li> <li>• Probability tree diagrams</li> </ul>	<p><b>Tier 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Event</li> <li>• Outcome</li> <li>• Relative frequency</li> <li>• Intersection</li> </ul>	<p><b>Extended Learning</b></p> <p>All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set.</p> <p>Recommended revision guides can be found here: <a href="#">CGP Revision guides - higher tier</a></p>	<p><b>Ways in which parents/carers can support</b></p> <p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>• <a href="#">MathsWatch</a> - to complete homework and access further revision.</li> <li>• <a href="#">Corbett Maths</a> - for extra support videos and work on the topics stated.</li> <li>• <a href="#">Maths Genie</a> - for exam questions, videos and solution on the topics stated</li> </ul>

Music Technology Y10 – HT4		
<p><b>Prior Learning:</b> You have previously used a Digital Audio Workstation in Key Stage 3 to create compositional work.</p> <p>You are familiar with using software and audio tracks and editing features.</p>	<p><b>Current Learning:</b> You will develop your understanding of musical elements and styles. (Unit 3)</p> <p>You will look at different styles of music and key features of these styles both musical and production based. You will develop your understanding of recording methods over time and how these are linked to styles and genres of music.</p>	<p><b>Subsequent Learning:</b> You will begin by developing and familiarising your understanding of the elements of music.</p> <p>You will then develop your understanding of the key features of styles and genres from the 1950s to the current day to give you the knowledge and understanding to analyse and compose in different popular styles.</p>
<p><b>Lesson Sequencing</b></p> <p>You will understand how elements of music such as structural sections, melodic, harmonic, rhythmic and instrumentation are defined and used.</p> <p>You will then understand how musical elements (structural sections, form, melody, harmony, rhythm, instrumentation) are used to define musical styles:</p> <p>The key musical styles are: rock and roll, folk, rock, soul, funk, disco, reggae, hip hop, electronica, dance, 21st century pop.</p> <p>You will understand how technological developments have contributed to the development of these musical styles.</p> <p>You will be set a weekly home learning task linked to this learning</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Recording</p> <p>Form/ structure</p> <p>Scaleic and interval relationships</p> <p>Melodic forms</p> <p>Chords</p> <p>Time signatures</p> <p>Rhythmic devices:</p> <p>Acoustic instruments</p> <p>Electronic instruments</p> <p>DJ technology</p>	<p><b>Ways in which parents/carers can support</b></p> <p>Support your child's progress through:</p> <p><u>Focus on Sound</u> and then log on using their Microsoft Teams account.</p> <p>Accessing their Microsoft Teams for directed exercises on current topics.</p> <p>Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Faculty Leader for Performing Arts) via the Contact Us facility of our school website for more information.</p>
	<p><b>Extended Learning</b></p> <p>You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account.</p> <p>Alternative reading opportunities:</p> <p>Music Theory for Computer Musicians by Michael Hewitt</p> <p>Music Theory for Dummies, 4th edition by Michael Pilhofer</p> <p>Music: The Definitive Visual History by Chris Ingham and Ian Blenkinsop</p> <p>It's all about the Music: The A-Z of Music Genres and Beyond by Dan Tanswell</p> <p><b>Useful websites:</b></p> <p><a href="http://www.bbc.co.uk/bitesize/guides/zw3mrwx/revision/1">www.bbc.co.uk/bitesize/guides/zw3mrwx/revision/1</a></p> <p><a href="http://www.musictheory.net/lessons">www.musictheory.net/lessons</a></p> <p><a href="http://www.thepeoplehistory.com/music.html">www.thepeoplehistory.com/music.html</a></p> <p><a href="http://www.dummies.com/art-center/music/music-theory-popular-genres-and-forms/">www.dummies.com/art-center/music/music-theory-popular-genres-and-forms/</a></p> <p><a href="http://www.iconcollective.edu/basic-music-theory/">www.iconcollective.edu/basic-music-theory/</a></p>	

## KS4 Learning Map

### Topic: Alternative Games

Pathway: Alternative Games	
<p><b>Prior Learning:</b> Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance in some of the more traditional sports</p>	<p><b>Current Learning:</b> Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practise and perfect techniques and game play whilst fostering a love for sport.</p>
<p><b>Subsequent Learning:</b> This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practise skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.</p>	<p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>- Let students play sport</li> <li>- Give them opportunities to get involved in local teams</li> <li>- Support in attending school teams and competitions.</li> </ul>
Units covered over the year: Table tennis, dodgeball, badminton, tchoukball, volleyball, rounders	
Lesson Sequencing – Each unit will follow a similar sequence	Extended Reading
<p>Lesson 1 Introduction of game and key rules linked to modified games</p>	<p>1. Too Many Reasons to Live: Rob Burrow</p>
<p>Lesson 2 Learning of new skills and modified games</p>	<p>2. Why we kneel how we rise: Michael Holding</p>
<p>Lesson 3 Introduction of tactical game play</p>	<p>3. All in: Billie Jean King</p>
<p>Lesson 4 Tactical game play</p>	<p>4. Stronger: Poorna Bell</p>
<p>Lesson 5 Tactical play and analysis of performance to aid improvement</p>	<p>5. My life: Queen of the court: Serena Williams</p>
	<p>6. Unbelievable: Jessica Ennis</p>
Tier 3 Vocabulary	Ways in which parents/carers can support
<p>Analysis Attack Defence Formation Official Tactics Umpire</p>	

**KS4 Learning Map**

**Topic: Boys Games**

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

KS4 Learning Map

Topic: Dance Fitness

		Pathway: Dance fitness	
<p><b>Prior Learning:</b> Students have completed units of work in KS3 which focused on the learning of techniques and skills the students have used to choreograph a phrase into their routines using key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.</p>		<p><b>Current Learning:</b> Students will be performing a variety of dance styles through dance and fitness. They will develop their choreography skills to perform as a group/or individual in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine their ability to observe performances and give constructive feedback.</p>	<p><b>Subsequent Learning:</b> This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind through the medium of dance and dance related practice. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.</p>
<p><b>Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,</b></p>			
<p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>		<p><b>Tier 3 Vocabulary</b></p> <p>Anaerobic Aerobic Cardiovascular Heart rate Muscular Respiratory Skeletal Target zones Time under tension</p>	<p><b>Extended Reading</b></p> <p>1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Pooerna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis</p>
Lesson 1	Introduction to the method and teaching of key skills needed		<p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>- Let students play sport</li> <li>- Give them opportunities to get involved in local teams</li> <li>- Support in attending school teams and competitions.</li> </ul>
Lesson 2	Development of key teaching aspects		
Lesson 3	Opportunity to develop and create own routines or personalise training		
Lesson 4	Opportunity to develop and create own routines or personalise training		
Lesson 5	Reflect upon training and ideas for further development		

# Physical Education



RIDGEWOOD  
SCHOOL

## KS4 Learning Map

### Topic: Fitness

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

**KS4 Learning Map**

**Topic: Girls Games**

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

## Year 10 Learning Map: HT4

### Topic Number: 1

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



Year 10 Learning Map: HT4

Christian Beliefs			
<p><b>Prior Learning</b> This topic builds on your knowledge base from KS3 where you learnt about Christianity in Year 7.</p> <p>You will build on key terms you have already learnt such as Atheist and Theist, and you will be able to compare and contrast Christianity to other religious traditions such as Buddhism.</p> <p>Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to exam style questions that you will already have practised in your first Year 10 topic.</p>	<p><b>Current Learning</b> In this topic you will learn about a variety of Christian beliefs from different denominations in Christianity.</p> <p>You will start by learning about the beliefs on the Nature of God and the life of Jesus and understand the significance of his role on salvation and atonement. You will be introduced to a number of key teachings that are still used in Christianity today such as the Parables, the Last Supper, 10 Commandment and Creation and how these teachings may influence Christians in the world today.</p> <p>You will continue to develop your skills of evaluation and debate by discussing whether or not these Christian beliefs are still relevant in the 21<sup>st</sup> century.</p> <p>This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.</p>	<p><b>Subsequent Learning</b> This topic will initially introduce you to key Christian teachings which can then be applied to many other moral issues throughout RE in GCSE RE such as Medical Ethics, and War and Crime; as a contrast to other religions such as Christianity.</p> <p>It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>In addition, this topic will help you to prepare for the later topic of Christian Practices where you will learn how these beliefs influence how Christians put their religion into practice around the world. For all future topics you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers; skills which we explore in this topic.</p>	<p><b>Lesson Sequencing</b></p> <ol style="list-style-type: none"> <li>Nature of God</li> <li>God is omnipotent Loving and Just</li> <li>The Trinity</li> <li>The incarnation</li> <li>Crucifixion</li> <li>Resurrection</li> <li>Sin and Original Sin</li> <li>Sin Salvation and Atonement</li> <li>Beliefs about the afterlife – resurrection</li> <li>Beliefs about the afterlife heaven and hell</li> <li>Creation</li> <li>The problem of Evil</li> <li>Christian responses to Evil</li> </ol> <p><b>Tier 3 Vocabulary</b></p> <p>Omnipotent Loving Just Trinity Transcendent Resurrection Salvation Atonement Inconsistent Triad Sin /Original Sin</p> <p><b>Extended Learning</b> You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Christianity:</p> <p><b>BBC - Religion: Christianity</b></p> <p><b>Ways in which parents/carers can support</b> Watching clips and discussing articles on BBC religions will help develop an understanding of Christianity and its main beliefs.</p>

## Year 10 Learning Map: HT4

### Topic Number: 1

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

## HT4 Year 10 Learning Map

Topic Number: B4

Bioenergetics			
<b>Prior Learning</b> This topic builds on students' prior knowledge from B1 of the Year 9 scheme of work, linking the structure and importance of organelles to their function. This topic also builds on prior understanding of enzymes and the conditions that affect them.	<b>Current Learning</b> In this topic you will learn how the body responds to exercise and the importance of aerobic and anaerobic respiration. You will then discover how the body maintains a constant internal environment and the different conditions and hormones involved.	<b>Subsequent Learning</b> This topic will support you when revising photosynthesis & cell Biology.	
<b>Lesson Sequencing</b> (lessons highlighted in green represent subject content for only separate science students)	<b>Tier 3 Vocabulary</b>	<b>Extended learning</b>	<b>Ways in which parents/carers can support</b>
	Aerobic respiration Anaerobic respiration Metabolism Sensory Motor Relay Endocrine ADH Negative feedback Glucose Glucagon Glycogen Insulin Pancreas Auxins	All students have access to Carousel and are encouraged to complete fortnightly the homework set by their teacher.  <b>Extended learning</b> <ul style="list-style-type: none"> <li>CGP revision guides</li> <li>Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignotofsky</li> </ul>	Support your child's progress through: <ul style="list-style-type: none"> <li>Accessing their Microsoft Teams work for directed exercises on current topics</li> </ul>
<b>Lesson number</b>	<b>our spec code</b>	<b>lesson title</b>	
1	4.2.3.1	Plant tissues	
2	4.2.3.2	Plant organs 1	
3	4.2.3.2	Plant organs 2	
4	4.4.1.1	Photosynthesis	
5	4.4.1.2	Limiting factors	
6	4.4.1.2	RP6 Pondweed	
7	4.4.1.2	Analysis of RP 6	
8	4.4.1.3	Uses of glucose from photosynthesis and FA	
9	4.4.2.1	Aerobic and anaerobic respiration	
10	4.4.2.2	Response to exercise	
11	4.4.2.3	Metabolism	

## HT4 Year 10 Learning Map

### Topic Number: B5

Prior Learning		Homeostasis		Current Learning	Subsequent Learning
This topic builds on students' prior knowledge from B1 of the Year 9 scheme of work, linking the structure and importance of organelles to their function. This topic also builds on prior understanding of enzymes and the conditions that affect them.				In this topic you will learn how the body responds to exercise and the importance of aerobic and anaerobic respiration. You will then discover how the body maintains a constant internal environment and the different conditions and hormones involved.	This topic will support you when revising organ systems & cell Biology.
Lesson Sequencing (Lessons highlighted in green represent subject content only for students studying separate sciences)				Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson number	Spec code	lesson title		Aerobic respiration Anaerobic respiration Metabolism Sensory Motor Relay Endocrine ADH Negative feedback Glucose Glucagon Glycogen Insulin Pancreas Auxins	Support your child's progress through: <ul style="list-style-type: none"> <li>Accessing their Microsoft Teams work for directed exercises on current topics</li> </ul>
1	4.5.1.1	Homeostasis		All students have access to Carousel and are encouraged to complete fortnightly the homework set by their teacher.  <b>Extended learning:</b> <ul style="list-style-type: none"> <li>CGP revision guides</li> <li>Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky</li> </ul>	
2	4.5.2.1	Nervous system			
3	4.5.2.1	Nervous system RP			
4	4.5.2.2	Brain			
5	4.5.2.3	Eye			
6	4.5.2.4	Control of body temperature & FA			
8	4.5.3.1	Human endocrine system			
9	4.5.3.2	Control of blood glucose			
10	4.5.3.3	Maintaining water and nitrogen balance			
11	4.5.3.4	Hormones in human reproduction			
12	4.5.3.5	Controlling fertility			
13	4.5.3.7	Negative feedback			
14	4.5.4.1	Control & coordination			
15	4.5.4.1	Control & coordination RP8			
	4.5.4.2	Uses of plant hormones & FA			

### Topic Number: C4

### Chemical changes

#### Prior Learning

This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of metals, the reactions undergone by metals, as well as what acids are and the reactions undergone by acids.

#### Current Learning

In this topic you will learn about the reactions undergone by metals; the reactivity of metals; how to prepare a soluble salt from an acid and a metal oxide; the pH scale and neutralisation. Students studying triple science will learn about common organic molecules as well.

#### Subsequent Learning

This topic will prepare you for inorganic chemistry and biochemistry should you choose to study A level Chemistry

#### Lesson Sequencing

Lesson number	Spec code	lesson title
1	4.4.1.1, 4.4.1.3	Metal oxides
2	4.4.1.2	Reactivity of metals
3	4.4.1.4	Redox reactions (HT only)
4	4.4.2.1	Reactions of acids and metals
5	4.4.2.1	Reactions of acids and metals
6	4.4.2.4	pH and neutralisation
7	4.4.2.3	Making soluble salts
8	4.4.2.3	RP8- Making salts
9	4.4.2.5	Titration
10	4.4.2.5	Titration RP + FA
11	4.4.2.6	Strong and weak acids (HT only)
12	4.4.3.1	Process of electrolysis (half equations HT only)
13	4.4.3.2	Electrolysis of molten ionic compounds
14	4.4.3.3	Extracting metals
15	4.4.3.4	Electrolysis of aqueous solutions
16	4.4.3.4	RP9
17	4.4.3.5	Half equations (HT only)

#### Tier 3 Vocabulary

Metal  
Ion  
Reactivity  
Acid  
Alkali  
pH scale  
Strong (acid)  
Weak (acid)  
Neutralisation  
Salt

#### Extended learning

All students have access to Carousel and are encouraged to complete fortnightly the homework set by their teacher.

#### Extended learning:

- CGP revision guides
- Janice VanCleave's Chemistry for Every Kid: 101 Easy Experiments that Really Work

#### Ways in which parents/carers can support

Support your child's progress through:

- Carousel – self quizzing

## HT4 Year 10 Learning Map

Topic Number: C5

Equilibrium and electrolysis																										
<p><b>Prior Learning</b> This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of organic compounds. Students will learn about energy changes, endothermic and exothermic reactions.</p>	<p><b>Current Learning</b> In this topic you will learn about what a reversible reaction. You will also learn how the energy of chemical reactions changes depending on whether the temperature of the reaction increases or decreases</p>	<p><b>Subsequent Learning</b> This topic will prepare you for chemistry should you choose to study A level Chemistry</p>																								
<p><b>Lesson Sequencing</b> (lessons highlighted in green represent subject content for only higher tier science students)</p> <table border="1"> <thead> <tr> <th>Lesson number</th> <th>Spec code</th> <th>lesson title</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.5.1.1</td> <td>Exo and endo + Reaction profiles</td> </tr> <tr> <td>2</td> <td>4.5.1.1</td> <td>RP4</td> </tr> <tr> <td>3</td> <td>4.5.1.2</td> <td>Analysis</td> </tr> <tr> <td>4</td> <td>4.5.1.3</td> <td>Bond energies</td> </tr> <tr> <td>5</td> <td>4.5.1.3</td> <td>Bond energies</td> </tr> <tr> <td>6</td> <td>4.5.2.1</td> <td>Cells</td> </tr> <tr> <td>7</td> <td>4.5.2.2</td> <td>Hydrogen fuel cells</td> </tr> </tbody> </table>	Lesson number	Spec code	lesson title	1	4.5.1.1	Exo and endo + Reaction profiles	2	4.5.1.1	RP4	3	4.5.1.2	Analysis	4	4.5.1.3	Bond energies	5	4.5.1.3	Bond energies	6	4.5.2.1	Cells	7	4.5.2.2	Hydrogen fuel cells	<p><b>Tier 3 Vocabulary</b></p> <p>Reversible reaction Endothermic Energy changes Exothermic Reaction profiles</p>	<p><b>Extended learning</b></p> <p>All students have access to Carousel and are encouraged to complete fortnightly the homework set by their teacher.</p> <p><b>Extended learning</b></p> <ul style="list-style-type: none"> <li>CGP revision guides</li> <li>Super Simple Chemistry: The Ultimate Bitesize Study Guide</li> <li>Science Encyclopedia: Atom Smashing, Food Chemistry, Animals, Space, and More!</li> <li>Educake</li> <li>Physics and maths tutor</li> </ul>
Lesson number	Spec code	lesson title																								
1	4.5.1.1	Exo and endo + Reaction profiles																								
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6	4.5.2.1	Cells																								
7	4.5.2.2	Hydrogen fuel cells																								
	<p><b>Ways in which parents/carers can support</b></p> <p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>Carousel – self quizzing</li> </ul>																									

## HT4 Year 10 Learning Map

Topic Number: P2

Electricity																																																												
<p><b>Prior Learning</b> This topic builds on students' prior knowledge of electricity from year 7 &amp; 8.</p>	<p><b>Current Learning</b> In this topic you will continue to develop understanding of current and electricity. You will also learn about mechanisms and features that keep us safe from electricity and how our demand for electricity can be met.</p>	<p><b>Subsequent Learning</b> This topic will underpin students understanding of electricity they will use this topic to build on their maths skills of rearranging equations for later topics.</p>																																																										
<p><b>Lesson Sequencing</b></p> <table border="1"> <thead> <tr> <th>Lesson number</th> <th>Spec code</th> <th>Lesson title</th> </tr> </thead> <tbody> <tr><td>1</td><td>4.2.1.1</td><td>Circuit diagrams and symbols</td></tr> <tr><td>2</td><td>4.2.1.3</td><td>Current, resistance and potential difference</td></tr> <tr><td>3</td><td>4.2.1.2</td><td>Electrical charge and current</td></tr> <tr><td>4</td><td>4.2.1.3</td><td>Resistance and ohms law</td></tr> <tr><td>5</td><td>4.2.1.3</td><td>RP3 and FA</td></tr> <tr><td>6</td><td>4.2.1.3</td><td>RP3</td></tr> <tr><td>7</td><td>4.2.1.4</td><td>Characteristic curves</td></tr> <tr><td>8</td><td>4.2.1.4</td><td>RP4</td></tr> <tr><td>9</td><td>4.2.1.4</td><td>RP4</td></tr> <tr><td>10</td><td>4.2.2</td><td>Series circuits</td></tr> <tr><td>11</td><td>4.2.2</td><td>Parallel circuits</td></tr> <tr><td>12</td><td>4.2.3.1</td><td>AC and DC</td></tr> <tr><td>13</td><td>4.2.3.2</td><td>Mains electricity</td></tr> <tr><td>14</td><td>4.2.4.1</td><td>Power</td></tr> <tr><td>15</td><td>4.2.4.2</td><td>Energy transfers and FA</td></tr> <tr><td>16</td><td>4.2.4.3</td><td>National grid</td></tr> <tr><td>17</td><td>4.2.5.1</td><td>Static charge</td></tr> <tr><td>18</td><td>4.2.5.2</td><td>Electrical fields</td></tr> </tbody> </table>	Lesson number	Spec code	Lesson title	1	4.2.1.1	Circuit diagrams and symbols	2	4.2.1.3	Current, resistance and potential difference	3	4.2.1.2	Electrical charge and current	4	4.2.1.3	Resistance and ohms law	5	4.2.1.3	RP3 and FA	6	4.2.1.3	RP3	7	4.2.1.4	Characteristic curves	8	4.2.1.4	RP4	9	4.2.1.4	RP4	10	4.2.2	Series circuits	11	4.2.2	Parallel circuits	12	4.2.3.1	AC and DC	13	4.2.3.2	Mains electricity	14	4.2.4.1	Power	15	4.2.4.2	Energy transfers and FA	16	4.2.4.3	National grid	17	4.2.5.1	Static charge	18	4.2.5.2	Electrical fields	<p><b>Tier 3 Vocabulary</b></p> <p>Current Charge Voltage Resistance Conductor Series circuit Parallel circuit Ohmic conductor Characteristic curves National grid Three-pin plug Step-up and step-down transformers</p>	<p><b>Extended learning</b></p> <p>All students have access to Carousel and are encouraged to complete fortnightly the homework set by their teacher.</p> <p><b>Extended learning</b></p> <ul style="list-style-type: none"> <li>CGP revision guides</li> <li><b>MAKE electronics</b>, Charles Platt. O'Reilly (2015)</li> <li><b>Electronic gadgets for the Evil Genius</b>, Roger Iannini. McGraw-Hill Education (2013)</li> </ul>	<p><b>Ways in which parents/carers can support</b></p> <p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>Carousel – for self-quizzing.</li> </ul>
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### Topic Number: P5

### Forces

#### Prior Learning

This topic builds on students' prior knowledge of forces from KS3.

#### Current Learning

In this topic students will learn that Forces are responsible for all the interactions between particles and objects. They can be divided into two categories: contact forces and non-contact forces. In this topic students will look at these two categories of forces and be able to calculate the force exerted on objects from different sources.

#### Subsequent Learning

This topic will support student's knowledge of the interaction of objects and their environments. It will enable students to understand how motion occurs as a direct result of the forces that act upon them.

#### Lesson Sequencing

(lessons highlighted in green represent subject content for only higher tier science students)

Lesson number	Spec code	lesson title	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
1	4.5.1.1-2 +	Scalars and vectors	Scalar quantities	<p>All students have access to Carousel and are encouraged to complete fortnightly the homework set by their teacher.</p> <p><b>Extended learning</b></p> <ul style="list-style-type: none"> <li>CGP revision guides</li> <li>BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/topics/zmtttv4">https://www.bbc.co.uk/bitesize/topics/zmtttv4</a></li> <li>Educake</li> <li>Physics and maths tutor</li> </ul>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li>Accessing their Microsoft Teams work for directed exercises on current topics</li> <li>Carousel – for self-quizzing</li> </ul>
2	4.5.6.1.1	Mass, gravity and weight	Vector quantities		
3	4.5.1.4 + 4.5.6.2.1	Resolving forces	Resultant force		
4	4.5.1.4	Parallelogram of forces (HT)	Balanced force		
5	4.5.2	Work done and energy transfer	Unbalanced force		
6	4.5.3	Forces and elasticity	force		
7	4.5.3	Animated Hooke's law RP	Displacement		
8	4.5.3	Hooke's Law RP	Acceleration		
9	4.5.4	Moments, levers and gears	Stopping distance		
10	4.5.5.1.1-2	Fluid pressure	Thinking distance		
11	4.5.5.1.2-3	Upthrust and atmospheric pressure	Braking distance		
12	4.5.6.1.1-5	Speed velocity and acceleration 1 (circular velocity, tangent to determine speed and distance graph HT only)	distance		
13	4.5.6.1.1-5	Speed velocity and acceleration 2 (circular velocity, tangent to determine speed and distance graph HT only)	Thinking distance		
14	4.5.6.1.5	SUVAT	distance		
15	4.5.6.1.5	Terminal velocity + FA (velocity time graphs for terminal velocity HT only)	Braking distance		
16	4.5.6.2.1	Newtons first law	distance		
17	4.5.6.2.2	Newton's second law (inertia HT only)	Braking distance		
18	4.5.6.2.3	Acceleration (inertial mass HT only)	distance		
19	4.5.6.2.2	Acceleration RP animated			
20	4.5.6.2.2	Acceleration RP			
21	4.5.6.3	Forces and braking + FA			

## HT4 Year 10 Learning Map

### Topic Number: 4

		Theme 2, Unit 4 : Free time activities		
		Current Learning	Subsequent Learning	Ways in which parents/carers can support
<b>Prior Learning</b> This topic builds on the language that students have learnt at Key Stage 3 on hobbies and what they do in their free time.		In this topic you will learn about how to talk about what you do in your free time and give opinions, with justification, on sports and other hobbies. The unit of work then goes on to look at a wider range of extreme sports. The final part of the unit focuses on different free time activities such as performing arts, music, television and cinema as well as more unusual hobbies.	This topic will prepare students for future topics by recapping the use of opinions and justifications, as well as strengthening students understanding of using the present continuous tense.	
<b>Lesson Sequencing</b>		<b>Key Vocabulary</b>	<b>Extended Learning</b>	
Week 1	Writing assessment	<ul style="list-style-type: none"> <li>• Pasarlo bien = to have a good time</li> <li>• Una canción = a song</li> <li>• Una entrada = entrance ticket</li> <li>• Ir al cine = to go to the cinema</li> <li>• Jugar = to play (sports)</li> <li>• Tocar = to play (an instrument)</li> <li>• Bailar = to dance</li> <li>• Participar = to participate</li> <li>• Cocinar – to cook</li> <li>• Actuar = to act</li> </ul>	<ul style="list-style-type: none"> <li>• Students are given a list of vocabulary to learn each week and do weekly vocabulary tests.</li> <li>• All vocabulary can also be accessed on Quizlet.</li> <li>• Listening practice – Kerboodle, BBC Bitesize or <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> (GCSE Spanish Past Papers).</li> <li>• Grammar practice - <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li> </ul>	<p>To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics.</p> <p>Borrowing Spanish DVDs or books from the library or watching films in Spanish on Netflix.</p> <p>Helping students to practise vocabulary each week in preparation for the vocabulary test.</p>
Week 2	Free time			
Week 3	Extreme sports			
Week 4	My free time			
Week 5	TV and film			

# SPORT



## Year 10 Learning Map - HT4

Topic: Fitness Testing			
<p><b>Prior Learning- R181</b> Prior to this topic pupils have studied the principles of training which ensure training is effective. Pupils have developed an understanding of the different methods of training as well as what aerobic and anaerobic exercise is.</p>	<p><b>Current Learning – R181:</b> During this topic pupils will develop and understanding of planning and implementing a training programme. Pupils will practically complete a training programme and complete mid-term testing to see if it is effective and improving performance.</p>	<p><b>Subsequent Learning- R181</b> This topic will lead to a written coursework assessment.  This topic will facilitate improvements in students' practical ability either for their club/team or in their own time due to an increased understanding of training methods and training programmes. This topic will increase pupil's knowledge if a training plan has been a success and what changes could be made in the future.</p>	
<p><b>Prior Learning – R180</b> <b>Topic area 2:</b> Warm up and cool down routines</p> <ul style="list-style-type: none"> <li>• The different components of a warm-up and cool down.</li> <li>• The physiological and psychological benefits of warming up.</li> <li>• The physiological benefits of cooling down.</li> </ul>	<p><b>Current Learning – R180</b> <b>Topic area 3:</b> Different types and causes of injuries. Acute and chronic injuries</p>	<p><b>Subsequent Learning – R180</b> <b>TA 4:</b> Reducing risk, treatment of and rehabilitation of sports injuries and medical conditions. <b>TA 5:</b> Causes, symptoms and treatment of medical conditions</p>	
<p><b>Lesson Sequencing</b></p>	<p><b>Tier 3 Vocabulary</b></p> <p>Circuit training Continuous Training FITT Overload PAR-Q Progression Resistance Training</p>	<p><b>Extended learning</b></p> <p>Reading articles and match analysis on websites such as BBC Sport and Sky Sports can help widen students' knowledge of different sporting examples.</p>	<p><b>Ways in which parents/carers can support</b></p> <p>Watching sport and having conversations around which key skills are needed in different sports and positions.  Support coursework deadlines and ensure there are</p>
<p>Week 1 Coursework type up.</p>			
<p>Week 2 Coursework improvement lesson.</p>			
<p>Week 3 PAR-Q &amp; Purpose of training</p>			
<p>Week 4 Preparing the training &amp; Risk assessment</p>			

Week 5	Planning the training programme & selecting activities	Reversibility SMART Goals Specificity	<p>Below are a couple of websites with content specific material which can help aid understanding of this topic.</p> <p>Useful websites:  <a href="#">Principles of training - Principles and methods of training - GCSE Physical Education Revision - BBC Bitesize</a>  <a href="#">The different methods of training - Methods and effects of training - Edexcel - GCSE Physical Education Revision - Edexcel - BBC Bitesize</a></p>	<p>opportunities to complete coursework at home/after school.</p> <p>Encourage a healthy active lifestyle and support a love of sport.</p>
Week 6	Initial testing in preparation to begin training plan.			

# Year 10 Engineering



## KS4 Learning Map

Term: Half Term 4

Year 10 - OCR Engineering Design		Unit R039: Communicating designs	Ways in which parents/carers can support
<p><b>Unit R038: Principles of engineering design</b> In this unit you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. You will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. You will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.</p>		<p>In this unit you will learn how to develop your techniques in sketching and gain industrial skills in engineering drawing using standard conventions. This includes dimensioning, line types, abbreviations, and representation of mechanical features. You will enhance your confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs.</p>	<p>Practice videos to help with engineering drawings <a href="#">Design Sketching Class - Instructables</a>  Remote Control   Industrial &amp; Product Design Sketching - YouTube  Download sketch up at home and design a wireless charger  Encourage students to attend the afterschool sessions on a Wednesday evening.</p>
Lesson Sequencing	Week	Tier 3 Vocabulary	Extended Learning
Lesson 1	Week 22&23	Free hand sketching	<a href="#">accessfm.com</a>  <a href="#">Sketching and annotation - Communication of ideas - Edexcel - GCSE Design and Technology Revision - Edexcel - BBC Bitesize</a>  <a href="#">First Angle Orthographic Projection</a> ( <a href="#">technologystudent.com</a> )
Lesson 2		Orthographic drawings	
Lesson 3		Exploded view drawings	
Lesson 4		Flow Charts	
Lesson 5		Block Diagrams	
Lesson 6		Circuit Diagram	
Lesson 7	Week 24&25	Working Drawings	
Lesson 8		Standard drawing conventions	
Lesson 9		Tolerances	
Lesson 10		Projection Lines	
Lesson 11		Linear Measurement	
Lesson 12	Week 26	Diameter	
Lesson 13		Radius	
Lesson 14			
Lesson 15			

WJEC Hospitality and  
Catering

KS4 Learning Map

Term: Half Term 4

Year 10- Hospitality & Catering

Unit 2

**Aim and purpose:**

The applied purpose of this unit is for learners to safely plan, prepare, cook, present nutritional dishes and review their performance.

**Introduction:** In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas to be able to complete this assessment:

- the operation of the front and back of house
- hospitality and catering provision to meet specific requirements
- health and safety in hospitality and catering provision
- food safety
- preventative control measures of food-induced ill health.

**Current Learning**

Students are currently working on unit 2 to submit in Spring 2025. They will spend theory lessons learning new content based on nutrition and menu-planning. They will partake in practical lessons aimed at preparing them for their practical exam which will take place during this half term. Students will be making different components of their chosen dishes and using this experience to adapt their time plans in preparation for their exam.

**Lesson Sequencing**

Tier 3 Vocabulary (Unit 2)

Unit 2

Extended Learning

Ways in which parents/carers can support

<table border="1"> <tr> <td>Lesson 1-2</td> <td>Unit 2 1.2.2.2 How to plan production CA</td> </tr> <tr> <td>Lesson 3</td> <td>Unit 2 3.1. how to prepare and make dishes PRACTICAL -different cuts</td> </tr> <tr> <td>Lesson 4-5</td> <td>Unit 2 1.2.2.2 How to plan production CA</td> </tr> <tr> <td>Lesson 6</td> <td>Unit 2 3.1-3.3 PRACTICAL EXAM</td> </tr> <tr> <td>Lesson 7-8</td> <td>Unit 2 1.2.2.2 How to plan production CA</td> </tr> <tr> <td>Lesson 9</td> <td>Unit 2 3.1-3.3 PRACTICAL EXAM</td> </tr> <tr> <td>Lesson 10-11</td> <td>Unit 2 4.1-4.2 Evaluating own performance and product theory</td> </tr> <tr> <td>Lesson 12</td> <td>Unit 2 4.1-4.2 Evaluating own performance and product</td> </tr> <tr> <td>Lesson 13-14</td> <td>Unit 2 4.1-4.2 Evaluating own performance and product</td> </tr> <tr> <td>Lesson 15</td> <td>Unit 2 4.1-4.2 Evaluating own performance and product</td> </tr> </table>	Lesson 1-2	Unit 2 1.2.2.2 How to plan production CA	Lesson 3	Unit 2 3.1. how to prepare and make dishes PRACTICAL -different cuts	Lesson 4-5	Unit 2 1.2.2.2 How to plan production CA	Lesson 6	Unit 2 3.1-3.3 PRACTICAL EXAM	Lesson 7-8	Unit 2 1.2.2.2 How to plan production CA	Lesson 9	Unit 2 3.1-3.3 PRACTICAL EXAM	Lesson 10-11	Unit 2 4.1-4.2 Evaluating own performance and product theory	Lesson 12	Unit 2 4.1-4.2 Evaluating own performance and product	Lesson 13-14	Unit 2 4.1-4.2 Evaluating own performance and product	Lesson 15	Unit 2 4.1-4.2 Evaluating own performance and product	<p>Accompaniments</p> <p>Antioxidant Bain Marie Commodities Deficiency Fortification Garnish Macronutrients Micronutrients Mise en place Organoleptic Portion control Sauté</p>	<p><u>WJEC Vocational Award Hospitality and Catering Level 1/2: Study &amp; Revision Guide</u> : <u>Tull, Anita</u>: <u>Amazon.co.uk: Books</u></p> <p><u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering</u>: <u>Amazon.co.uk: Saunder, Bev, Mackey, Yvonne</u>: <u>9781510473331: Books</u></p> <p>All cookbooks are a good place to build your knowledge on recipes, and cooking processes.</p>	<p>Unit 2- support and encourage your child to cook at home, practising dishes that use higher skills. When out and about take note of different hospitality and catering establishments and what they have to offer.</p> <p>When shopping, discuss factors that affect the choices made. <u>Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA)</u> <u>Revision - BBC Bitesize</u></p> 
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