



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y10

HALF TERM 4



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

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 and suggested wider reading opportunities, to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

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

For most subjects in this booklet, there is just one Learning Map as all students study the same content, which is then tailored to their group and individual needs. 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

Associate Headteacher

ART

Year 10 Learning Map

Topic Number: HT4

Prior Learning		Current Learning	Subsequent Learning
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.		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.	This topic will allow you to consolidate your learning and apply the techniques and processes to your own investigations.
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Idea and media development	Hatching	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. Aqa.org.uk www.nationalgallery.org.uk www.tate.org.uk 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.
Idea development	Drawing		
Artist investigation	Print		
Artist investigation	Representational		
Idea development	Still life		
Media experimentation	Form		
Final piece creation	Precise		
Final piece creation	Gradation		
Final piece creation	Natural		
Final piece creation	Proportion		
Final piece creation	Scale		

Year 10 Learning Map

Topic Number: 1.4

Topic Title: Making a business effective.							
Prior Learning		Current Learning	Subsequent Learning				
This topic builds on prior knowledge and understanding of how businesses can consider ways to improve how they are run and the importance of aims and objectives in a business.		In this topic you will gain an understanding of how choosing a business ownership is important with the pros and cons, also understanding the 4Ps of making a successful business as well as how to encourage investors into your business.	This topic will prepare you for future work in your exams but also links to many other units.				
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support		
Lesson 1	1.4.1	Limited	Complete the homework tasks sent weekly to your emails. Limited and unlimited liability – The options for start-up and small businesses – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize Proximity to the market, labour, materials and competitors – Business location – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize Introduction to the marketing mix – The marketing mix – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize The role and importance of a business plan – Business plans – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize	Complete the homework tasks sent weekly to your emails. Limited and unlimited liability – The options for start-up and small businesses – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize Proximity to the market, labour, materials and competitors – Business location – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize Introduction to the marketing mix – The marketing mix – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize The role and importance of a business plan – Business plans – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize	Specification (pearson.com) Short YouTube videos can be watched and discussed for this topic to clarify key theory covered within lessons at school. The playlist for Theme 1.4 is: <u>Limited Liability – GCSE Business & A Level Business</u>		
Lesson 2	The options for start-up and small businesses.	Unlimited Liability					
Lesson 3	1.4.2 Business location.	Sole trader Partnership					
Lesson 4	1.4.3	Private limited					
Lesson 5	The marketing mix.	Public limited					
Lesson 6	1.4.4	Franchise					
Lesson 7	Business plans	Location					
Lesson 8	1.4 End of topic test and DIRT.	Price Product Promotion Place Aims Objectives					

Drama

Year 10 Learning Map

Spring Term 2

Component 2: Developing Skills and Techniques in the Performing Arts				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
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 also build on your knowledge of physical, vocal and interpretative performance skills needed to create characters focusing on scripted work.	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'. 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.	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 and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton - Creating a Character: Physical Approach to Acting – Moni Yakim	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. 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.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 7: Rehearsal Recording of mid rehearsal Target Setting and Review Week 8: Rehearsal Target Setting and Review Week 9: Rehearsal Target Setting and Review Week 10: Dress and Technical Rehearsal in F5 Recording of final rehearsal Target Setting and Review Week 11: Performance Exam – All day	Accent Articulation Characterisation Gestures Interpretative Skills Physicality Proxemics Subtext Status	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 and practitioners: - National Theatre – All About Theatre - Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton - Creating a Character: Physical Approach to Acting – Moni Yakim	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following interviews: Actors - Preparing and Playing Digital Theatre+ (digitaltheatreplus.com) 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/	

Year 10 Learning Map – Half Term 4

Eduqas English Language Component 1 Section B: Creative Prose Writing				
Prior Learning	Current Learning	Subsequent Learning		
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. 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.	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. 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): - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6 (40% of the marks available): - 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	You will continue to prepare for GCSE English Language Component 1 in Year 11 through in-class revision and after-school intervention sessions.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
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.	Adjective Alliteration Analepsis (flashback) Dialogue Exclamatory Imagery Imperative Interrogative Juxtaposition Metaphor Narrative perspective Personification Prolepsis (flash-forward) Repetition Simile	Complete the weekly homework tasks. 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. Useful revision websites: Eduqas Mr Bruff BBC Bitesize	- 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. - The BPC English website also provides videos, resources and PowerPoint that you can access and download: www.bpcenglish.wordpress.com - Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas	

Year 10 Learning Maps – Half Term 4

Macbeth by William Shakespeare			
Prior Learning: 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</i> Poetry Anthology. You will be furthering your ability to: select relevant evidence, understand writer's choices, and analyse language and structural devices used by writers.	Current learning: 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: - 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. - AO2: Your ability to analyse language, form and structure used by the writer to create meanings. - AO3: Your ability to make links between the novel and the time it was written. AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Subsequent Learning: 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.	
Lesson Sequencing 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	Tier 3 Vocabulary Monologue Juxtaposition Hamartia Foil Hubris Catharsis Antithesis Dramatic Irony Iambic Pentameter Soliloquy Semantic Field Couplet Quatrain Sonnet	Extended Learning 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: Hamlet 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. Othello 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.	Ways in which parents/carers can support Explore the Royal Shakespeare Company's guide to Macbeth: RSC Guide to Macbeth Watch the play: Royal Shakespeare Company Macbeth Production Visit the Theatre: The Globe Theatre

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		
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.	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. 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.	Students will apply acquired knowledge and understanding from Half term 1 & 2 to their Component 1 PSA (Pearson set assignment) This will be conducted in lesson time under exam conditions for the full second term.		
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 Respite care Milestones Menopause Oestrogen Testosterone Cognitive Linguistic Chronic Physiological	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. BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com) 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)	
Completion of Task 3a				
Completion of Task 3b				
Completion of Task 3b				
Completion of resubmission				
Completion of resubmission				

Superpower Relations and the Cold War (Part 1)				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on the knowledge you gained in the Vietnam War unit about the tensions between the ideologies of capitalism and communism. It also builds upon your wider contextual knowledge of the 1950s, 1960s and 1970s which helps put into context the initial support for the Vietnam War Finally, it builds upon the evaluation of importance and the development of explanation skills you gained from Paper 3.	In this topic you will learn what a Cold War is and how one is fought. You will learn how the USA and USSR were originally allies and how the relationship broke down until they were both competing for dominance in Europe. You will learn about the periods of tension between the superpowers. This topic is important for you to develop your historical skills and knowledge because it will help you develop your explanation and chronology skills.	Students will be set retrieval or revision homework every week. Please encourage your child to complete this. Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge. <i>These books are engaging and fascinating reads:</i> • GCSE History for Edexcel: Superpower relations and the Cold War, 1941-91 by Hodder • Revise Edexcel GCSE (9-1) History Superpower relations and the Cold War Revision Guide by Pearson	This topic provides the basis/starting point for a later study of the Cold War from the 1960s until the 1990s. You will assess the main points for rivalry and the eventual collapse of the USSR. You will continue to develop your use of selecting relevant and precise evidence and enhancing your explanation skills. The topic will also equip you with the skills you need to be successful in Paper 2 of your History GCSE	You could watch the following documentaries with your son/daughter: Netflix: The End of World War II in colour The Coldest Game YouTube: The Cold War - Oversimplified The Entire History of the Cold War
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
What is a Cold War?	Alliance	Students will be set retrieval or revision homework every week. Please encourage your child to complete this.	This topic provides the basis/starting point for a later study of the Cold War from the 1960s until the 1990s. You will assess the main points for rivalry and the eventual collapse of the USSR.	You could watch the following documentaries with your son/daughter:
The Tehran, Yalta and Potsdam Conferences	Blockade	Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge.	You will continue to develop your use of selecting relevant and precise evidence and enhancing your explanation skills.	Netflix:
Soviet Expansion	Capitalism	<i>These books are engaging and fascinating reads:</i>	The topic will also equip you with the skills you need to be successful in Paper 2 of your History GCSE	The End of World War II in colour
The Truman Doctrine and Marshall Plan	Comecon	• GCSE History for Edexcel: Superpower relations and the Cold War, 1941-91 by Hodder		The Coldest Game
The Berlin Crisis 1948-49	Cominform	• Revise Edexcel GCSE (9-1) History Superpower relations and the Cold War Revision Guide by Pearson		YouTube:
Reasons for rivalry	Communism			The Cold War - Oversimplified
The Hungarian Uprising	Containment			The Entire History of the Cold War
	Dictator			
	Reparations			
	Telegram			

Year 10 Creative iMedia Learning Map

Topic Number:4

Topic Title: R097 Digital Graphics				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on prior knowledge from the R094 unit with creating a product for a specific client	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.	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.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Mood board	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. Extended reading: Clear revise: OCR Creative iMedia Cambridge National in Creative iMedia Digital Student Book (2 Years) <u>GCSE Media Studies - BBC Bitesize</u> <u>Oakgrove Computing - R082</u>	Cambridge Nationals - <u>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			

Year 10 Computer Science Learning Map

Topic Number: 4

1.3 Network Security & 2.2 Programming Techniques					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds upon 1.3 Networks and 1.1 Systems Architecture.		This unit explores the fundamentals of network security. You will start looking at some of the threats posed to a network such as viruses, DoS attacks and insiders. You will then look at how these can be prevented/minimised using security and policies. Alongside this, you will continue developing practical programming skills in Python looking at file writing and the use of sub routines.	This topic will enable you to think about how defensive design can be used during software development. This includes the testing of code and anticipating misuse.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	Networks TCP IP Stack Practical Programming	Brute Force DoS	Complete the weekly homework tasks set.	There are many OCR GCSE Computer Science resources. We recommend the links under extended learning as well as the site below. https://sites.google.com/horburycomputing.co.uk/gcse-computing/1-4-network-security	
Week 2	Network Security Practical Programming	Encryption Firewalls	You can revise material using Seneca Learning which is an interactive resource. https://student.craigndave.org/gcse-ocr-j277-computer-science-videos		
Week 3	Prevention Strategies Practical Programming	Malware Pen Testing			
Week 4	Prevention Strategies Practical Programming	Protocols Social Engineering			
Week 5	Exam Technique Practical Programming	SQL Injection User access levels			
Week 6	Assessment Practical Programming	Vulnerabilities			

Ratio and proportion				
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support	
This topic builds on students' prior knowledge of the four operations of number and the students' basic understanding of fraction as being 'part of a whole'.	In this topic you will learn how to write, simplify, interpret ratio and how to share into a ratio from a given amount. You will also learn all about direct and inverse proportion.	This topic prepares you to be able to continue a mathematical learning path and lends its self to other subject too such as economics, science and food technology, in addition to day to day tasks e.g. cooking or baking.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: • Simplifying ratios • Sharing into a ratio • Missing information from a ratio • Recipes • Best buys • Exchange rates • Graphical proportion	• Ratio • Proportion • Share • Parts • Fraction • Function • Direct proportion • Inverse proportion • Graphical • Linear • Compare	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	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. • Maths Genie - for exam questions, videos and solution on the topics stated	

MATHS

Higher – Probability				
Prior Learning	Current Learning	Subsequent Learning		
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 and probability as a fraction. You will also use your skills in Venn diagrams from KS2.	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.	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.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: - Expressing a probability - Probability on a number line - Sample space diagrams - Relative frequency - Theoretical probability - Venn diagrams - Venn diagram notation - Probability tree diagrams	- Event - Outcome - Relative frequency - Intersection	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides - higher tier	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. Maths Genie - for exam questions, videos and solution on the topics stated	

Year 10 Learning Map

Topic Number: 4

Theme 2, Unit 4 : Free time activities				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
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.	
Lesson Sequencing		Key Vocabulary	Extended Learning	
Week 1	Writing assessment	- Pasarlo bien = to have a good time - Una canción = a song - Una entrada = entrance ticket - Ir al cine = to go to the cinema - Jugar = to play (sports) - Tocar = to play (an instrument) - Bailar = to dance - Participar = to participate - Cocinar – to cook - Actuar = to act	- Students are given a list of vocabulary to learn each week and do weekly vocabulary tests. - All vocabulary can also be accessed on Quizlet. - Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers). - Grammar practice - www.bbc.co.uk/bitesize	
Week 2	Free time			
Week 3	Extreme sports			
Week 4	My free time			
Week 5	TV and film			
		Borrowing Spanish DVDs or books from the library or watching films in Spanish on Netflix .		
		Helping students to practise vocabulary each week in preparation for the vocabulary test.		

Music Technology Y10 – HT4 Multi track recording				
Prior Learning	Current Learning	Subsequent Learning		
This is your first experience completing a recording session.	You will learn to plan and undertake a recording session. You will then create a mixdown of your recording and review your product.	You will continue to develop your recording and mixing skills in the sound creation unit and if you wish you at Level 3 post 16 on our Applied general Music Technology course.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Learning outcome 1 You will learn about: • Health and safety • Microphones, sound sources, placement and DI • Audio interfaces • Multi-track recorder • Monitoring • Planning a studio session Learning outcome 2 Undertake a studio recording session You will demonstrate: • Use of equipment (microphones, DI, audio interfaces/pre-amps, multi-track recorder and monitoring) health and safety • Optimisation of gain • Overdubbing Learning outcome 3 You will: • Mix a multi-track recording You must demonstrate: • Editing • EQ • Effects, dynamics, balance • Stereo field • Monitoring • Automation. Learning outcome 4 You will: • Review your mixdown from learning outcomes 2 and 3 • You will consider: • progression from original recordings to final mixdown	• Audio • Automation • Equalisation • Mastering • Mixing • Monitoring • Multi track • Overdubbing • Recording	Complete your weekly homework past paper questions that are set each week. You have access to our subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account. MusicTech for Beginners Alternative reading opportunities: Music Technology from Scratch Music Production for Beginners	Support your child's progress through: Revising using the knowledge organisers on this topic. Focus on Sound and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics. 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: Performing Arts) via the Contact Us facility of our school website for more information.	

KS4 Learning Map

Topic: Alternative Games'

Pathway: Alternative Games'				
Prior Learning: 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.		Current Learning: Students will learn more specific skills linked to each of the games. They will then be given the opportunity to practice 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 practice 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.	
Units covered over the year: Table tennis, dodgeball, badminton, tchoukball, volleyball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction of game and key rules linked to modified games	Tactics Official Umpire Analysis Defence Attack Formation	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	Learning of new skills and modified games			
Lesson 3	Introduction of tactical game play			
Lesson 4	Tactical game play			
Lesson 5	Tactical play and analysis of performance to aid improvement			

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 practice 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 practice 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.	
Units covered over the year: Football, basketball, rugby, flag football, dodgeball, handball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence				
Lesson 1	Recap of skills learnt at KS3 through game play	Tier 3 Vocabulary Tactics Official Umpire Analysis Defence Attack Formation	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: Pooerna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	Ways in which parents/carers can support - 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					
Prior Learning: 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.		Current Learning: Students will be perform 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.		Subsequent Learning: 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.	
Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,					
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support	
Lesson 1	Introduction to the method and teaching of key skills needed	Cardiovascular Muscular Skeletal Respiratory Heart rate Anaerobic Aerobic Target zones Time under tension	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	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.	
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: Fitness

Pathway: Fitness					
Prior Learning: 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.		Current Learning: 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.		Subsequent Learning: 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.	
Units covered over the year: Circuits, aerobics, yoga, Zumba, weight training, boot camp					
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support	
Lesson 1	Introduction to the method and teaching of key skills needed	Cardiovascular Muscular Skeletal Respiratory Heart rate Anaerobic Aerobic Target zones Time under tension	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	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 practice 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 practice 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.	
Units covered over the year: Basketball, football, netball, dodgeball, handball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson 1	Recap of skills learnt at KS3 through game play	Tactics Official Umpire Analysis Defence Attack Formation	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	- 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

Topic Number: 1

Online Life						
Prior Learning		Current Learning	Subsequent Learning			
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.		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.	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.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Lesson 1	Radicalisation and Extremism	Exploitation	You can use independent study opportunities to engage with the following websites about UK law and community guidelines. <u>Upskirting now a crime after woman's campaign - BBC News</u> <u>Parents and carers CEOP Education (thinkuknow.co.uk)</u>	Explore the websites such as the NSPCC which explain what the risks are to different apps being used and how to use these safely. Discuss the different places a person can go if put at risk online and what they can do to stay safe.		
Lesson 2	Radicalisation and Extremism	Prosecution				
Lesson 3	Viewing dangerous content online	Criminal				
Lesson 4	Revenge Porn	Judicial system				
Lesson 5	Sexual Harassment	Radicalisation				
Lesson 6	Reporting material online	Pornography				
Lesson 7	Assessment	Coercion Discrimination				

Year 10 Learning Map

Theme E- Crime and Punishment				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your knowledge base from KS3 where you learnt about Crime and Punishment in year 9. You will build on key terms you have already learnt such as Capital/corporal punishment, and you will be able to compare and contrast religious attitudes from Buddhism and Christianity, applying these to theme E. 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 two Year 10 topics.	In this topic you will learn about a variety of issues which relate to the law, crime and punishment. You will start by learning about what we mean by crime, the law and punishment. You will be introduced to different aims of punishment and the religious attitudes towards these, you will look at how law and punishment has changed over time and develop an understanding as to what religious beliefs are applied to the issue of crime and punishment and how these belief influences religious believers today. Finally, you will learn through case studies of people such as Gee Walker the importance of forgiveness to religious believers and how belief has influenced practice. You will continue to develop your skills of evaluation and debate. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	Students will be given and directed to revision activities and resources throughout the topic and will be shown effective ways to revise in preparation for end of unit assessments. Students will be set homework once a fortnight to support learning in covered in lesson.	This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding forgiveness and reformation. It will help you to further understand Christian teaching of agape that you will use in both further Key Stage 4, and Key Stage 5 RE topics. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood. Throughout the topic 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 - this is a skill that will continue to be developed throughout your GCSE in RE.	You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Buddhism: Buddhism for beginners – including agnostic and secular Buddhism
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
1. Introduction to crime 2. Good and Evil intentions 3. Cause of crime 4. Religious attitudes to crime and lawbreakers 5. Aims of punishment 6. Religious attitudes to aims of punishment 7. Attitudes to suffering 8. Treatment of criminals 9. Forgiveness 10. Death penalty	Punishment Judicial system Corporal punishment Capital punishment Reformation Retribution Deterrence Reformation Vindication Reparation	Students will be given and directed to revision activities and resources throughout the topic and will be shown effective ways to revise in preparation for end of unit assessments. Students will be set homework once a fortnight to support learning in covered in lesson.	This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding forgiveness and reformation. It will help you to further understand Christian teaching of agape that you will use in both further Key Stage 4, and Key Stage 5 RE topics. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood. Throughout the topic 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 - this is a skill that will continue to be developed throughout your GCSE in RE.	You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Buddhism: Buddhism for beginners – including agnostic and secular Buddhism

Year 10 Learning Map

Spring Term 1 – Book 2

Five Survive		
	What is the Reading Curriculum? The reading curriculum is currently delivered to Y10 four days a week in PDP time. Lessons include the following skills - predict, clarify, question, and summarise. This structure has been shown to improve reading by teaching children strategies that they can use to help them to understand what they are reading and how to break down the content for understanding. It is a strategy that was developed as a technique to help teachers bridge the gap for students who have discrepancies between their levels of decoding and comprehension skills. The structure encourages children to think about their thought process, it helps children to be actively involved and boost confidence for readers of all levels. This can foster a real interest for reading and enable them to become lifelong readers.	What is the book about? Eighteen year old Red and her friends are on a road trip in an RV, heading to the beach for Spring Break. Spirits are high. Until the RV breaks down in the middle of nowhere. And as the wheels are shot out, one by one, the friends realise that this is no accident. There's a sniper out there. He's watching them and he knows exactly who they are. One of the group has a secret that the sniper is willing to kill for. As a game of cat-and-mouse plays out, the group desperately tries to get help. Buried secrets are forced to light and tensions within the group reach deadly levels. Only one thing is for sure. Not everyone will survive the night . . . Number one in the <i>New York Times</i> Young Adult Hardcover Bestseller list, week commencing 19/12/2022 Number four in the <i>Sunday Times</i> Children's and YA Fiction chart, week commencing 12/12/2022
Themes raised in the book Secrets Betrayal Corruption Manipulation Determination Grief Trauma	Genre Young adult mystery thriller	Ways in which parents/carers can support Encourage students to loan books from our library and support reading at home. We have a 'PDP linked books' section in the library which is stocked with books that are similar in thematic content and genre to the 'Reading Curriculum' book that students can loan. Actively discuss what they are reading with them.
Why this book? Fast paced and suspenseful narrative to support students' engagement. A number of plot twists to support group discussion within the session (with a focus on the skill of prediction and inference)		

Year 10 Learning Map

Topic Number: B4

Respiration and homeostasis				
Prior Learning		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 functions. 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 photosynthesis & cell Biology.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson	Spec	Aerobic respiration Anaerobic respiration Metabolism Sensory Motor Relay Endocrine ADH Negative feedback Glucose Glucagon Glycogen Insulin Pancreas Auxins	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky	Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
1	4.4.2.1			
2	4.4.2.2			
3	4.4.2.3			
4	4.5.1.1			
5	4.5.2.1			
6 & 7	4.5.2.1			
8	4.5.2.2			
9	4.5.2.3			
10	4.5.2.4			
11	4.5.3.1			
12	4.5.3.2			
13	4.5.3.3			
14	4.5.3.4			
15	4.5.3.5			
16	4.5.3.7			
17	4.5.4.1			
18 & 19	4.5.4.1			
20	4.5.4.2			
21	Test			
22	check point lesson			

Topic Number: C5

		Reactivity		
Prior Learning		Current Learning	Subsequent 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.		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 will learn about common organic molecules as well.	This topic will prepare you for inorganic chemistry and biochemistry should you choose to study A level Chemistry.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
1	Metal oxides	Metal	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Janice VanCleave's Chemistry for Every Kid : 101 Easy Experiments that Really Work	Support your child's progress through: <u>Educake</u> - to complete homework and access further revision <u>myGCSE science</u> - for extra support videos and work on the topics stated <u>GCSEpod</u>- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
2	Metals, water and acid	Ion		
3	The reactivity series	Reactivity		
4	Oxidation and reduction in terms of electrons	Acid		
5	Reactivity of acids with metals	Alkali		
6	Neutralisation of Acids and salt production	pH scale		
7	Soluble salts	Strong (acid)		
8	RP8	Weak (acid)		
9	RP8	Neutralisation		
10	The pH Scale and Neutralisation	Salt		
11	Strong and weak acids			
12	Structure and formulae of alkenes			
13	Reactions of alkenes			
14	Alcohols			
15	Carboxylic acids			
16	Addition polymerisation			
17	Condensation polymerisation			
18	Amino acids and DNA			

Year 10 Learning Map

Topic Number: P4

Waves																																																															
Prior Learning This topic builds on students' prior knowledge of waves from KS3.	Current Learning In this topic you will learn that waves are a way in which energy may be transferred between stores. Both mechanical and electromagnetic waves will transfer energy but not matter. These basic principles allow all electronic and advance machinery to work.	Subsequent Learning This topic will underpin students' understanding of certain types of energy transfer. It will enable students to continue to develop their maths skills emerging from previous topics.																																																													
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support																																																												
<table><tr><th>Lesson</th><th>Spec</th><th>Lesson title</th></tr><tr><td>1</td><td>4.6.1.1</td><td>Transverse and Longitudinal</td></tr><tr><td>2</td><td>4.6.1.2</td><td>Properties of waves</td></tr><tr><td>3</td><td>4.6.1.2</td><td>Required Practical 8</td></tr><tr><td>4</td><td>4.6.1.3</td><td>Reflection of waves</td></tr><tr><td>5</td><td>4.6.1.3</td><td>Required Practical 9</td></tr><tr><td>6</td><td>4.6.1.4</td><td>Sound waves</td></tr><tr><td>7</td><td>4.6.1.5</td><td>Waves for detection and exploration</td></tr><tr><td>8</td><td>4.6.2.1</td><td>Types of EM waves</td></tr><tr><td>9</td><td>4.6.2.2</td><td>Properties of EM waves</td></tr><tr><td>10</td><td>4.6.2.3</td><td>Required Practical 10</td></tr><tr><td>11</td><td>4.6.2.3</td><td>Required Practical 10</td></tr><tr><td>12</td><td>4.6.2.4</td><td>Uses and applications of EM waves</td></tr><tr><td>13</td><td>4.6.2.5</td><td>Lenses</td></tr><tr><td>14</td><td>4.6.2.6</td><td>Visible light</td></tr><tr><td>15</td><td>4.6.3.1</td><td>Emission and absorption of infrared</td></tr><tr><td>16</td><td>4.5.3.1</td><td>Forces and elasticity</td></tr><tr><td>17</td><td>4.5.3.1</td><td>Required Practical 6</td></tr><tr><td>18</td><td>4.5.3.1</td><td>Required Practical 6</td></tr><tr><td>19</td><td></td><td>test</td></tr></table>	Lesson	Spec	Lesson title	1	4.6.1.1	Transverse and Longitudinal	2	4.6.1.2	Properties of waves	3	4.6.1.2	Required Practical 8	4	4.6.1.3	Reflection of waves	5	4.6.1.3	Required Practical 9	6	4.6.1.4	Sound waves	7	4.6.1.5	Waves for detection and exploration	8	4.6.2.1	Types of EM waves	9	4.6.2.2	Properties of EM waves	10	4.6.2.3	Required Practical 10	11	4.6.2.3	Required Practical 10	12	4.6.2.4	Uses and applications of EM waves	13	4.6.2.5	Lenses	14	4.6.2.6	Visible light	15	4.6.3.1	Emission and absorption of infrared	16	4.5.3.1	Forces and elasticity	17	4.5.3.1	Required Practical 6	18	4.5.3.1	Required Practical 6	19		test	Longitudinal Transverse Wavelength Frequency Peak Trough Reflection Refraction Spectrum Electromagnetic Absorption	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - An introduction to the electromagnetic spectrum - https://imagine.gsfc.nasa.gov/science/toolbox/emspectrum1.htm - What is an electromagnetic wave? - https://hubblesite.org/contents/articles/the-electromagnetic-spectrum	Support your child's progress through: - Educake - to complete homework and access further revision - myGCSE science - for extra support videos and work on the topics stated - GCSEpod- for extra support videos and work on the topics stated - Accessing their Microsoft Teams work for directed exercises on current topics
Lesson	Spec	Lesson title																																																													
1	4.6.1.1	Transverse and Longitudinal																																																													
2	4.6.1.2	Properties of waves																																																													
3	4.6.1.2	Required Practical 8																																																													
4	4.6.1.3	Reflection of waves																																																													
5	4.6.1.3	Required Practical 9																																																													
6	4.6.1.4	Sound waves																																																													
7	4.6.1.5	Waves for detection and exploration																																																													
8	4.6.2.1	Types of EM waves																																																													
9	4.6.2.2	Properties of EM waves																																																													
10	4.6.2.3	Required Practical 10																																																													
11	4.6.2.3	Required Practical 10																																																													
12	4.6.2.4	Uses and applications of EM waves																																																													
13	4.6.2.5	Lenses																																																													
14	4.6.2.6	Visible light																																																													
15	4.6.3.1	Emission and absorption of infrared																																																													
16	4.5.3.1	Forces and elasticity																																																													
17	4.5.3.1	Required Practical 6																																																													
18	4.5.3.1	Required Practical 6																																																													
19		test																																																													

SPORT



Year 10 Learning Map - HT4

Topic: Fitness Testing					
Prior Learning- R181 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.		Current Learning – R181: During this topic pupils will develop an 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.	Subsequent Learning- R181 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 of if a training plan has been a success and what changes could be made in the future.		
Prior Learning – R180 Topic area 2: Warm up and cool down routines - The different components of a warm-up and cool down. - The physiological and psychological benefits of warming up. - The physiological benefits of cooling down.		Current Learning – R180 Topic area 3: Different types and causes of injuries. Acute and chronic injuries.	Subsequent Learning – R180 TA 4: Reducing risk, treatment of and rehabilitation of sports injuries and medical conditions. TA 5: Causes, symptoms and treatment of medical conditions		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	R181 - Coursework type up.	Circuit training	All students have access to The PE Classroom and are set unit quizzes and exam questions for their homework, weekly.	Watching sport and having conversations around which key skills are needed in different sports and positions.	
Week 2	R181 - Coursework improvement lesson.	Continuous Training FITT Overload PAR-Q	Wider reading: My Revision Notes: Cambridge National Level 1/2 Sport Science.	Support coursework deadlines and ensure there are opportunities to complete coursework at home/after school.	
Week 3	PAR-Q & Purpose of training	Progression	Cambridge National in Sport Science Student Book with Digital Access: Level 1/Level 2 (Cambridge Nationals)	Encourage a healthy active lifestyle and support a love of sport.	
Week 4	Preparing the training & Risk assessment	Resistance Training Reversibility SMART Goals Specificity			
Week 5	Planning the training programme & selecting activities				
Week 6	Initial testing in preparation to begin training plan.				



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 in order 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 in order 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)	Extended Learning	Ways in which parents/carers can support
Lesson 1-2	Unit 2 1.2.2.2 How to plan production CA	Unit 2 Accompaniments Antioxidant Bain Marie Commodities Deficiency Fortification Garnish Macronutrients Micronutrients Mise en place Organoleptic Portion control Sauté	<u>WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide</u> : Tull, Anita: Amazon.co.uk : <u>Books</u> <u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering:</u> Amazon.co.uk : <u>Saunders, Bev, Mackey, Yvonne:</u> <u>9781510473331: Books</u> All cook books are a good place to build your knowledge on recipes, and cooking processes.	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. When shopping, discuss factors that affect the choices made. <u>Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA)</u> <u>Revision - BBC Bitesize</u>
Lesson 3	Unit 2 3.1.1. 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			
Lesson 16	Unit 2 4.1-4.2 Evaluating own performance and product			
Lesson 17	Unit 2 4.1-4.2 Evaluating own performance and product			

