



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y11

HALF TERM 2



**RIDGEWOOD
SCHOOL**

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KS4 Learning Maps – Half Term 2

Dear parent/carer,

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

Included within the Learning Maps are 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



Year 11 Learning Map

Topic Number: HT2

SURROUNDINGS				
Prior Learning Your investigations into the use of materials, narrative and texture will support the deeper investigation of the work of the artists studied.		Current Learning You will respond to looking at artists through experimentation with materials and processes and create an outcome inspired by your learning, deepening understanding, material knowledge and use and planned investigations and outcomes.	Subsequent Learning This topic will allow you to consolidate your learning and apply the techniques and processes to your own investigations.	Ways in which parents/carers can support
Week Sequencing		Tier 3 Vocabulary	Extended Learning	
Week 1	Experimentation with techniques/media	Composition Concept	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 https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016/exemplar-library.html https://www.tate.org.uk/search?q=surroundings https://www.moma.org/search/?bucket=3&query=surroundings https://www.guggenheim.org/search?page=1&s=surroundings&post_type=artwork	Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.
Week 2	Experimentation with techniques/media	Develop Drawing		
Week 3	Start final piece	Experiment		
Week 4	Final piece	Final piece Form		
Week 5	Final piece	Investigate Observe/observation		
Week 6	Final piece	Print Proportion		
Week 7	Final piece	Representational Research		
Week 8	Finish all sketchbook work.	Respond Scale Still life		

Business



Year 11 Learning Map

Topic Number: 2.2

Topic Title: Making marketing decisions				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on prior knowledge of how businesses make decisions with the 4 p's of price, product, place and promotion.		In this topic you will gain an understanding of how businesses will explore different strategies within the 4ps. Furthermore, you will consider how they use these to make business decisions in the future.	This topic will prepare students for future work in their exams but also links to many other units across the course.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	
Lesson 1	Price	Advertising	Function, aesthetics and cost – Product – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize Pricing strategies – Price – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize Promotion strategies – Promotion – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize Distribution channels – Place – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize Elements of the marketing mix – Using the marketing mix to make business decisions – Edexcel – GCSE Business Revision – Edexcel – BBC Bitesize	Edexcel GCSE Business (2017) Pearson qualifications Business: Edexcel GCSE (senecalearning.com)
Lesson 2	Promotion	Cost plus		
Lesson 3	Product	Competitor		
Lesson 4	Place	E-newsletters		
		E-Tailer		
Lesson 5	Marketing mix and business decisions	Penetration		
		Profit margin		
Lesson 6	Revision	Promotion		
Lesson 7	End of topic Test	Retailer		
Lesson 8	DIRT	Skimming		
		Sponsorships		
		Viral advertising		

Year 11 Computer Science Learning Map

Topic Number 2.2 Programming techniques and 2.3 Defensive Design				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds upon HT1 Programming Techniques and includes some more advanced programming techniques. It also builds upon the planning of algorithms using pseudocode and flowcharts.	In this topic you will learn about programming features and how these are implemented. You will continue to develop your understanding of programming constructs and syntax.	This topic will prepare you for future work in project management, coding, developing projects and applications. It will also help for managing projects.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning Opportunities	Ways in which parents/carers can support	
Week 1 Selection and iteration	Assignment	Pupils are set weekly homework tasks using 'knowitallninja'. These are short recap tasks based on Paper 1 content. https://www.knowitallninja.com/	A large component of the exam paper will involve programming so we encourage pupils to practice the programming techniques developed in lesson. Some pupils enjoy working independently on programming projects and games. Support with using online resources such as Seneca.	
Week 2 Arithmetic and Boolean operators	Authentication			
Week 3 1D and 2 D arrays	Element	You can revise material using Seneca Learning which is an interactive resource. Additionally some paper based activities will be set in preparation for their exams. https://senecalearning.com/en-GB/ https://isaacomputerscience.org/	Ensuring pupils log onto 'knowitallninja' each week.	
Week 4 Functions and procedures	For			
Week 5 Structuring code and practical programming	Functions	Pupils/Parents can also use the following programs to develop their coding skills supporting their Paper 2 content: Learn Python — W3Schools.com Learn Python 2 Codecademy	Pupils/Parents can also use the following programs to develop their coding skills supporting their Paper 2 content: Learn Python — W3Schools.com Learn Python 2 Codecademy	
Week 6 Records and SQL	Index			
Week 7 Programming Project	Open, Read, Write, Close	Pupils also have links to revision resources on the home page of OneNote.	Pupils also have links to revision resources on the home page of OneNote.	
	Parameters			
	Procedures	Pupils also have links to revision resources on the home page of OneNote.	Pupils also have links to revision resources on the home page of OneNote.	
	Read and write to file			
	Records	Pupils also have links to revision resources on the home page of OneNote.	Pupils also have links to revision resources on the home page of OneNote.	
	SQL			
	SELECT, FROM, WHERE	Pupils also have links to revision resources on the home page of OneNote.	Pupils also have links to revision resources on the home page of OneNote.	
	Testing			
	Validation	Pupils also have links to revision resources on the home page of OneNote.	Pupils also have links to revision resources on the home page of OneNote.	
	While			

Drama



Year 11 Learning Map

Topic Number: 1 and 2

Component 3: Responding To A Brief MOCK				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.	In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.	This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course. You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to level 3 Performing Arts study.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1 – Exploration of stimulus	Audience Characterisation Evaluation Narrative Performance Practitioner Reflection Skills Stimulus Techniques	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	Explore our Digital Theatre+ package. www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and 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/	
Week 2 – Practical exploration of ideas				
Week 3 – Begin blocking				
Week 4 – Ideas Log Exam in Y11 Mock week				
Week 5 & 6 – Continue blocking				
Week 7 – Showcase of work				



Year 11 Learning Map – Half Term 2

Eduqas English Language Component 1 Section A and B: 20 th Century Language Reading and Writing				
Prior Learning	Current Learning	Subsequent Learning		
Building on your prior knowledge of Component one from Year 10, you will enhance your ability to read a range of engaging fiction texts. This topic will focus on engaging with analysis of extracts from 20th century Language texts. You will build on prior knowledge of textual analysis and the requirements to answer each of the reading questions on the Component one examination. In relation to section B, you will be revisiting the narrative you created during year 10. You will have the opportunity to redraft and perfect your narrative so it meets the requirements of the examination mark scheme.	During your English lessons, you will explore extracts from a range of 20th Century texts to help you prepare you for your GCSE English Language Component 1 exam at the end of Year 11. Once a fortnight, you will also be focusing on Section B – Narrative Writing English Language Component 1 consists of two sections: reading and writing. Section A consists of five questions on the reading of an extract from an unseen fictional text, while Section B is one question testing narrative writing skills. You will be assessed on the following skills: • AO1: Identify and interpret explicit and implicit information and ideas • AO2: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO4: Evaluate texts critically and support this with appropriate textual references	You will continue to prepare for GCSE English Language in Half Term 2 where you will focus on English Language Component Two Reading Skills. The analytical skills required for success in on the Component One paper are also transferable to the reading section of your Component Two exam so it is important to recognise the similarities in skills you need to demonstrate across all aspects of English study.		
Lesson Sequencing	Key Vocabulary	Extended Learning		
Week 1 and 2: Exploration and revision of questions 1 – 5 of Section A Reading (Megan Paper). Narrative writing lesson.	Tracking Range	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.		
Week 3 and 4: Exploration and revision of questions 1 – 5 of Section A Reading (The Birds Paper). Narrative writing lesson.	Comment Evidence Inference Evaluation	For narrative writing, you can practice writing your narrative in timed conditions.		
Week 5 and 6: Exploration and revision of questions 1 – 5 of Section A Reading (Obed Paper). Narrative writing lesson.	Impressions	Useful revision websites:		
Week7 and 8: Exploration and revision of questions 1 – 5 of Section A Reading (Sadie's Party Paper). Narrative writing lesson.	Writer's craft	• Eduqas • Mr Bruff • BBC Bitesize		
		Ways in which parents/carers can support		
		• 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 PowerPoints 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 11 Learning Map – Half Term 2

A Christmas Carol			
Prior Learning	Current Learning	Subsequent Learning	
Building on analytical skills from Key Stage 3 and the star of Key Stage 4, you will enhance your ability understand texts as a whole and also how to look for deeper meaning in extracts. Skills in this unit are comparable to analysis of poetry and fiction extracts you have studied: <i>Shakespeare's Romeo and Juliet</i> covered in Year 8, <i>An Inspector Calls</i> and war poetry from Year 9, <i>Power</i> and <i>Conflict Poetry</i> Anthology from Year 10, and <i>Macbeth</i> at the start of Year 11.	You will study Dickens' iconic and festive novella about redemption, compassion and social responsibility for the Nineteenth century novel component of the GCSE English Literature Paper 1 exam. You will be assessed on the following skills: - AO1: This assesses your understanding of the novel. In the exam, you will need to make points about the novel and use evidence from the novel to support your interpretations. - AO2: This assesses your ability to analyse language, form and structure used by the writer to create meanings. - AO3: This assesses your ability to make links between the novel and the time it was written.	A <i>Christmas Carol</i> is one of the set texts for the GCSE English Literature exam. In the exam, you will have 45 minutes to answer one essay question on the novel. This is a 'closed book' exam which means that you will not have access to a copy of the novel in the exam. Following your study of <i>A Christmas Carol</i>, you will further enhance your interpretative and analytical skills by revising <i>Macbeth</i> and a collection of poetry from the AQA Power and Conflict poetry anthology.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1: Plot, characters and context.	- Novella - Character - Theme - Bildungsroman - Parable - Third person omniscient narrator - Stave - Pathetic fallacy - Antithesis - Motif - Symbolism	Weekly homework will be set on GCSEPod. You can use independent study opportunities to engage with the following 19th Century novels to further develop your knowledge of the Victorian period and skills of text analysis: <i>Oliver Twist</i> by Charles Dickens - A critique of the injustice, poverty and social discrimination in Victorian England. <i>Frankenstein</i> by Mary Shelley - A Victorian classic about the importance of responsibility. <i>The Afterlife of Holly Chase</i> by Cynthia Hand - A modern adaptation of <i>A Christmas Carol</i>.	- Watch one of the many films adaptations or the novella. - There is a breadth of knowledge online about the Victorian age - research the context and how it influenced Dickens' work. The British Library website is a good place to start: https://www.bl.uk/works/a-christmas-carol# - Dickens is a world famous novelist - research his work, his craft and his style. Find out what inspired him to write about the ideas and themes in <i>A Christmas Carol</i>: https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-a-christmas-carol - Visit York Castle Museum and explore the recreated Victorian street exhibition: https://www.yorkcastlemuseum.org.uk/exhibition/kirkgate-the-victorian-street/
Week 2: Themes and Symbols.			
Week 3: Scrooge's character development.			
Week 4: Essay writing skills and extracts from across the novella.			

Y11 AQA – 3.2.2 Challenges in the human environment– Section B: The changing economic world and Section C: The challenge of resource management

Y11 AQA – 3.2.2 Challenges in the human environment– Section B: The changing economic world and Section C: The challenge of resource management			
Prior Learning	Current Learning	Subsequent Learning	Ways in which home can support
This topic builds on your knowledge from KS3, particularly your knowledge of Population, Globalisation and Development from Y7 and Y9. It builds upon prior skills such as cartographic, statistics/maths and graphical skills linked to global urban trends. We will also be using demographic data to profile different countries (linked to economics, availability and consumption of resources), UK and global locations and areas.	Current Learning In this topic, you will learn about human processes and systems and how they change both spatially and temporally. They are studied in a range of places, at a variety of scales and include places in various stages of economic development. We will be focussing on the UK's changing economy and then the challenge of resource management. This topic is important for you to develop your geographical skills and case study application in extended geographical writing. We will be building on skills of choropleth mapping of population and economic data, development figures and development data calculations	Subsequent Learning We will go on to explore the dynamic nature challenges in the human environment looking at human processes. We will go on to learn about urban sustainability and the challenges of a resource. The topic will also equip you with the skills you need to be successful in Paper 1, 2 and 3 of your Geography GCSE, and makes up a third of Paper 2.	Ways in which home can support Please ensure your child is completing their weekly GCSE Exam question homework or GCSE Pod Question homework GCSEPod Helping encourage revision with the use of the following revision websites: - Using BBC Bitesize: GCSE Geography - AQA - BBC Bitesize - Using Physics Maths Tutor: AQA GCSE Geography Revision (physicsandmathstutor.com) - Using Physics Maths Tutor-Past Papers (AQA): GCSE / IGCSE Geography Past Papers - PMT (physicsandmathstutor.com) - Using Internet Geography: AQA GCSE Geography - Internet Geography
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	
The Changing Economic World 1. UK - Changing UK Economy 2. UK – Post-industrial economy 3. UK -Modern Industrial Development 4. UK -Changing UK infrastructure - 5. UK -Changing UK infrastructure - Transport 6. UK -The North-South Divide 7. UK -The UK in the wider world 8. Resource Management - Food 9. Resource Management - Water 10. Resource Management - Energy 11. Resource Management – Water Demand 12. Resource Management – Water Security 13. Resource Management – Water Supply 14. Resource Management – Water Strategies	Tier 3 Vocabulary Challenge Counter-urbanisation Deindustrialisation Economy Enterprise Zones High income country Inequality Lower income country Newley Emerging- Economy Opportunity Site Situation Trade Transport Urbanisation	Extended Learning A weekly GCSE Exam question homework sheet or GCSE Pod Question homework will be set to KS4 students. Recommended KS4 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography Wider Reading: This book is an engaging and fascinating read: Human Geography: The Basics Andrew Jones	

Health & Social Care

Year 11 Learning Map – Half Term 2

Year 10 BTEC Level 1/2 Health and Social Care: Human life span and development				
Prior Learning	Current Learning	Subsequent Learning		
Students have explored the barriers and strategies in overcoming these when service users try to access a range of health and social care provisions to support with a range of health conditions. Students have also identified the skills, attributes and values required when giving care. Gaining an understanding of the importance and when to apply these when working with service users such as empathy, patience, honesty and trustworthiness. Students will now understand the different types of health and social care services and the values that are required when working in health and social care settings as well as identifying any obstacles that services users may face and how to cope with these.	Students will apply their knowledge gained on half term 1 around the skills, attributes and values required when giving care. The benefits of these and the obstacles that they may face. They will apply this to case studies given for task 4 & 5 for their PSA. Students will develop the skills and attributes needed to complete their component 2 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 be introduced to their final unit, component 3: Health and wellbeing. This is their externally examined component that they will sit in May. Students will start by learning what is meant by health and wellbeing and how it is affected by a range of factors. Students will then learn to interpret indicators that can be used to measures physiological health and lifestyle data in relation to risks posed to physical health. Students will finally learn how to design a health and wellbeing improvement plan, including short- and long-term targets, and how obstacles that individuals may face when implementing the plan might be overcome.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Benefits to individuals of the skills, attributes and values in health and social care.	Multidisciplinary Advocates Impairment Physical aids Stigma Confidentiality Advanced radiotherapy Optical care Complementary therapies Psychological Geographical Empathy Vulnerable Exploitation Prejudice Discrimination Jargon Dignity Person-centred care	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 Homework- Set once a week All homework will tie in with preparation for the PSA, they will be required to research and make notes to support their completion of the PSA. Students will discuss the benefits of knowing and applying a range of skills and attributes used in care setting to support the needs of service users.	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: 24 hours in A&E Junior doctors on the front line One born every minute	
Task 4				
Task 4				
Task 5				
Task 5				
Task 5				

Crime and Punishment (P2)

Crime and Punishment (P2)			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on the knowledge you gained about the different types of crimes and policing methods that have existed throughout British history. It also builds upon your foundational knowledge of medieval crimes and policing studied in KS3. Finally, it builds upon the explanation skills developed throughout year 10.	In this topic you will learn about the development of attitudes towards criminals, the nature of punishments and the subsequent changing of justifications for punishments that criminals received throughout British history. This topic is important for you to develop your historical skills and knowledge because it will help you continue to master explanations of reasons in arguments and recognise similarities and differences between time periods.	You will continue to develop your use of argument and evidence skills in Paper 2 when covering the Cold War and Early Elizabethan England. The topic will also equip you with the skills you need to be successful in Paper 1 of your History GCSE	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Deterrence, retribution and execution as forms of medieval punishments The continued use of corporal and capital punishment through the Early Modern period The introduction of transportation and the start of the Bloody Code in Early Modern England The changing views on the purpose of punishment in the 18th and 19th centuries The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry. The abolition of the death penalty; changes to prisons and specialised treatment of young offenders The development of non-custodial alternatives to prison in Modern Britain.	<i>Bloody Code</i> <i>Capital Punishment</i> <i>Corporal Punishment</i> <i>Deterrence</i> <i>Forest Laws</i> <i>Open Prison</i> <i>Retribution</i> <i>Reformation</i> <i>Transportation</i> <i>Wergild</i>	Students will be set retrieval or revision homework every week on Forms. 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 These books are engaging and fascinating reads: GCSE History for Edexcel: Crime and Punishment through time, c-1000-present by Hodder Revise Edexcel GCSE (9-1) History Crime and Punishment Revision Guide by Pearson	You could watch the following documentaries with your son/daughter: YouTube: Saxon Punishments I History - The Strange Case of the Law The Bloody Code I History - The Strange Case of the Law The life and work of Elizabeth Fry (dramatisation) I History – true stories

Year 11 Computer Science Learning Map

Topic Number 2.2 Programming techniques and 2.3 Defensive Design				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds upon HT1 Programming Techniques and includes some more advanced programming techniques. It also builds upon the planning of algorithms using pseudocode and flowcharts.	In this topic you will continue to learn about different programming features and how these are implemented. You will continue to develop your understanding of programming constructs and syntax. Each lesson will include practical work to embed each of the theory concepts.	This topic will prepare you for future work in project management, coding, developing projects and applications. It will also help for managing projects.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning Opportunities	Ways in which parents/carers can support	
Week 1 File writing and practical programming	Array Assignment Authentication Element Functions Index Open, Read, Write, Close Parameters Procedures Read and write to file Records SQL SELECT, FROM, WHERE Testing Validation	https://www.bbc.co.uk/bitesize/gui-des/z433rwx/revision/1 https://www.bbc.co.uk/bitesize/gui-des/z788jty/revision/1 https://www.gcsepod.com https://senecalearning.com/en-GB/	Pupils/Parents can also use the following programs to develop their coding skills supporting their Paper 2 content: Learn Python — W3Schools.com Learn Python 2 Codecademy	
Week 2 Records and SQL				
Week 3 1D and 2 D arrays				
Week 4 Functions and procedures				
Week 5 Structuring code and practical programming				
Week 6 Anticipating misuse and authentication				
Week 7 Programming Project				

Year 11 Creative iMedia Learning Map

Topic Number: Section C

Topic Title: R093: Creative iMedia in the media industry				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on prior knowledge from the coursework topics but putting them into exam content and relating them to the real life.		In this topic you will continue to learn about the media in the industry in preparation for the R093 examination paper Creative iMedia in the media industry. In this topic you will learn about the legal considerations to protect individuals, including relevant laws such as privacy, permissions and defamation. The topic also considers regulation, certification and classification, including the role of the ASA, Ofcom, BBFC and PEGI.	This topic will prepare you for further learning in media courses and for the exam taken in the January series.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Legal Issues	Advertising standards authority Bit depth Compression Creative Commons Data Protection Defamation Libel Location Recce Ofcom Permission Privacy Resolution Risk assessment Slander Watermarks	Pupils are set weekly homework tasks using 'knowitallninja'. These are short recap tasks based on examination content. https://www.knowitallninja.com/ 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. Wider Reading Opportunities R093 - Creative iMedia in media industry sample question paper (ocr.org.uk) New R093 Creative iMedia in the Media Industry Course (knowitallninja.com)	Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR
Week 2	Intellectual Property			
Week 3	Health and Safety			
Week 4	Distribution Media			
Week 5	File Formats			

Foundation –Constructions, Plans and Elevations and Bearings

Prior Learning	Current Learning	Subsequent Learning
This unit builds on prior knowledge learnt in Unit 6 and Unit 7 as you will be working on co-ordinate axis with shapes. You will also require your skills in drawing angles from Y8 and use angle laws from Unit 5.	In this topic, you will learn how to draw plans and elevations, draw and interpret bearings and use constructions for loci problems.	Constructions, plans and elevations will be used in any further studies in Construction, Design or Engineering. Bearings are also used in navigation based careers such as the Army or Navy.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
Lessons will address the following learning objectives in the order most effective for the class' needs: • Draw plans and elevations • Perform constructions to answer loci problems • Draw and interpret bearings	Bearing Elevation Loci Plan	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
Lesson Sequencing	Tier 3 Vocabulary	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: • Draw plans and elevations • Perform constructions to answer loci problems • Draw and interpret bearings	Bearing Elevation Loci Plan	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



Fractions, Indices and Standard Form				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior learning of fractions and indices from KS2, Y7, Y8 and Y9 Unit 1 and 4. Students will have also learnt to convert to and from standard form in Science lessons.	In this topic you will develop your skills in fractions calculations, particularly focussing on mixed numbers. You will also learn to complete higher level calculations with indices and standard form.	This topic will be used within AO3 problem solving questions. You will also continue to use standard form in Science lessons in KS4.		
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: - Add and subtract fractions - Multiply and divide fractions - Use laws of indices - Convert to and from standard form - Multiply and divide in standard form	- Base - Power - Index - Mixed number - Numerator - Denominator - Standard form	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 – Circle theorems and Circle geometry				
Prior Learning This topic builds on students' prior knowledge on labelling circles and will apply their knowledge from angles laws across Y7-9. Students' algebraic skills will be applied when working with graphs once more.	Current Learning In this topic you will learn the circle theorems, how to apply and prove them. In the second part of this unit you will learn to find the equation of a tangent to a circle on a graph.	Subsequent Learning Circle theorems are frequently interleaved in to AO3 problems in A Level Maths.		
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs: • Learn and apply all circle theorems • Prove circle theorems • Find the equation of a tangent to a circle	Tier 3 Vocabulary • Alternate • Segment • Chord • Tangent • Diameter • Subtended	Extended Learning 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	Ways in which parents/carers can support 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 – Further algebra (Algebraic fractions, Function and proof)				
Prior Learning This topic builds on students' skills from a range of prior learning including fractions, algebra and surds.	Current Learning In this topic you will revisit rationalising the denominator and learn to apply the difference of two squares. The majority of this unit will be spent manipulating algebraic fractions. The other larger topic within this unit will focus on functions, you will learn to use, solve, and find inverse and composite functions. Finally you will learn to prove statements using algebra.	Subsequent Learning Algebraic fractions, functions and proof skills will be further developed if you choose to study A Level Maths.		
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs: • Rationalise the denominator • Rearrange (change the subject of) complex formulae including factorising • Simplify algebraic fractions • Add and subtract algebraic fractions • Multiply and divide algebraic fractions • Solve equations with algebraic fractions • Use function notation • Express an inverse function • Express a composite function • Proof (algebraic)	Tier 3 Vocabulary • Rationalise • Denominator • Rearrange • Subject • Prove • Function • Inverse • Composite	Extended Learning 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	Ways in which parents/carers can support 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	

Music Technology Y11 – HT1.1 and 1.2 Synoptic assessment				
Prior Learning	Current Learning	Subsequent Learning		
This period starts your synoptic assessment window. You will combine your learning from the 5 units that you have studied across Year 10 and Year 11. 1: Introduction to music technology and the music business 2: The digital audio workstation 3: Music elements, music styles and music technology 4: Sound creation 5: Multitrack recording	You will commence your synoptic project this term. This is a 17 hour non exam assessment. You will work independently and apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable you to demonstrate an integrated connection and coherence between the different elements of the qualification. The NEA will contribute 60% towards the overall qualification grade and therefore it is important that you produce work to the highest standard.	You will then focus on preparation for your written exam in June.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lessons will be sequenced so that you have preparatory planning time in lessons and then a period of formal assessment. We will continue to thread written recall workshops in preparation for your external exam in June.	Development of music technology Music business DAW software functions Musical elements Musical style Sound creation Multitrack recording	Access your Teams account and the lesson material to refresh your understanding of key terminology. Access the WAGOLLS and WABOLLS to understand how to achieve higher band responses. Create your draft synoptic responses linked to each task prior to the assessment lesson to be provided with feedback and next steps	Support your child's progress through: Encourage your child to practice using the DAW software by attending an after school session. Focus on <u>Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics	

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 understanding and analysis of performance in some of the more traditional sports		Current Learning: 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.	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	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction of game and key rules linked to modified games	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	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 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 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		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Recap of skills learnt at KS3 through game play	Analysis Attack	1. Too Many Reasons to Live: Rob Burrow	- Let students play sport
Lesson 2	Recap of skills learnt at KS3 through game play	Defence Formation	2. Why we kneel how we rise: Michael Holding	- Give them opportunities to get involved in local teams
Lesson 3	Game play to introduce and revisit tactics	Official Tactics	3. All in: Billie Jean King	- Support in attending school teams and competitions.
Lesson 4	Game play to introduce and revisit tactics	Umpire	4. Stronger: Poorna Bell	
Lesson 5	Student led competition		5. My life: Queen of the court: Serena Williams	
			6. Unbelievable: Jessica Ennis	

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: 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				

Physical Education



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	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Aerobic	1. Too Many Reasons to Live: Rob Burrow	- 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	Anaerobic	2. Why we kneel how we rise: Michael Holding	
Lesson 3	Opportunity to develop and create own routines or personalise training	Cardiovascular	3. All in: Billie Jean King	
		Heart rate	4. Stronger: Poorna Bell	
Lesson 4	Opportunity to develop and create own routines or personalise training	Muscular	5. My life: Queen of the court: Serena Williams	
Lesson 5	Reflect upon training and ideas for further development	Respiratory	6. Unbelievable: Jessica Ennis	
		Skeletal		
		Target zones		
		Time under tension		

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 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	Wider Reading Opportunities	Ways in which parents/carers can support
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			

Year 11 Learning Map

Topic Number: 1

Mental Health				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on work that you have looked at in year 8 understanding mental health and the importance of knowing symptoms of different ways people's mental health could be impacted. It will strengthen your understanding of where to get help if it is ever needed.		In this topic you will learn: What is meant by mental health and dispel any myths that are associated with mental health. This topic will allow you to depend your understanding on mental health and the signs and symptoms to different mental health conditions. You will discuss the different stresses which may impact an individual's life and the different strategies/support systems a person can use to help through difficult times.	This topic will prepare you for: The stresses of year 11 and life beyond Ridgewood School. This topic will equip you with strategies that you could turn to in a difficult time to help through stressful situations. You will develop the skills to use knowledge and understanding to identify signs and symptoms of different mental health conditions and where support can be sought. 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, healthy and safe from now into adulthood.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	What is mental health	Stress	You can use independent study opportunities to engage with the following websites about mental health and exam stress. Parents' Guide To Supporting Children At Exam Time YoungMinds Parents Mental Health Support Advice for Your Child YoungMinds	Explore the websites such as Young Minds and Samaritans which explain different support networks and coping mechanisms for dealing with stress and anxiety Discuss the different ways mental health impacts people and where people can seek support if suffering with their mental health
Lesson 2	Exam stress	Anxiety		
Lesson 3	Anxiety	Depression		
Lesson 4	Assessment	Mental health Coping strategy Time management Support network		

Importance of human life

Importance of human life				
Prior Learning This topic builds on work that you have looked at in year 9, understanding why religious people believe human life has value and how different ethical issues may impact the approach religious people take. It will strengthen your understanding to apply religious beliefs to key ethical issues.	Current Learning In this topic you will learn: how religious people value life and the beliefs and teachings behind this. This topic will allow you to deepen your understanding on different ethical issues which surround the start and end of life from a medical and criminal/legal perspective. You will formulate your own opinions on these ethical issues and discuss and understand the beliefs and opinions of your peers and religious believers.	Subsequent Learning This topic will prepare you for: Understanding different ethical issues that may arise for you as individuals or those around you including being able to understand different topical issues that may arise both locally and globally. This topic will equip you with the knowledge and understanding to engage in meaningful conversation and make informed decisions on different moral and ethical issues. You will develop an understanding on different medical and legal issues that impact life and also an understanding of where to seek help and information for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Artificial insemination	You can use independent study opportunities to engage with the following websites which look at key topics covered in this module in the news. <u>US abortion debate - BBC News</u> <u>BBC - Ethics: Euthanasia and physician assisted suicide</u> <u>Esther Rantzen begs MPs to attend assisted dying debate - BBC News</u>	Explore the websites such as BBC News, ITV news, Sky News to look at topical issues that relate to medical issues and legal issues taught in this module, this can be both local and global news	
Lesson 2	Capital punishment			
Lesson 3	Imago Dei			
Lesson 4	Infertility			
Lesson 5	Involuntary euthanasia			
Lesson 6	Precepts			
Lesson 7	Sanctity of life			
Lesson 8	Termination			
Lesson 9	Voluntary euthanasia			
			Discuss the different opinions shared in relation to the topics covered and also your own opinions and where the come from, encourage open conversation to share opinions and beliefs as a family.	

Year 11 Learning Map

Buddhist Practices				
Prior Learning This topic builds on your knowledge base from Year 10 when you studied Buddhist beliefs using your knowledge of the different forms of Buddhism to help you understand the different way in which Buddhist practice their religion. You will build on key terms and concepts you have already learnt such as dependant arising, karma, rebirth and the Three Marks of Existence explaining how religious belief influences religious practice. 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 the different ways in which Buddhists practice their religion.	Current Learning In this topic you will learn about a variety of Buddhist practices from both Mahayana Buddhism and Theravada Buddhism. You will be introduced to a number of key Buddhist practices such as different funeral rights, meditation and worship and how Buddhists celebrate festivals. This learning will be underpinned by the beliefs you have previously studied and you will apply these beliefs to the different practices. You will also work on your skills of evaluation and debate by discussing whether or not these Buddhist practices and beliefs are still relevant in the 21 st century. This will subsequently help you with applying these beliefs and teachings to exam questions in Religious Education.	Subsequent Learning This topic will initially introduce you to key Buddhist practices which can then be applied to many other moral issues throughout RE in Key Stage 4 such as Medical Ethics, and War and Crime; as a contrast to other religions such as Christianity. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. In addition, this topic will help you to prepare for GCSE RE examinations as for this 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. Fully understanding the religion of Buddhism both beliefs and practices and how they fit together will give you a better knowledge and then basis for revision in preparation for your upcoming exams.		
Lesson Sequencing 1. Places of worship 2. Types of worship 3. Meditation 4. Different forms of meditation 5. Death and Mourning 6. Festivals 7. Metta and Karuna 8. The Five Moral Precepts and the Six Perfections	Tier 3 Vocabulary Meditation Visualisation Puja Vihara Metta (Loving Kindness) Ahimsa Enlightenment Suffering Compassion (karuna) Karma	Extended Learning You can use independent study opportunities to engage with the following websites relating to Buddhist Practices: Buddhist places of worship: Places of worship - Practices in Buddhism - GCSE Religious Studies Revision - AQA - BBC Bitesize A video tour of a Vihara: Holy Cribbs: The Vihara - TrueTube Meditation: Meditation - Practices in Buddhism - GCSE Religious Studies Revision - AQA - BBC Bitesize	Ways in which parents/carers can support Watching films such as 'The Life of the Buddha (2007)' together could help to raise students' understanding of Buddhist teachings and practices. You may want to put some of these Buddhist traditions into practice by attempting some guided meditation to experience first-hand what they learn about in school: https://www.youtube.com/watch?v=CvF9AEe-0Zc	

Year 11 Learning Map

Theme D: Religion Peace and Conflict				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your knowledge base of key religious beliefs and teachings from KS3 and allows you to apply this knowledge to moral issues surrounding religion Peace and Conflict. You will use and apply key teachings and ideas such as the Just War theory and Pacifism, which you studied in the Year 9 topic on Peace and Conflict. Throughout this topic, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to the explanation of moral issues and beliefs. You will continue to practise your skill of evaluation.	In this topic you will learn about a variety of religious and non-religious beliefs about issues such as when it is right to go to war, who should fight in war, how a country and reconcile after war and whether pacifism is a noble concept. You will learn about the different social and moral implications of these issues. You will debate controversial issues such as whether weapons of mass destruction can ever be justified and whether religious believers should agree or disagree to fighting in war. You will also discuss the moral and ethical issues associated with these issues. These debates will support the development of your evaluative skills.	This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding forgiveness and justice and the 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.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
1. Forgiveness and reconciliation 2. Peace and justice 3. Reasons for War including Holy War 4. Violent Protests 5. Just War 6. Nuclear War and WMD 7. Terrorism 8. Pacifism 9. Victims of War	Peace Justice Reconciliation Protest Terrorism Weapons of Mass Destruction Just War Holy War Pacifism	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	Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society, to issues with war.	



Year 11 Learning Map

Topic Number: B6

Ecology			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on students' prior knowledge from Key stage 3. Students will have a basic understanding of food chains and what producers and consumers are. The water cycle (Biology 4.7.2.2) links to Chemistry 4.9.1.2 –The Earth's early atmosphere. Waste management (Biology 4.7.3.2) links to Chemistry 4.9.3.1 – Atmospheric pollutants from fuels. The role of biotechnology (Biology 4.7.5.4) links to Biology 4.6.2.4 Genetic engineering.		In this topic students will learn how organisms are classified based on their evolutionary relationships, are interdependent and show adaptations to their environment. Students will also learn the difference between the abiotic and biotic components of an ecosystem, and how materials are continually cycling through those components. Students will go on to understand how the distribution of organisms can be affected by different conditions as well as how to measure the number of different organisms.	This topic will support you with your understanding of photosynthesis.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson number	Spec code	lesson title	
1	4.6.4.1	Classification	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning: - CGP revision guides - Educake - BBC bitesize 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
2	4.6.4.1	Classification and evolutionary trees	
3	4.7.1.1-3	Ecosystems and interdependence	
4	4.7.1.4	Animal and plant adaptations	
5	4.7.4.1	Food webs and trophic levels	
6	4.7.4.2-3	Pyramids of Biomass and transfer	
7	4.7.2.1	Predator prey cycles	
8	4.7.2.1	RP9 Sampling	
9	4.7.2.1	RP9 Sampling and analysis of the FA	
10	4.7.2.2	Water cycle	
11	4.7.2.2	Carbon cycle	
12	4.7.2.2	Decay	
13	4.7.2.3	Investigating Decay	
14	4.7.3.1 & 4.7.3.6	Biodiversity and maintaining biodiversity	
15	4.7.3.5	Global warming	
16	4.7.3.2	Waste management	
17	4.7.3.3	Deforestation and land use	

18	4.7.2.4	Environmental change	
19	4.7.5.4	Biotechnology	
20	4.7.5.2-3	Food security & FA	

Year 11 Learning Map

Topic Number: C7

Quantitative chemistry				
Prior Learning		Current Learning		Subsequent Learning
This topic builds on students’ prior knowledge from Key Stage 3, deepening their understanding of the conservation of mass.		In this topic you will learn about: what the conservation of mass is; how to balance symbol equations; what moles are and how to calculate moles; and then apply your new knowledge of moles to a variety of different problems.		This topic will prepare you for physical chemistry should you choose to study A level Chemistry.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
1	Conservation of Mass	Avogadro constant Moles Conversation of mass	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning - CGP revision guides https://www.britannica.com/biography/Amedeo-Avogadro - Physics and maths tutor - Educake	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
2	Balancing symbol equations			
3	Mr			
4	Moles			
5	Amounts of substances in equations			
6	Using moles to balance equations			
7	Limiting reactants			
8	Concentration of solutions			
9	Percentage yield			
10	Atom economy			
11	Using concentrations			
12	Titrations			
13				
14	Use of amount of substance in relation to volumes of gases			

Year 11 Learning Map

Topic Number: P6

Physical interactions				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on students’ prior knowledge of forces from KS3 and KS4 alongside improving students’ knowledge of space and the interactions that led to the formation of the universe.		In this topic students will learn that Magnetism is due to the magnetic fields around magnets. The fields can be investigated by looking at the effects of the forces they exert on other magnets and magnetic materials. Students will also learn that in the past century, astronomers and astrophysicists have made remarkable progress in understanding the scale and structure of the universe, its evolution and ours, and what is causing the universe to expand ever faster?	This topic will support student’s knowledge of the interaction of objects and their environments. Students will also be equipped to answer questions about the origin and development of the universe.	
Lesson Sequencing (lessons highlighted in green represent subject content for only separate science students)		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson	Spec	Lesson title		
1	4.5.4.1	Moments levers and gears	Moments Levers Gears Pivot Pressure Momentum Magnetic fields Electromagnetism Motor effect Generator effect Induced potential Transformers Solar system Star life cycle Satellites	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
2	4.5.5.1	Pressure in a liquid 1		
3	4.5.5.2	Pressure in a liquid 2		
4	4.5.5.3	Atmospheric pressure		
5	4.5.7.1	Momentum		
6	4.5.7.2	Conservation of momentum		
7	4.5.7.3	Changes in momentum		
8	4.7.1.1	Poles of a magnet & magnetic fields		
9	4.7.2.1	Electromagnetism		
10	4.7.2.2	Fleming’s left hand rule & electric motors		
11	4.7.2.4	Loudspeakers		
12	4.7.3.1	Induced potential		
13	4.7.3.2	Uses of the generator effect & microphones		
14	4.7.3.4	Transformers		
15	4.8.1.1	Our solar system & life cycle of a star		
16	4.8.1.3	Orbital motion, natural and artificial		
17	4.8.1.4	Red shift		

Year 11 Learning Map

Topic Number: 8

Theme 3, Unit 8: Media and technology				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on what students were learning Key stage 3 to talk about technology. It will include previously learnt grammar and high frequency vocabulary and will build on this, focussing on reflexive verbs, direct and the conditional tense.	In this topic you will learn about how to talk about technology and how we use social media. We will then focus our learning on how technology has changed and the positives and negatives of technology and social media.	This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary and grammar that we learn will be used in other topics. After this unit of work we move on to the topic of the environment and where people live, so knowledge of opinions and talking in different tenses will be crucial as will being able to give a balanced argument.		
Lesson Sequencing	Key Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	Writing mock	- Quizlet to practice vocabulary – all the vocabulary for the course is available on there - Use of revision guides and work books - Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers) - Grammar practice - www.bbc.co.uk/bitesize	To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics.	
Week 2	Mock Week		Encouraging students to watch films or TV shows in Spanish on Netflix or other streaming services	
Week 3	Speaking skills and mock		Helping students to practise vocabulary each week in preparation for a vocabulary test	
Week 4	Praise and Next steps			
Week 5	Social media			
Week 6	Changes in technology			
Week 7	Positives and negatives of technology			

Sports Science - Year 11 Learning Map – HT2

Topic: R183: Nutrition and sports performance & R180: Reducing the risk of sports injuries and dealing with common medical conditions					
Prior Learning – R181: Students have now completed 40% of their final grade. The information learnt in this topic can be used to support their exam work and coursework for R183. R183: Topic 1 = Nutrients needed for a healthy, balanced nutrition plan. Topic 2 = Nutrition and sports performance. R180: Students have completed the learning for topic 1 (extrinsic and intrinsic factors), topic 2 (warmups and cool downs) and topic 3 (different types and causes of sports injuries)		Current Learning – Coursework - Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity. R180: Exam preparation – Topic 3 - Reducing risk, treatment and rehabilitation of sport injuries and medical conditions		Subsequent Learning – EXAM - R180: Topic Area 5: Causes, symptoms and treatment of medical conditions R183: Topic 4 - How nutritional behaviours can be managed to improve sports performance FINAL COURSEWORK DEADLINE: 10th May	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	R183 - Teaching content for topic 3 assignment. R180 - Exam preparation – Topic 4	Allergy Carbohydrates DRABC EAP Fats Nutrients Protein PRICE SALTAPS	R180: Reducing the risk of sports injuries and dealing with common medical conditions All students have access to The PE Classroom and are encouraged to work through the unit quizzes and exam questions on there. R183: Nutrition and sports performance Coursework is to be completed in lesson time but additional research should be completed on The PE classroom and in the wider world to extend their understanding of the topic.	Support coursework deadlines and ensuring there are opportunities to complete coursework at home/after school.	
Week 2	R183 - - Teaching content for topic 3 assignment. R180 - Exam preparation – Topic 4			Internal deadlines help us to support our students to complete the work to the best of their ability.	
Week 3	R183 - - Teaching content for topic 3 assignment. R180 - Exam preparation – Topic 4			All work is online via TEAMS.	
Week 4	R183 - – Complete CWK for topic 3 R180 - Exam preparation – Topic 4				
Week 5	R183 - – Complete CWK for topic 3 R180 - Exam preparation – Topic 4				
Week 6	R183 - – Complete CWK for topic 2 R180 - Exam preparation – End of topic exam and DIRT lesson.				



KS4 Learning Map

Term: Half Term 2

Year 11 - Construction	
Component 1 Aim and purpose: This component will develop knowledge and understanding of processes, terminology and technology used in the construction of the built environment. Introduction: There are many different types of buildings we can construct and occupy across the UK. This component will initially examine the different forms of construction that can be used for low-rise (up to 5.2 metres in height) offices, retail units and homes. You will examine the modern methods of construction that rely heavily on offsite prefabrication, which benefits the environment sustainably. In understanding how to set up a site you, will examine the information that must be completed before starting work, along with the infrastructure you will need to put in place to run the job efficiently and safely. Sub-structure works are one of the most important parts of a project as they have to safely support the superstructure that rests upon them. Moving above the sub-structure, you will understand the need for provisions to stop damp rising, and the construction associated with the superstructure of a building. This is the part that has to be aesthetically pleasing, keep out the weather elements and ensure that the occupants are at a comfortable temperature. You will develop a detailed understanding of how walls, floors, roofs and external works are constructed. Current Learning Pupils will be learning some of the content relating to in preparation for their written examination.	Component 2 Aim and purpose: Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints. Introduction: Have you ever wondered why buildings are very different in their design and function? Or why some buildings on the outside look the same as others, but on the inside, completely different to what was expected? In this component, you will develop your understanding of how design requirements can be developed through analysis of client requirements and needs for a new building, how to consider the external constraints on a development, and how both facets influence designing a solution for a client's needs. Upon completion of this component, you will be able to create a developed design brief and generate a number of concept ideas that could meet with the client's approval. These ideas may have to fit in with the style of traditional buildings within a locality or could be a more modern contemporary design when there are no such constraints. These concepts are developed into a final design solution that can utilise a number of graphical communication methods, including sketching skills. This component has synoptic assessment requiring you to select and integrate knowledge from across the qualification. Therefore, it should be taken at the end of the course of study. The component will bring together knowledge and understanding from other components in order for you to gain an insight into the work of the designer. This will give you a broad understanding of construction and enable you to make informed choices when considering your post-16 education. It will facilitate pathways into technician or craft education and further training. Current Learning Students are currently working on Component 3 in order to submit in November 2026. They will spend lessons learning new content based on client needs and constraints. They will be developing drawing skills to support their component 3 PSA.

Lesson Sequencing		Tier 3 Vocabulary (Component 1)	Extended Learning	Ways in which parents/carers can support
Lesson 1	Comp 1 C1: Walls	Specification Acceptable U-Value Impervious Sustainability Alternative Energies Prefabrication Low Embodied Energy Insulation Cellular Form Modular Construction Greenfield Brownfield Building Use Constraints Contingency	There is no specific published revision guide for BTEC construction. We will issue students with the following: • Revision cards • Revision resources on TEAMS Watch programs that involve construction: Grand Designs Build a new life in the country	Component 1- support and encourage your child to revise and prepare for taking the Component 1 exam (January 2026). Resources can be provided by school. (TEAMS) Look at the built environment around you and discuss the components of buildings.
Lesson 2	Comp 3 PSA feedback and paperwork			
Lesson 3	Comp 3 PSA feedback and paperwork			
Lesson 4	Comp 1 C1: Walls			
Lesson 5	Comp 1 C2: Floors			
Lesson 6	Comp 1 C2: Floors			
Lesson 7	Comp 1 C2: Floors			
Lesson 8	Comp 1 C3: Roofs			
Lesson 9	Comp 1 C3: Roofs			
Lesson 10	Comp 1 C3: Roofs			
Lesson 11	Comp 1 Revision			
Lesson 12	Comp 1 C3: Test			
Lesson 13	Comp 1 : Revision Booklet 1			
Lesson 14	Comp 1 : Revision Booklet 1			
Lesson 15	Comp 1 : Revision Booklet 1			
Lesson 16	Comp 1 : Revision Booklet 1			
Lesson 17	Comp 1 : Revision Booklet 1			
Lesson 18	Comp 1 : Revision Booklet 1			
Lesson 19	Comp 1 : Revision Booklet 1			
Lesson 20	Comp 1 : Revision Booklet 1			
Lesson 21	Comp 1 : Revision Booklet 1			

WJEC Hospitality and Catering



RIDGEWOOD
SCHOOL

KS4 Learning Map

Term: Half Term 2

Year 11- Hospitality & Catering				
Unit 1		Unit 2		
Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.		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, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.		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 Pupils will be learning about the content for unit 1 in preparation for their written exam.		Current Learning Students have completed unit 2.		
Lesson Sequencing		Tier 3 Vocabulary (Unit 2)	Extended Learning	Ways in which parents/carers can support
Lesson 1	Unit 1 – AC 3.1 personal safety	Unit 1 VAT	WJEC Level 1/2 Vocational Award Hospitality and	Unit 1- support and encourage your child to revise and prepare for taking the unit 1 exam (January)
Lesson 2	Unit 1 – AC 3.1 personal safety			

Lesson 3	Unit 1 – AC 3.1 personal safety	Hospitality Establishment Commercial Non-commercial Residential Non-residential FIFO EHO Risk assessment	<u>Catering (Technical Award)</u> <u>Study & Revision Guide – Revised Edition : Tull, Anita:</u> Amazon.co.uk: Books <u>My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering, Second Edition:</u> Amazon.co.uk: Books, Saunders, Bev, Mackey, Yvonne: 9781398361263: Books	2025). Resources can be provided by school. <u>Hospitality outlets - Hospitality outlets - GCSE Hospitality (CCEA)</u> <u>Revision - BBC Bitesize</u>  <u>New WJEC Level 1/2 Vocational Award in Hospitality & Catering: Revision Guide (with Online Edition) (CGP Level 1/2 Vocational Awards) : CGP Books, CGP Books:</u> Amazon.co.uk: Books  <u>WJEC Level 1/2 Vocational Award Hospitality and Catering Exam Practice Workbook : Mackey, Yvonne, Saunders, Bev:</u> Amazon.co.uk: Books 
Lesson 4	Unit 1 – AC 3.2 risks and control measures			
Lesson 5	Unit 1 – AC 3.2 risks and control measures			
Lesson 6	Unit 1 – AC 3.2 risks and control measures			
Lesson 7	Unit 1 – AC 4.1-1.4.2 food related causes and symptoms of ill health			
Lesson 8	Unit 1 – AC 4.1-1.4.2 food related causes and symptoms of ill health			
Lesson 9	Unit 1 – AC 4.1-1.4.2 food related causes and symptoms of ill health			
Lesson 10	Unit 1 – AC 4.3 preventative control measures of food-induced ill health			
Lesson 11	Unit 1 – AC 4.3 preventative control measures of food-induced ill health			
Lesson 12	Unit 1 – AC EHO			
Lesson 13	Unit 1 – AC EHO			
Lesson 14	Unit 1 – AC EHO			
Lesson 15	Unit 1 - Revision			
Lesson 16	Unit 1 - Revision			