



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 6



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS3 Learning Maps – Half Term 6

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 wide 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. For PE, students rotate around different topics through the year. Teachers will explain to students at the start of each rotation which topic they are learning, but all of these Learning Maps are included in this booklet.

We hope that having these Learning Maps available to you will help you to discuss with your son/daughter what they are learning, and be useful at signposting you to 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 9 Learning Map

ART

HT 6

Prior Learning This topic develops pupils' prior understanding of composition, pattern and restricted colour palettes to produce visually impactful artworks. Ideas and concepts are explored in greater depth, becoming central to the work.	Current Learning In this topic, pupils continue to use themselves in the future as the central focus for the creation of artworks. Pupils examine the use of aspiration, aesthetic, lifestyle choice and how socioeconomic factors can affect visuals.	Subsequent Learning This topic prepares you to demonstrate how to use the written word and images together. You will develop a greater understanding of key concepts and learn how to apply them to new work and project themes.	
Week Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Grayson Perry- 'The Vanity of Small Differences' Artist pages	Aspiration Avant-Garde Class Composition Conceptual Layout Narrative Perspective Symbol	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. https://artscouncilcollection.org.uk/sites/default/files/downloads/SBC_EDU_PACK_GraysonPerry_.pdf	Discuss positive adjectives to describe physical appearance, emotions and personal characteristics. Explore the work theme: Myself in 10 years.
Grayson Perry- 'The Vanity of Small Differences' Artist pages			
Mind map- self in 10 years			
Planning of final piece – drawing in perspective and using symbols			
Grayson Perry inspired final piece			
Grayson Perry inspired final piece			
Grayson Perry inspired final piece			

Drama



Year 9 Learning Map

Topic Number: 6

Practitioners With Skills		Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>Prior Learning</p> <p>This topic builds on previous skills from units where you have focused on developing facial expressions, body language, your physical reactions, status, eye contact, exaggeration, pause, body language, mime</p>	<p>Current Learning</p> <p>In this topic you will learn about the key features of various performance style, including naturalistic and non-naturalistic styles of theatre. You will develop key terminology linked to these performance styles and independently explore a range of styles techniques and their response to different stimuli.</p> <p>This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience. You will consider the impact your application and development of the performance techniques and characterisation such as body language, gestures, vocal skills and facial expressions when creating a character. You will consider the impact your performance will have on the audience and the message you are communicating to an audience.</p>	<p>Subsequent Learning</p> <p>This topic will prepare you for further performance style exploration throughout key stage, particularly in Y9 where we explore Physical Theatre and other performance styles. It will equip you with the skills to be successful at future exploration and application of performance styles and social and historical contexts.</p> <p>You will be required to demonstrate the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts and Component 2: Developing Skills and Techniques in the Performing Arts</p>	<p>Ways in which parents/carers can support</p> <p>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 productions: Things I Know To Be True – Frantic Assembly Interviews: On Directing: Scott Graham You may also want to go and see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/</p>	
<p>Lesson Sequencing</p> <p>Lesson 1: Stanislavski</p> <p>Lesson 2: Brecht</p> <p>Lesson 3: Berkoff</p> <p>Lesson 4: Paper Birds</p> <p>Lesson 5 and 6: Frantic Assembly (Assessment Week)</p> <p>Lesson 7: Boal</p>	<p>Tier 3 Vocabulary</p> <p>Naturalistic Objective Super-Objective Epic Theatre Political Theatre Physical Theatre Non-Naturalistic Exaggeration Berkoff Verbatim Movement Spect-actor Theatre of the oppressed</p>	<p>Extended Learning</p> <p>You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of the history of theatre:</p> <ul style="list-style-type: none"> National Theatre – All About Theatre The Theatre: A Concise History of – Phyllis Hartnell Hard To Swallow – Mark Wheeler The Frantic Assembly Book of Devising – Scott Graham Taking Stock: The Theatre of Max Stafford-Clark – Max Stafford-Clark and Phillip Roberts 		

ENGLISH

Year 9 Learning Maps: HT5

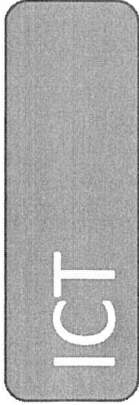
An Inspector Calls		
<p>Prior Learning This topic begins preparation for your GCSE English Literature studies and is one of your set texts for Literature.</p> <p>The skills you developed in half term one of year 9: analysing extracts of 19th century novels will be built upon in this unit.</p> <p>Also, your understanding of the importance of social and historical contextual factors will help you to understand similar factors which are relevant to the play.</p>	<p>Current Learning This term, you will study J.B. Priestley's play 'An Inspector Calls' which was written in 1945 but set in 1912. The play centres on the Birling family and critiques the class system at the beginning of the twentieth century, in addition to highlighting the importance of social responsibility. You will be assessed on the following skills:</p> <ul style="list-style-type: none"> 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. 	
<p>Subsequent Learning An Inspector Calls 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 play. This is a 'closed book' exam, which means that you will not have access to a copy of the play in the exam.</p> <p>Following your study of An Inspector Calls, you will further enhance your interpretative and analytical skills by studying a collection of poetry from the AQA Power and Conflict poetry anthology.</p>	<p>Ways in which parents/carers can support:</p> <p>Explore the following with your child:</p> <ul style="list-style-type: none"> Other texts that explore social class in the Twentieth Century: Blood Brothers by Willy Russell A Kestrel for a Knave by Barry Hines <p>The following study guides are useful sources of revision material and are specifically focused on linking content to exam skills:</p> <ul style="list-style-type: none"> An Inspector Calls: York Notes for GCSE CPG GCSE English Text Guide - An Inspector Calls 	
<p>Lesson Sequencing</p> <p>Week 1: Introduction to context, start of Act 1/first impressions, analysis of Mr Birling and Inspector Goole</p> <p>Week 2: Essay question and extended writing</p> <p>Week 3: Analysis of Sheila and overview of Act 1</p> <p>Week 4: Analysis of Gerald and Mrs Birling</p> <p>Week 5: Analysis of Eric and Inspector Goole</p> <p>Week 6: Tracking key themes and extended writing</p> <p>Week 7: The end of the play</p> <p>Week 8: Assessment</p>	<p>Tier 3 Vocabulary</p> <p>Act Capitalism Character Cliff hanger Dialogue Dramatic irony Entrances and exits Foreshadowing Interruptions Monologue Setting Socialism Stage directions Symbolism Tension Theme Timings</p>	<p>Extended Learning</p> <p>Y9 students must complete homework once a week on GCSE Pod – unless other work is set by their teacher.</p> <p>GCSEPod</p>

Is the Middle East having a resource crisis?

Prior Learning		Current Learning	Subsequent Learning
<p>Students in Y7 are introduced to Dubai where they learn about urban change, economics and tourism. Prior learning about access to water in drought prone regions and deserts (Las Vegas) will support the students understanding of large-scale water projects in the Middle East in this topic.</p> <p>In Y8 the Exhausted Resources topic students explore issues with the use of water in Chile and how the pollution of water sources and climate change can lead to water insecurity.</p>		<p>This topic aims to give knowledge of the location and broader context of development in the Middle East. This is done through exploring why it is called the Middle East, how we talk about this region and the opportunities and challenges they face. It begins with map skills and graphs skills (population pyramids) identifying population, economic and development trends. The conflict of the Middle East is taught by assessing the influence of oil in the region, which leads onto an evaluation of the impacts of water insecurity and water management projects. This is all linked to the challenges of developing in extreme environments and a politically hostile area. There are links to climate change, resources, development and conflict, providing a broad and balanced scheme of work that includes elements of human and physical geography.</p>	<p>In their GCSE learning, students study development in detail in Paper 2, identifying causes of unequal development and the influence that this has on socioeconomic factors. Paper 2 also has a resources topic which address water insecurity and food production.</p>
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson 1	Where is the Middle East?	<ul style="list-style-type: none"> • Aquifer • Conflict • Dam • Desalination • Developed • Developing • Emerging • Hydroponics • Insecurity • Irrigation • Resource management • Stakeholders • Sustainability 	<p>Watch the news for any issues relating to different levels of global development and conflict in the Middle East.</p>
Lesson 2	Climate and population		
Lesson 3	Development in the Middle East		
Lesson 4	Conflict, resources and oil		
Lesson 5	Water insecurity		
Lesson 6	Tigris and Euphrates location		
Lesson 7	GAP Project		
Lesson 8	Desalination		
Lesson 9	Improving water sustainability		
Lesson 10	Food insecurity		
Lesson 11	Hydroponics		
Lesson 12	Aid and food insecurity		
Extended Learning		<p>You child will be set one homework on resource insecurity and management in the Middle East and its development.</p> <p>Further details about the homework will be given in lesson.</p>	

HISTORY

Cambodia's 'Killing Fields'			
<p>Prior Learning</p> <p>This topic continues to develop your knowledge of global history.</p> <p>In Years 8 and 9, you have seen the actions of Hitler and Stalin. In this unit, you will draw links between the actions of those dictators and Cambodia's Pol Pot.</p> <p>Also, you have discovered examples of discrimination suffered by people around the world in Years 8 and 9. This topic will build upon that knowledge.</p> <p>Finally, these lessons build upon the source analysis and essay writing skills you have learned throughout Key Stage 3.</p>	<p>Current Learning</p> <p>In this topic you will learn about the motivations and actions of Pol Pot, the leader of the Khmer Rouge regime in Cambodia. Under his orders, a mass genocide was conducted; you will learn about the victims and consequences of the Killing Fields.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you develop your ability to retrieve key information and embed precise facts into your extended written and verbal responses.</p>	<p>Subsequent Learning</p> <p>In GCSE History, you will learn about the discrimination faced by black people in the USA during the 20th Century. You will draw parallels back to this topic during further study.</p> <p>You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 3, 4 and 5.</p> <p>At GCSE, Paper 3 is a source-based examination. You will use the skills gained in this unit in that assessment.</p>	
<p>Lesson Sequencing</p> <p>Why was there a revolution in Cambodia?</p> <p>What really happened during the Cambodian revolution?</p> <p>What were the consequences of the Cambodian revolution?</p> <p>Why was life so harsh for Cambodians living under the Khmer Rouge Regime?</p> <p>What were the actions of Pol Pot motivated by?</p> <p>Who were the victims of the Killing Fields?</p> <p>What was the legacy the genocide?</p> <p>- Narrative Focus</p> <p>- Source Focus</p>	<p>Tier 3 Vocabulary</p> <p>Aid</p> <p>Corrupt</p> <p>Dictator</p> <p>Genocide</p> <p>Humanity</p> <p>Labour camps</p> <p>Mass graves</p> <p>Refugee</p> <p>Seize</p>	<p>Extended Learning</p> <p>Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content.</p> <p>The following books are very engaging and interesting:</p> <p>First They Killed My Father by Luong Ung</p> <p>Alive in the Killing Fields by Nawuth Keat</p>	<p>Ways in which parents/carers can support</p> <p>You could watch the following documentaries with your son/daughter:</p> <p>YouTube:</p> <p>The Lost World of the Khmer Rouge</p> <p>Pol Pot: Anatomy of a Nightmare</p> <p>Netflix:</p> <p>First They Killed My Father</p>



Year 9 Learning Map: HT6

Topic Number: 6

		Programming - Finance	
Prior Learning	Pupils have been taught the fundamentals of finance as part of the excel unit of work in Year 8 and have considered finance as part of the business unit.	Current Learning	In this topic, you will consider different areas from the world of finance. You will be taught the difference between good debt and bad debt, income, deductions and sources of finance. Following this you will be using UniFrog to learn about the different pathways that you can take in education at different levels that are suitable for you. You will learn about different and exciting job roles and what qualifications and skills are needed for them. On the UniFrog software you will record your findings and to keep a record of your interests.
Subsequent Learning	Real world applications finance, both for personal learning and for applications in GCSE Business. In GCSE Business pupils are required to create financial forecasts in the planning of their businesses. Other KS4 options such as iMedia and Computer Science require mathematical calculations and deductions to be made from case studies.	Ways in which parents/carers can support	Pupils are encouraged to use https://idea.org.uk/ to work through different projects relating to ICT. This website will record pupil progress.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning
Lesson 1	Income and Savings	Credit	<p>Your Money Matters - England Edition - Young Enterprise & Young Money (young-enterprise.org.uk)</p> <p>Barclays Life Skills has a number of activities for pupils: https://barclayslifeskills.com/help-others/lessons/planning-your-finances-for-the-future/</p> <p>https://www.unifrog.org/</p>
Lesson 2	Business Documents	Debt	
Lesson 3	Finance Project	Gross income	
Lesson 4	Finance Project	Interest	
Lesson 5	Finance Project	Investment	
Lesson 6	Unifrog	Loss	
Lesson 7	UniFrog	National Insurance	
		Net Income	
		Mortgage	
		Profit	
		Savings	
		Tax	

Algebra 6 Algebraic linear, quadratic and cubic graphs – set 1 and 2

Prior Learning This topic builds on students' prior knowledge of plotting coordinates and read scales as well as the work they have already done on substituting into a formula.	Current Learning In this topic you will learn to use, draw, label and scale diagrams, understand, plot and use coordinates in all 4 quadrants. You will also learn to draw, label and interpret graphs including those with negative values.	Subsequent Learning This topic prepares you to be able continue learning of distance, speed and time graphs which is also vital for real life situations.	
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the students' needs: <ul style="list-style-type: none"> • Coordinates and straight lines on graphs • Substitution • Plotting straight line graphs with estimating • Recognise and plot quadratic, cubic and reciprocal graphs • $y = mx + c$ • Gradients • Drawing a line from its equation • Equations of parallel lines 	Tier 3 Vocabulary <ul style="list-style-type: none"> • Coordinate • Function • Gradient • Graph • Intercept • Linear • Parallel • Quadrant 	Extended Learning All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Ways in which parents/carers can support Support your child's progress through: <ul style="list-style-type: none"> • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated

Ratio and Proportion 4 (Real life Graphs) – set 1 and 2

Prior Learning	Current Learning	Subsequent Learning
<p>This topic builds on students' prior knowledge of plotting coordinates and read scales as well as the work they have already done on substituting into a formula. It builds on the previous topic.</p>	<p>In this topic you will learn to apply those skills from the previous topic to real-life situations.</p>	<p>This topic prepares you to be able continue learning of distance, speed and time graphs which is also vital for real life situations.</p>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
<p>Lessons will address the following learning objectives in the order most effective for the students' needs:</p> <ul style="list-style-type: none"> • Real life graphs • Distance – time graphs • Velocity – time graphs 	<ul style="list-style-type: none"> • Distance • Gradient • Graph • Real life graph • Solution • Time 	<p>All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set.</p> <p>Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbbooks.co.uk/secondary-books/ks3/maths</p>
<p>Ways in which parents/carers can support</p>		
<p>Support your child's progress through:</p> <ul style="list-style-type: none"> • <u>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated 		

Geometry 4 – Angles – sets 3 - 5

Prior Learning This topic builds on your prior learning from Year 7, Unit 4, on angles and aims to deepen then extend this work to higher level problems.	Current Learning In this topic you will learn how to find missing angles for all types of polygons and within angles in parallel lines.	Subsequent Learning This topic will prepare you for higher order angle problems later in Years 10 and 11, so that you can access problems with multiple topics.	
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the students' needs: <ul style="list-style-type: none"> • Properties of angles and lines in quadrilaterals • Angles on a line and around a point • Angles in triangles and quadrilaterals • Interior and exterior angles in polygons • Angles in parallel lines 	Tier 3 Vocabulary Acute Alternate Corresponding Exterior Interior Obtuse Opposite Parallel Polygon Reflex Supplementary	Extended Learning All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. <ul style="list-style-type: none"> • Why do buses come in threes? By Rob Eastaway and Jeremy Wyndham • Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Ways in which parents/carers can support Support your child's progress through: <ul style="list-style-type: none"> • 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 9 Learning Map

Production based sampling (continued)	
Prior Learning	Current Learning
<p>This topic builds on your Music Technology understanding using the features of Logic Pro X software. You will also develop your understanding of sampling which you covered in the HipHop unit.</p>	<p>In this topic, you will learn to create your own composition using samples from existing music. You will use digital based samplers in Logic Pro X and develop your production skills.</p>
<p>This topic will develop your skills in composition and skill using a DAW. This topic will enhance your understanding of the area of study 'Popular Music' which includes styles such as HipHop and Rap. This will support your wider listening at later key stages and your compositional skills for Level 2 and 3.</p>	<p>Subsequent Learning</p>
Lesson Sequencing	Extended learning
<p>1 Editing and mapped recorded sounds</p> <p>2 Create a structure</p> <p>3 Explain the different techniques (pan,</p> <p>4 responding to feedback) and</p> <p>5 CF2 Listening Assessment</p> <p>6 Explain the feedback criteria and</p>	<p>You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account.</p> <p>Alternative reading opportunities:</p> <p><u>Sampling Guide</u></p> <p><u>Music Production with Mark Ronson</u></p>
Tier 3 Vocabulary	Ways in which parents/carers can support
<p>Sample Mapping Zone</p> <p>Velocity Switching</p> <p>Audio Automation</p> <p>Panning</p> <p>Balance</p> <p>Sound Pack</p>	<p>Listen to different pieces of sampled music on YouTube or Spotify. Try to identify where the existing music is from.</p> <p>Encourage your child to use online free DAWs such as Sound trap to create new music using existing free Royalty based samples.</p> <p>Alternatively, if your child has expressed an interest in instrumental lessons, please contact Miss Monique Goulé (Head of Performing Arts) via the Contact Us facility of our school website for more information.</p>
<p>Class showcase</p>	

Year 9 Learning Map

Topic: Striking and Fielding

Prior Learning		Current Learning		Subsequent Learning	
<p>This topic builds on the different skills you have learnt in year 7 and 8 which is linked to striking and fielding games, such as catching, batting and fielding techniques. You may have played rounders, cricket or you may have developed hand eye coordination through sports such as badminton, netball and basketball.</p>		<p>In this topic you will advance your knowledge of the rules of striking and fielding games and how to play the game successfully. You will develop tactical skills to improve your performance and ability to support others. In addition, you will learn things such as how to organise the field and try and find gaps in the field when batting.</p>		<p>All skills learnt in striking and fielding are transferable across the different activities. You will also revisit striking and fielding again in year 10 where you will have more opportunities to develop the skills learnt. You will also have an opportunity to use the skills in different sports settings.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents can support	
Week 1	Pre-assessment and Ball familiarisation. Understanding the rules, techniques and tactics of bowling	Foul ball Full Half Leg side Overarm Run out Stump Underarm Wicketkeeper Wide	<p>Rounders skills https://www.sportplan.net/s/Rounders/skills.jsp</p> <p>Rounders fielding skills https://www.youtube.com/watch?v=WC3kFvO8GRQ</p> <p>Batting techniques https://www.youtube.com/watch?v=KD_1sQbnS4</p> <p>Fielding in cricket https://www.youtube.com/watch?v=2pz7dOn6CMU</p>	<ul style="list-style-type: none"> * Practice throwing and catching games at home using a tennis ball (or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team or see if you can play some mini games in the garden or at the park. * Watch a professional game * Watch a game on television * Travel to India and watch the IPL * Can you set up of any of the activities in the garden? 	
Week 2	Understanding the rules, techniques and tactics of batting				
Week 3	Fielding rules and techniques				
Week 4	Fielding tactics and formations Tactics when batting				
Week 5	Development of techniques and tactics through game play				
Week 6	Development of techniques and tactics through game play				
Week 7	Game play and assessment				



Year 9 Learning Map

Topic: Pickleball

Prior Learning	Current Learning	Subsequent learning
Students should have a basic understanding of pickleball grips, ready position, and the ability to sustain a short dink or groundstroke rally.	Students will develop their knowledge and understanding of skills like the "drop hit" and "punch volley". There will be a focus on how to outwit opponents by aiming for feet and using the diagonal crosscourt serve effectively.	Students will revisit pickleball in Year 9, where they will focus on advanced analysis of strengths and weaknesses and high-level tactical refinement.
Lesson sequencing	<p>Wider Reading Opportunities</p> <p>Follow through Forehand/Backhand Grip Kitchen/NVZ Momentum Pendulum Ready Position Service Box Sideout Soft/Drop Two-Bounce Rule</p>	<p>Extended learning</p> <p><u>How to get started playing Pickleball LTA</u> <u>Pickleball in Britain Rules, courts & how to play LTA</u></p>
Week 1	Skills Recap: Grip refinement and advanced ball control (alternating tap/bounce).	<p>Ways in which parents/carers can support:</p> <p>If possible, give students as many opportunities to get involved in net wall games as possible.</p> <p>Students can develop their coordination by playing pickleball, paddle, tennis outside of school.</p> <p>If they would like to practice a specific track and field discipline, students can join a local club.</p>
Week 2	Dinking: Cross-court dink rallies and target practice aiming for the opponent's feet.	
Week 3	Ground Strokes: Improving power and accuracy; moving the body to meet the ball.	
Week 4	Serving: Accuracy drills (Target practice with hoops) and enforcing service faults.	
Week 5	Net Play: Volley rallies and transition from the baseline to the "Kitchen" line.	
Week 6	Tactics: Introduction to doubles positioning and the "Sideout" rule.	
Week 7	Game play and assessment.	

Year 9 Learning Map: HT6

Topic Number: 5

Drugs and The Law															
<p>Prior Learning This topic builds on: work that you have looked at in years 7 and 8 being able to understand the world around you, what the rules and laws are that make our country and how you can positively contribute to the community locally and on a wider scale.</p>	<p>Current Learning In this topic you will learn: key information about what is meant by the law and how the judicial system works within the UK at different levels, developing an understanding of the processes that take place. You will also gain knowledge and understanding of specific aspects of the law such as drugs and alcohol and what legalities exist around these. This topic is important to develop a firm understanding of what constitutes the British judicial system and how you as an individual can positively contribute to this.</p>														
<p>Subsequent Learning 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 drugs and the law. This will be further developed when we look at the module in year 10 on the Law and the judicial system and in year 11 on drugs and addiction. You will develop the skills to use knowledge and understanding to form opinions and understand how and why we have the laws in place within the UK. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, safe and healthy from now into adulthood.</p>															
<p>Lesson Sequencing</p> <table border="1"> <tr> <td>Lesson 1</td> <td>Justice system and the role of the police</td> </tr> <tr> <td>Lesson 2</td> <td>Criminal exploitation</td> </tr> <tr> <td>Lesson 3</td> <td>The Law- the possession and supply of illegal drugs</td> </tr> <tr> <td>Lesson 4</td> <td>Alcohol addiction – the risks</td> </tr> <tr> <td>Lesson 5</td> <td>Smoking, the law and the effects</td> </tr> <tr> <td>Lesson 6</td> <td>The effects of criminal record</td> </tr> <tr> <td>Lesson 7</td> <td>Assessment – a bid for funding.</td> </tr> </table>	Lesson 1	Justice system and the role of the police	Lesson 2	Criminal exploitation	Lesson 3	The Law- the possession and supply of illegal drugs	Lesson 4	Alcohol addiction – the risks	Lesson 5	Smoking, the law and the effects	Lesson 6	The effects of criminal record	Lesson 7	Assessment – a bid for funding.	<p>Ways in which parents/carers can support Explore the websites of different help and support charities which look at addiction and how addiction can be overcome, looking at the different ways addiction can impact people individually and the wider impact on an individual's life. Watch documentaries such as police 24/7 to understand the role of a police officer and how they enforce the judicial system.</p>
Lesson 1	Justice system and the role of the police														
Lesson 2	Criminal exploitation														
Lesson 3	The Law- the possession and supply of illegal drugs														
Lesson 4	Alcohol addiction – the risks														
Lesson 5	Smoking, the law and the effects														
Lesson 6	The effects of criminal record														
Lesson 7	Assessment – a bid for funding.														
<p>Tier 3 Vocabulary</p> <p>Addiction Alcohol Arrest Criminal Exploitation Judicial system Justice Nicotine Possession Prosecution</p>	<p>Extended Learning You can use independent study opportunities to engage with the following websites about UK law and addiction. <u>Addiction: what is it? - NHS</u> <u>(www.nhs.uk)</u> <u>Reporting crimes and getting compensation - GOV.UK</u> <u>(www.gov.uk)</u></p>														



Year 9 Learning Map

Medical Ethics: Matters of Life			
<p>Prior Learning</p> <p>This topic builds on your knowledge base of key Christian and Buddhist beliefs and teachings from Year 7 and 8 and allows you to apply this knowledge to moral issues surrounding Medical Ethics and the creation of life. You will also use key teachings and ideas such as the Sanctity and Quality of life from Year 9 topic 1 where you considered the moral and religious views on Abortion and Euthanasia and apply them in this topic to issues such as fertility treatments and cloning.</p> <p>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 of key moral issues using religious beliefs and teachings to support your discussion of the issues within this topic such as saviour siblings and designer babies.</p>	<p>Current Learning</p> <p>In this topic you will learn about a variety of religious and non-religious beliefs about the creation of life through designer babies, fertility treatments, cloning and the creation of saviour siblings. You will learn about the different social and moral implications of these issues applying them to real life situations.</p> <p>You will also debate controversial issues such as whether we should have the ability to create life to our own specifications and discuss the moral and ethical issues associated with humans intervening within the natural order of life.</p> <p>Your skills of evaluation and debate will also be enhanced discussing issues such as whether it is ethical to create a life only for the purposes of saving another.</p>	<p>Subsequent Learning</p> <p>This topic will develop your understanding of key religious beliefs and teachings such as the Sanctity and Quality of life that you will use in both Key Stage 3 and 4 RE in topics such as KS3 Extremism where we look at issues of extreme violence and also in the GCSE topic of Religion and Life where we discuss issues of life and death. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>Through this 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 skills that will continue to be developed throughout your RE studies.</p>	
<p>Lesson Sequencing</p> <ol style="list-style-type: none"> 1. Should we have the right to artificially create life? 2. What are fertility treatments and attitudes towards them 3. Religious views on fertility treatments 4. Designer Babies 5. Saviour Siblings 6. Cloning 	<p>Tier 3 Vocabulary</p> <p>Sanctity of life Quality of Life Fertility treatments Cloning Surrogacy Saviour Siblings IVF Artificial Insemination Designer Babies Sacred</p>	<p>Extended Learning</p> <p>You can use independent study opportunities to engage with the following websites about religious views relating to</p> <p>Fertility Treatments: https://www.bbc.co.uk/bitesize/guides/z88qn39/revision/1 https://www.bbc.co.uk/bitesize/guides/z88qn39/revision/2</p> <p>Cloning: https://www.bbc.co.uk/bitesize/guides/z2imvrd/revision/5</p>	<p>Ways in which parents/carers can support</p> <p>Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society relating to issues within medical ethics.</p> <p>The film 'My Sister's Keeper' is about the creation of life and Saviour Siblings parents could watch this with their children and discuss the issues as a family. Due to the sensitive nature of the film parental discretion is advised.</p>

Year 9 Learning Map

War and Peace continued			
<p>Prior Learning This topic builds on your knowledge base from topic 1, Medical Ethics and topic 2 Crime and Punishment, where you looked at how people make their moral decisions. You will now apply your knowledge and understanding to issues of War and Peace. You will use your knowledge gained of religious concepts (such as the Sanctity of Life and forgiveness) in previous topics and apply them to issues of warfare and Pacifism.</p> <p>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 as you evaluate moral issues linked to war and peace.</p>	<p>Current Learning In this topic you will learn about both historical and recent wars, considering their causes.</p> <p>You will apply religious beliefs about care and compassion for victims of war. You will explore reasons why some religious people are against war and why others may accept war in very specific circumstances (Jihad and the theory of Just War). You will also work on your skills of evaluation and debate discussing issues such as whether weapons of mass destruction should be used or victims of war torture should forgive their enemies.</p> <p>This topic is important for you to develop your knowledge of religious beliefs and teachings about war and to understand the consequences of war in the modern world.</p>	<p>Subsequent Learning This topic will initially introduce you to the key religious beliefs and teachings that you will use in both Key Stage 3 and 4 RE in topics such as KS3 Extremism, where you will develop your understanding of war and apply it to issues of Extremism and also the GCSE topic of Religion, Peace and Justice.</p> <p>You will develop and hone your evaluative skills further as you learn to reach justified judgments about moral issues within RE.</p> <p>You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.</p>	<p>Ways in which parents/carers can support Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society and conflicts around the world.</p> <p>You could also spend some time researching charities such as <u>War Child</u> who work in war torn areas. They support children through education, healthcare and providing safety for them in times of warfare.</p>
<p>Lesson Sequencing</p> <ol style="list-style-type: none"> Justice and War- what are the causes of war? Consequences of war Just War theory and Jihad Pacifism and Conscientious Objectors Weapons of Mass Destruction Should religious people go to war? 	<p>Tier 3 Vocabulary</p> <p>Civil war Conscientious Objectors Forgiveness Holy War Jihad Justice Just War Theory Pacifism Peace Prisoner of war War War Criminals Weapons of Mass Destruction</p>	<p>Extended Learning You can use independent study opportunities to engage with the following websites about religious views relating to War and Peace: <u>What is war?</u> <u>Forgiveness</u></p> <p>You could also use the following websites to research the lives of Desmond Doss and Eric Lomax who had different experiences of war and who both led inspirational lives in spite of their experiences. <u>Desmond Doss: The Real Story</u> <u>Eric Lomax - The Forgiveness Project</u></p>	

Bonding and properties

Prior Learning		Current Learning	Subsequent Learning
<p>This topic builds on students' prior knowledge from chemistry topics, deepening their understanding of compounds and how atoms are joined together to form them.</p>		<p>In this topic you will learn about: the three types of chemical bonding; how to recognise and draw these kinds of bonding; the 3 states of matters; properties of ionic, covalent and metallic substances; the properties of allotropes of carbon.</p>	<p>This topic will prepare you for the rest of GCSE combined chemistry, giving you a fundamental understanding of the different types of compounds and their properties.</p>
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
1	Chemical bonding	Atom	<p>Support students to access Educake and complete their homework, but also to complete additional quizzes on areas the student is struggling.</p> <p>KS3 Revision Guides and Workbooks are available on parent pay.</p> <p>Ensure students are accessing Microsoft teams to complete work directed by their teachers if absent from lesson.</p>
2-3	Ionic bonding	Electron	
4	Properties of ionic compounds	Ion	
5	Covalent bonding	Ionic bond	
6	Properties of small molecules	Covalent bond	
7	Metallic bonding	Metallic bond	
8	Properties of metals and alloys	Lattice	
9	Corrosion and its prevention	Intermolecular force	
10	3 states of matter	Polymer	
11	Polymers	Monomer	
12	Diamond and graphite	Electrostatic	
13	Graphene and fullerenes	Delocalised Fullerene	
14	Nanoparticles	Graphite Graphene Alloy	
		Extended learning	
		<p>All students have access to Educake and are encouraged to complete fortnightly the homework set by their teacher.</p> <p>Wider reading: CGP revision guides</p> <p>"What's the Matter?" by Tom Adams and Thomas Flintham Is There Anybody Out There? (Dara O'Briain) Seven Elements That Have Changed The World (John Browne)</p> <p>"Molecules: The Elements and the Architecture of Everything" by Theodore Gray</p>	

Spanish



RIDGEWOOD
SCHOOL

Year 9 Learning Map: HT6

Topic Number: 6

		El mundo hispano: The Hispanic world	
Prior Learning		Current Learning	Subsequent Learning
<p>This topic builds on previously learnt information from previous years. It will include previously learnt vocabulary including music, film, food and festivals. It will also build on cultural knowledge of Spanish speaking countries.</p>		<p>In this topic you will learn to write and talk about what different Spanish speaking countries. You will learn about the similarities and differences between them and focus on traditions such as music, dance, food, festivals. You will also learn about some of the problems that these countries face.</p>	<p>This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. The unit will also give you further insight into more countries that speak the language that you are learning.</p>
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Spanish speaking countries – Argentina	El baile – dance	<p>Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class.</p> <p>Additional learning could focus on vocabulary related to the topic. The following list contains vocabulary linked to the topic.</p> <p>https://quizlet.com/gb/1172913527/los-problemas-globales-flash-cards/?i=ybbrx&x=1iq</p>
Week 2	Comparing 2 Latin American countries	El cambio climático – climate change	
Week 3	Music and dance	El idioma – the language	
Week 4	Film / telenovelas	El problema – problem	
Week 5	Social and environmental issues	La comida - food	
Week 6	Food	La contaminación – pollution	
Week 7	Festivals	La exportación – exports La moneda – currency La música – music La pobreza – poverty	
		Ways in which parents/carers can support	<p>To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is:</p> <ul style="list-style-type: none"> • Zipi y Zape <p>If you have Netflix, there is also a Disney-style Peruvian film called ‘Pachamama.’</p>

Year 9 Learning Map: HT6

Topic: 6 Planning a Menu

Food Technology	
<p>Prior Learning Students have learnt about some specific factors affecting the planning of a menu including catering for specific dietary needs and the environmental impact of food choices through topics such as food miles, locally sourced produce, and organic farming.</p>	<p>Current Learning This topic will enable students to fully consider all factors to consider when planning a menu; incorporating knowledge of special diets and environmental factors. Pupils will now learn to consider costs, sensory attributes and the establishment. Pupils will then learn to create a step-by-step production plan to demonstrate how they would produce their planned dish.</p>
<p>Lesson Sequencing</p> <p>Lesson 1 Baked churros</p> <p>Lesson 2 Design brief analysis</p> <p>Lesson 3 Chocolate concrete</p> <p>Lesson 4 Factors affecting a menu</p> <p>Lesson 5 Swiss roll</p> <p>Lesson 6 Plan for production</p> <p>Lesson 7 Plan for production</p>	<p>Tier 3 Vocabulary</p> <p>Target group Design brief Analysis Mis en place Contingencies Quality control Special diets Consumer Commodity</p>
	<p>Wider Reading Opportunities</p> <p>https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes</p> <p><u>Food safety - your responsibilities:</u> <u>Food hygiene - GOV.UK (www.gov.uk)</u></p>
	<p>Subsequent Learning At level 2, pupils will need to plan a menu based on the needs of two customers at a specific establishment. Pupils will then need to create a dovetailed plan of production that includes detailed information about food hygiene and safety, quality control and any specific contingencies.</p>
	<p>Ways in which parents/carers can support</p> <p>Leisure time: food programmes such as 'The Food Inspectors.'</p> <p>Shopping: ask your child to plan dinner including costing up the recipe and considering how ingredients can be used in different ways. Challenge your child to adapt the recipe to suit different groups of people.</p> <p>Dinner time: Support your child in planning and preparing dinner for the family.</p>