



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 1



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 1

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 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

Headteacher



Year 9 Learning Map

HT1

Text in Art			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on students' understanding of using composition, pattern and a limited colour palette to create visually striking art work. Ideas and concepts are explored further as they become more of the foci of work.		In this topic you will learn how to use yourself as a theme for creating work. You will learn about using typography to create striking and dynamic work using adjectives based on you and your character.	This topic will prepare you for demonstrating how to use written word and images together. You will have a greater understanding of concepts and know how to apply them to new work and project themes.
Week Sequencing		Tier 3 Vocabulary	Extended Learning
Week 1	Word shower- Describing Myself	Adjective Avant-Garde Composition Conceptual Fill	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons. Browse for wider understanding: https://www.wikiart.org/en/artists-by-art-movement/dada#!#resultType:masonry https://www.wikiart.org/en/kurt-schwitters https://www.wikiart.org/en/artists-by-art-movement/avant-garde#!#resultType:masonry
Week 2	Word shower	Font	
Week 3	Inventive Font use	Layout	
Week 4	DADAism Artist Page	Typography	
Week 5	DADA response using subject specific vocab	Weight	
Week 6	DADA response using subject specific vocab		
Week 7	DADA inspired final piece		
Week 8	DADA inspired final piece		
			Discuss positive adjectives to describe: physically, emotionally and personal characteristics. Explore the work of the DADA art movement: what is anti-art?

Topic Number: 1

John Godber				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
This topic builds on earlier knowledge of performance styles in Y8 (Pantomime/surrealism – key features of the performance style, how they developed and how the key features are used within performance) and introduces you to the key features of a new performance style. You will build on your knowledge of non-naturalistic performance styles and apply key features of Godber's work to a text, like your earlier exploration of 'The Terrible Fate of Humpty Dumpty' in Y7 (application of characterisation skills to a given extract of text).	In this topic you will learn about the key features of John Godber's performance style. You will explore some non-naturalistic performance techniques associated with his style of performance and apply these to extracts from Godber's plays. You will develop key terminology linked to this performance style and independently explore a range of historical/social/cultural contexts of Godber's work. 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 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: - National Theatre – All About Theatre - Teachers/Bouncers – John Godber - Shakers – John Godber/Jane Thornton - The Theatre: A Concise History of – Phyllis Hartnoll - The Complete Brecht Toolkit – Stephen Urwin	This topic will prepare you for further performance style exploration throughout key stage 3, 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. 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 for application of characterisation skills.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1: Introduction to John Godber: Stereotypes	Canon Dialect Direct Address Hot-seating John Godber Multi-Role Non-Naturalistic Non-verbal Communication Stereotypes Unison		John Godber's website offers a wealth of resources, information, videos, interviews, and images of his plays in performances. Here we would suggest exploring the following plays: Teachers, Bouncers, Shakers and looking for examples of Godber's performance style in the work. http://thejohngodbercompany.co.uk/ Explore our Digital Theatre+ package. www.digitaltheatreplus.com username: student.ridgewood password: familiar@9781 All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following Interview: Practitioner on Practice: Playwrighting, an interview with John Godber for an insight into Godber's performance style. You can access performances of Godber's work via YouTube. We would suggest Made Up North Theatre Company's Bouncers to see clear examples of the performance style in action.	
Lesson 2: Multi-Role: Teachers				
Lesson 3: Gender Stereotypes in performance				
Lesson 4: Unison and Canon: Bouncers				
Lesson 5: Direct Address: Creating Characters and applying to text Bouncers/Shakers				
Lesson 6: Application of performance style to Bouncers/Shakers – Hot-Seating				

Year 9 Learning Map

HT1: Topic: 19th Century Novel Extracts (Reading Analysis)

19 th Century Novel Extracts (Reading Analysis)					
Prior Learning		Current Learning	Subsequent Learning		
This unit builds on the language analysis units covered in Year 8 (<i>Gothic Fiction</i>) and will build towards the study of 19 th century fiction for GCSE. This unit also builds on generic Language and Literature reading skills, such as the analysis of language and structure and explorations of a writer's effects and intentions.		In this topic you will learn how to read, explore, understand and analyse a fiction text written before 1900. You will explore how different writers' present characters, themes and pertinent contextual issues from the time the extract was written.	This topic will prepare you for GCSEs which start in Y10. As part of the Language Component 1 you will have to answer various questions centred around; information retrieval, language analysis and how a writer creates particular effects. You will also be expected to consider to what extent you agree or disagree with another reader's perspectives on a section of a text.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning and Wider Reading Opportunities	Ways in which parents/carers can support	
Week 1	Dracula extract: Information Retrieval and how the writer creates impressions	Antagonist Epistolary Gothic	<u>Dracula</u> by Bram Stoker (1897)	Listening to your child or reading to your child would enable them to fire their imagination. Additionally, when watching films or a series together, see if your child can spot English techniques such as pathetic fallacy, juxtaposition or cyclical structure. Can they also explain why it has been used and the effect it has on the audience?	
Week 2	Great Expectations extract: Narrator's thoughts and feelings	Grotesque Pathetic fallacy	<u>Great Expectations</u> by Charles Dickens (1860)		
Week 3	Frankenstein extract: To what extent do you agree? (statement)	Protagonist Sublime	<u>Frankenstein</u> by Mary Shelley (1818)		
Week 4	Hard Times extract and extended writing		<u>Hard Times</u> by Charles Dickens (1854)		
Week 5	Hard Times extract continued: close reading analysis		<u>Jayne Eyre</u> by Charlotte Bronte (1847)		
Week 6	Jayne Eyre extract: Information Retrieval and how the writer creates impressions		<u>Tess of the D'Urbervilles</u> by Thomas Hardy (1891)		
Week 7	Tess of the D'Urbervilles extract: Exploring the whole extract/analysis				

Topic Number: 1

Global Issues									
Prior Learning		Current Learning			Subsequent Learning				
In the past students have learnt about specific global issues such as climate change and resources. Learning about these issues prepares your child to learn about further and more current issues like Fracking. Previous learning on globalisation and development will supplement learning on new topics in this SOL.		Teaching students about global issues is more important than ever. This new Scheme of learning (SoL) will include topics that are relevant in the 21 st century and will involve isolated topics on specific matters such as Fast fashion, Sport, and Fracking. The learning will involve critical thinking of global scenarios and events and this will question students' existing understanding and opinion. The SoL will also address contemporary human issues looking at its influence on our world economically and socially.			If your child decides GCSE Geography is something that they wish to study, then "Global Geographical Issues" is a topic that follows this theme. In this topic we explore Hazards, Development Dynamics, and Challenges of an Urbanising World. These topics explore some of themes in this Y9 SoL too, such as Colonialism and Global Industry.				
Lesson Sequencing		Tier 3 Vocabulary			Extended Learning				
Lesson 1	Fast fashion-Problems	- Colonialisation - Exploitation - Fossil Fuels - Fracking - Geopolitics - Globalisation - Governance - Health - Industry - Shale Gas - Sustainability - TNCs			Wider reading linked to global issues covered within the SoL, BBC Bitesize will allow reading around global issues covered in lessons. <u>Global issues - Higher Geography Revision - BBC Bitesize</u> Between assessment periods you can also create brain dumps or self quizzes to retrieve and test your knowledge of your learning in geography.				
Lesson 2	Fast fashion-Solutions								
Lesson 3	Uncovering the truth of Chagos								
Lesson 4	Chagos future?								
Lesson 5	What is fracking?								
Lesson 6	Fracking in the future?								
Lesson 7	Sporting impact								
Lesson 8	Is sport sustainable?								
Lesson 9	Imbalance of power								
Lesson 10	Geopolitical and governing powers								
					Ways in which parents/carers can support As always, reputable news sources such as the BBC and Guardian are great at understanding many global issues; we encourage you to discuss and share news with your child and talk about historical events that are similar. Engage your child in extended reading and wider reading linked to the topic.				

Year 9: HT1

The Miners' Strike				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
Throughout year 9, you will learn about different elements of discrimination across the globe. This topic will allow you to discover information about another group of people who suffered at the hands of their government: miners. This unit also builds upon your chronological understanding of the history of Britain, which you have gained throughout years 7 and 8. Finally, these lessons build upon the narrative writing, and source analysis, skills you have learned throughout Key Stage 3.	In this topic you will learn about the causes and events of the Miners' Strike, 1984-85. You will discover how, and why, families in Doncaster and Yorkshire were particularly affected. You will consider the legacy of pit closures on the social, political and economic landscape of our region. This topic is important for you to develop your historical skills and knowledge because you will continue to hone and finesse your ability to retrieve evidence, and use it in your verbal and written answers.	These books are engaging and fascinating reads: <i>The Miners' Strike Day by Day</i> by Arthur Wakefield <i>Strike: Thatcher, Scargill and the Miners</i> by Peter Wilsher <i>The Enemy Within: Thatcher's Secret War Against the Miners</i> by Seumas Milne	In your next topic, you will look at the actions of the British government towards Catholics in Northern Ireland. You will draw parallels between the treatment of English miners and Irish Catholics. In the remainder of year 9, and into GCSE and A-Level, you will continue to focus on making inferences and analysing the provenance of sources. Finally, you will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 3, 4 and 5.	You could watch the documentaries below with your son/daughter: <u>YouTube:</u> The Coal War The Battle of Orgreave, The Miners' Strike The Battle of Orgreave (2001)
Lesson Sequencing	Tier 3 Vocabulary			
What were the causes of the Miners' Strike?	Ballot Flying Picket National Union of Mineworkers Picket Pit Prime Minister Scab Strike Trade Unions Welfare			
What was life like for miners and their families during the Miners' Strike?				
What really happened at the Battle of Orgreave?				
Was Arthur Scargill a hero or a villain?				
How important was mining for Doncaster?				
What was the impact of pit closures on Doncaster?				
- Source Focus - Narrative Focus				

Year 9 Learning Map: HT1

Topic Number: 1

Topic Title: Computer Hardware							
Prior Learning		Current Learning	Subsequent Learning				
This topic builds on student understanding about computers and how they work. In KS3 we have discussed about how computers work with inputs and outputs. Students will be able to expand their knowledge and gain more complex understanding.		In this topic, you will learn complexities about how a computer works. You will be able to explore networks and the different factors within a computer and how all the components work together.	This topic will prepare you for future options with computer science. It will give you an understanding of the basic knowledge for the GCSE, but also allow you to explore computers in more depth.				
Lesson Sequencing		Tier 3 Vocabulary	Extended learning		Ways in which parents/carers can support		
Lesson 1	Inputs and outputs	Cache	In preparation for your assessment in ICT, your teacher will provide you with a knowledge organiser before any CF assessment to revise prior to your test. In between these periods it is good practice to test yourself by writing and answering quiz style questions or completing brain dumps on your learning to retrieve and test your knowledge on all your learning in ICT. <u>Additional opportunities</u> <u>iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards.</u> <u>www.codemonkey.com</u> <u>Scratch - Imagine, Program, Share (mit.edu)</u>		Work together to complete some of the badges in <u>iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards.</u>		
Lesson 2	Inside a computer	Clock speed					
Lesson 3	Storage and the cloud	Cores					
Lesson 4	Internet and networks	Hard drive					
Lesson 5	Networks, WAN and LAN	Inputs					
Lesson 6	The CPU	LAN					
Lesson 7	Assessment	Network					
Lesson 8	DIRT	Outputs RAM ROM Star network WAN					

			<u>CodeCombat - Coding games to learn Python and JavaScript CodeCombat</u> <u>www.codecademy.com/</u> <u>Learn today, build a brighter tomorrow. Code.org</u> Wider Reading Opportunities <u>What is the purpose of the CPU? - The CPU and the fetch-execute cycle - KS3 Computer Science Revision - BBC Bitesize</u> <u>Networks - Networks - Edexcel - GCSE Computer Science Revision - Edexcel - BBC Bitesize</u>	
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MATHS

Year 9 Learning Map: HT1

Higher - Number (including Standard Form and Surds)				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on students' prior learning from Key Stage 2 and Years 7 and 8, using skills in the four operations and types of number.	In this topic you will learn a range of number skills including using prime decomposition, standard form and working with surds.	This topic will prepare you for most subsequent topics in your Maths study. Your number skills will appear in a range of topics, for example, surds will be useful in Unit 5 with Pythagoras.		
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 students' needs: - Write a number as a product of its prime factors - Find two or more numbers' HCF and LCM - Covert in standard form - Add, subtract, multiply and divide in standard form - Simplify surds - Add, subtract, multiply and divide surds - Rationalise the denominator	HCF - Highest Common Factor LCM - Lowest Common Multiple Prime Product Rationalise Standard form Surd	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <u>Sparx</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	

Number 4 - Number Skills and Number Properties				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior knowledge from Key Stage 2 using four operations, negative numbers and number properties. You will have continuously used number skills throughout Years 7 and 8, especially in Unit 1 of Year 7.	In this topic, you will revisit a range of number skills including BIDMAS, rounding and estimating.	This topic will prepare you for all subsequent topics in your Maths study. These skills will be used in all your work, for example rounding when finding using Pythagoras in Year 9 Unit 6 when we explore angles.		
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 students' needs: • Apply order of operations (BIDMAS) • Round numbers to decimal places • Round number to significant figures • Estimate calculations by rounding • To compare numbers using inequality signs • To calculate with negative numbers	Estimate Product Round Significant	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. • Murderous Maths- The Essential Arithmetics by Kjartan Poskitt (available in the school library) • The Code Book by Simon Singh • Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbbooks.co.uk/secon-dary-books/ks3/maths	Support your child's progress through: • <u>Sparx</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	

Number 5 - Number Skills and Number Properties				
Prior Learning	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
Prior Learning This topic builds on your prior knowledge from Key Stage 2 using four operations, negative numbers and number properties. You will have continuously used number skills throughout Years 7 and 8, especially in Unit 1 of Year 7.	Tier 3 Vocabulary Factor HCF - Highest Common Factor LCM - Lowest Common Multiple Multiple	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. - Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library) - The Code Book by Simon Singh - Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Subsequent Learning This topic will prepare you for all subsequent topics in your Maths study. These skills will be used in all your work, including science where you will use standard form.	Support your child's progress through: <u>Sparx</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
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the students' needs: - Apply laws of indices - Write a number as a product of its prime factors - Find HCF and LCM of two or more numbers - To use standard form				

Spanish

Year 9 Learning Map: HT1

Topic Number: 1

El ocio: leisure							
Prior Learning		Current Learning	Subsequent Learning				
This topic builds on previously learnt information from last year. It will include previously learnt vocabulary including sports, shops, holiday preferences, key verbs and opinion phrases. It will also build on knowledge of the present, preterite and imperfect tenses.		In this topic you will learn to write and talk about what you do in your free time. You will learn how to say what leisure activities that you like and don't like to do. You will also be able to build on your knowledge of the present, preterite and imperfect tenses to describe what activities you do, you did and used to do whilst away.	This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary we learn, such as opinions, can be applied to any topic. The grammar that we learn feed directly into GCSE topics so will help you to prepare. After this unit of work we move on to talking about films so knowledge of different tenses and giving opinions will be crucial to later learning.				
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities		Ways in which parents/carers can support		
Week 1	My free time	Fui = I went	The Fable Cottage have a range of fairy tales in Spanish where you can listen and read along at the same time. Find them at: www.thefablecottage.com/spanish Other reading opportunities could focus on researching Spanish music, film, geography, history or culture.		To build listening and speaking skills, parents can encourage pupils to listen to Spanish. Suggested cartoons available on YouTube are: • Mafalda- la película • Zipi y Zape If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'		
Week 2	Se puede ... – You can ...	Ir = to go					
Week 3	Shops	La frutería = the Green grocers					
Week 4	European Week of languages	La pescadería = the fishmongers					
Week 5	Holidays & past tense	Lo pasé bomba = I had a great time					
Week 6	Comparisons	Los pasatiempos – hobbies					
Week 7	Revision week	Me aburre – It bores me					
Week 8	Pop quiz	Me apasiona – I love					

Year 9 Learning Map: HT1

Sound Creation in Film Music				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your knowledge of working on a Digital Audio Workstation. The topic also builds on your knowledge and understanding of how sound can be used within media.		In this topic, you will learn about the purpose of music within a film. You will develop your knowledge of the forms and types of sound creation including music as ambience, an underscore, through Foley, special or spot effects and considering dialogue and voiceovers. You will develop your ability to work on a Digital Audio Workstation using MIDI and Audio tracks, and using editing tools and plugins to enhance your film music composition.	This topic will support your skills working within a Digital Audio Workstation. You will develop your knowledge and understanding of sound creation which is a very similar content area delivered in the Level 2 NCFE Music Technology course in KS4. You will enhance your knowledge of popular musical styles and sound creation to support your knowledge and understanding at GCSE level.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Introduction to film music	Ambience Audio Automation Dialogue Diegetic Equalisation Foley Leitmotif MIDI Plug – in Underscore	You have access to our subscription to Focus on Sound . Click on and then log in using your Microsoft Teams account. Alternative reading opportunities: Sound on sound What is a Foley artist?	- There is free software available to compose music on Apple devices e.g., 'Garage Band' - There is free software available online. Search downloads called 'Audacity' or 'Cakewalk' by BandLab - Visit a visual sound engineer e.g., a local radio or recording studio in Doncaster.
Lesson 2	Ambience in film music			
Lesson 3	Introduction to Foley			
Lesson 4	Recording Foley using physical props			
Lesson 5	Foley continued			
Lesson 6	Reflection and whole class feedback			
Lesson 7	Introduction to underscore			
Lesson 8	Development of underscore			
Lesson 9	Dialogue in film music and continuation of underscore			
Lesson 10	Dialogue in film music and continuation of underscore			
Lesson 11	Automation and plugins			
Lesson 12	Special and spot effects in film and next steps.			
Lesson 13	Action next steps			
Lesson 14	Showcase of work			

Year 9 Learning Map: HT1

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
In Y8, you continued to practise shots such as the low forehand serve, overhead/underarm clear, drop and smash shots. You started to focus on outwitting your opponent, looking at shot placement/positioning to give you an advantage within competitive games. You ended the scheme of work looking at the specific rules for singles and doubles gameplay and some may have had experience umpiring matches.		In this unit, you will look at developing the backhand short serve to begin a rally. After two years of learning about badminton, you will learn to anticipate the serve and capitalise on poor serves. You will continue to practise shots on both the forehand and backhand side with an emphasis on moving your opponent around their court. You will also look at how to evaluate both your own and others' performance, analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high quality techniques. By the end of the scheme you should know the basic rules needed for doubles and singles play and therefore be able to umpire competitive games.	You will continue to develop your knowledge of badminton in Y10/11 core PE. This time will be used to continue to practise badminton skills/techniques. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support:
Lesson 1	Backhand serve	1. Analyse 2. Anticipate 3. Drive 4. Evaluate 5. Forehand/Backhand 6. Outwit opponent 7. Push 8. Singles/Doubles 9. Strategy 10. Umpire	https://www.masterbadminton.com/badminton-basics.html https://www.badmintonskills.net/badminton-techniques-for-the-beginner/ http://www.badminton-information.com/badminton-techniques.html https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3
Lesson 2	Push shot		
Lesson 3	Backhand drive		
Lesson 4	Net play		
Lesson 5	Net play 2		
Lesson 6	Backhand clear		
Lesson 7	Singles gameplay		
Lesson 8	Doubles gameplay		
		If possible, give students as many opportunities to play net/wall games: • Badminton • Tennis • Table tennis • Squash This will help develop a skill set which should be transferable between these types of sports.	

Year 9 Learning Map: HT1

Topic: Year 9 Dance

Dance				
Prior Learning		Current Learning: In this topic students will develop and understanding and appreciation of different styles of dance from around the world. Students will be perform a variety of dance style and choreograph a routine to demonstrate a medley of the dances from different countries. They will develop their choreography skills to perform as a group in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine your ability to observe performances and give constructive feedback using praise and next steps.	Subsequent Learning: This topic will develop our students' ability to work in a group and lead or follow others to produce a dance routine that incorporates learning throughout the whole unit of dance. It will give them the opportunity to express their personality through dance and allow them to enjoy and learn about movement around the world. It may enhance their knowledge and understanding of nationality, culture and dress in other countries which may support their learning in subjects such as Geography, History and English.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Bollywood	Actions Choreography Dynamics Formations Medley Musicality Relationships (canon/unison) Sequence Space	Bollywood: https://www.youtube.com/watch?v=ErbcVyXud8 African: Start from 4 minutes 40 seconds until 5 minutes 10 seconds https://www.youtube.com/watch?v=eFgBhMVgLtg Irish: https://www.youtube.com/watch?v=HgGAzBDE454 Rock and Roll: https://www.youtube.com/watch?v=azLFvQsVwcQ	Allow them the opportunity to practise their dance at home and perform. Encourage your child to watch You tube videos focused on choreographic devices. Encourage your child to join the afterschool club, or a dance school.
Week 2	African			
Week 3	Irish			
Week 4	Rock and roll			
Week 5	Rehearsal and performance			

Year 9 Learning Map: HT1

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
In Y8, you continued to practise the basic skills needed to play a competitive game of handball. You started to focus on outwitting your opponent, looking at formations and tactics that can be used to try to gain the advantage over the competition. Some students may have experience officiating matches.		In this topic you will develop the skills learned in Y7 and 8, to allow you to become a better/more effective handball player. After two years of learning about handball, you will study being able take on more of a leadership role. If leadership does not come naturally to you, you will be challenged towards being a more independent learner. You will also look at how to evaluate both your own and others' performance, analysing strengths and weaknesses. You will develop strategies and tactics to produce high levels of performance and high quality techniques. By the end of the scheme you should know the rules of handball and therefore be able to officiate competitive games.	You will continue to develop your knowledge of handball in Y10/11 core PE. This time will be used to continue to practise handball skills/techniques. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Recap of rules Passing recap	Centre Line Dribble Fault Free Throw Goal Area Goalkeeper Throw Offensive Foul Officiating Steps Throw In Time-Out	• IHF • What is handball? (thesubath.com) • team handball Game, Rules, & Facts Britannica • Home - England Handball Association • Handball - News, Athletes, Highlights & More (olympics.com)	If possible, give students as many opportunities to play invasion games: • Rugby • Football • Basketball • Hockey This will help develop a skill set which should be transferable between these types of sports. If interested in rugby, join a local handball club.
Week 2	Dribbling & shooting recap			
Week 3	Defensive formations			
Week 4	Attacking formations			
Week 5	Gameplay			

Physical Education

Year 9 Learning Map: HT1

Topic: Football

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the different skills you have learned in year 8, such as passing, dribbling and shooting. You may play football during school or outside of school.		In this topic you will learn more advanced techniques and tactics of football and how to implement them in the game successfully. You will develop your skills of pressing, counter attacking, shooting and attacking the box to improve your performance and ability to support others. You will learn how spacing is important when attacking and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in football are transferable across the different team activities. You will learn and advance these skills if you join a football team. In KS4 you will revisit football where you will learn more about game play and have more opportunities to develop the skills learnt.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Attacking/ Defending 2 v 1	Attacker Counter Defender Drive Midfielder Press Sharp movement Space	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Pressing in football https://www.youtube.com/watch?v=40crCs6TcbM Counter attacking https://www.youtube.com/watch?v=6q6DOJcdQeg You know the drill (soccer am) https://www.youtube.com/watch?v=VbuWvHNkSOA	• Get them to practise doing “keepy uppies” • Go to watch friends/family or local clubs play. • Encourage your child to join the school team, or a local football club. • Watch “Take me home” on Amazon • Watch a live game and talk about tactics • Ask them to evaluate a single player’s performance.
Week 2	Passing out from the back/ possession			
Week 3	Press/Counter			
Week 4	Shooting/ attacking the box			
Week 5	Game play and assessment			

Physical Education

Year 9 Learning Map: HT1

Topic: Rugby League

Prior Learning		Current Learning	Subsequent Learning
In Y8, you continued to practise techniques/skills such as tackling, passing, creating space and kicking. You started to focus on outwitting your opponent, look at how to gain an advantage within games – creating space, dummies, passing/running at speed. You ended the scheme of work looking at the specific rules and tactics of gameplay.		In this topic you will learn more advanced techniques and tactics of rugby and how to implement them in the game successfully. You will develop your skills of attacking, defending, kicking and general game play to improve your performance and ability to support others. You will learn how spacing is important when attacking and defending and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills. Y9 students should be confident when carrying the ball and tackling. There will be a bigger emphasis on how to improve performance as a team.	You will continue to develop your knowledge of rugby in Y10/11 core PE. The time will be used to continue to practise rugby skills/techniques and put these into matches. More confident/able players or those that would like to take sport further as a career will be asked to take on a coaching role which will help you deepen your knowledge and understanding of technique/gameplay analysis.
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Deep line Defensive line Drive tackle	10 Greatest skills in Rugby League The 10 GREATEST skills seen in Super League history Rugby League - YouTube	If possible, give students as many opportunities to play invasion games: Rugby Football Basketball Hockey
Week 2	Drop kick Flat pass Flat pass	Creating a rugby league player The Perfect Rugby League Player - YouTube	
Week 3	Knock on Off-side Passive tackle Place kick	Tackle Technique in Rugby League TACKLE TECHNIQUE in rugby league with Barry Eaton and Chev Walker (Leeds Rhinos) - YouTube! - Rugby World Magazine - Eddie Jones – My Life and Rugby - The Lions – When the Going Gets Rough	Watch a live game and talk about tactics - Ask them to evaluate a single player's performance. If Interested in rugby, join a local rugby club.
Week 4	Play of the ball and game play		
Week 5	Play of the ball and game play		

Physical Education

Year 9 Learning Map: HT1

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
Students should have an understanding of and be able to play and make up small-sided games and simplified versions of competitive/ invasion team games. They should also be capable of sending, receiving and travelling with a ball in these games. Students should also know how to plan, use and adapt strategies and tactics in all types of game situations, keeping them going and organised.		Students will be taught to perform, develop and incorporate the basic fundamental skills of Netball <i>e.g. passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting</i> . Students will also develop their knowledge and understanding of these skills and the major rules and laws within the game relating to these skills. There will be a focus on how to outwit opponents, evaluate performances, analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.	All skills learnt in netball are transferable across the different activities. Students may also revisit netball again in year 10 where they will continue to learn more about tactical game play.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Analyse Evaluate Footwork	Netball rules – Simple netball https://www.rulesofsport.com/sports/netball.html
Week 2	Running footwork, breaking, turning in the air and pathway of pass	Outwit Opponent	BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sport/s/netball/4187548.stm
Week 3	Shooting – with steps and higher net	Overlaps Disguise Dummies	Netball presentation https://www.youtube.com/watch?v=WGaYDvaZ4Nq
Week 4	Tactics at centre pass	Pivot Possession Umpire	The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnl-Dj8
Week 5	Tactics at side-line & back-line pass		
			Ways in which parents/carers can support
			- Practise throwing and catching games at home using a size 5 netball (or any similar sized ball). - Go to watch friends/family or local clubs play. - Encourage your child to join the school team, or a local netball club. - Link to some local clubs: http://www.southyorkshirenetsball.com/27364/27385.html

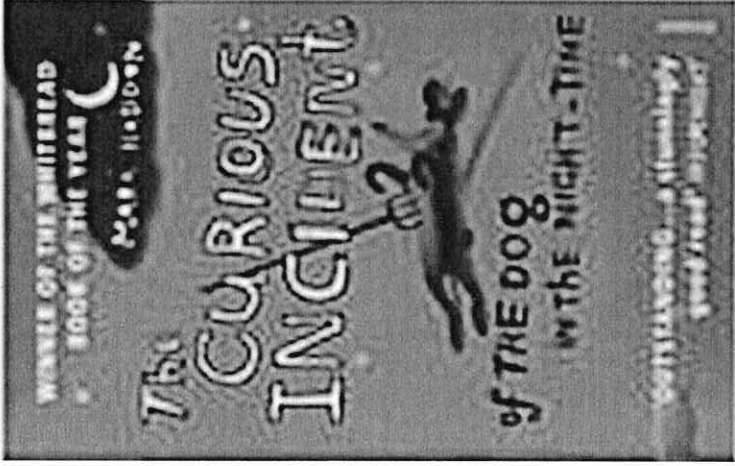
Year 9 Learning Map: HT1

Topic Number: 1

Money						
Prior Learning This topic builds on: Work that you have studied in years 7 and 8 about being able to understand the world around you. You will develop your knowledge and understanding about adult life and life beyond Ridgewood to ensure you can live a happy, healthy, balanced lifestyle.		Current Learning In this topic you will learn: Key information about what is meant by monthly monetary obligations and begin to learn about how to manage your money effectively. You will also gain knowledge and understanding of specific terms which relate to money management to help you make informed decisions regarding mortgages, bank accounts and personal finance. You will acquire knowledge and understanding of what could put money management at risk e.g. gambling, and how to seek help for this to ensure you live a happy and healthy lifestyle.		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 level of knowledge and understanding on key terms which link to financial obligations and how to manage these. The understanding you gain in this topic will be built upon in your careers modules, studying different career paths available and how this can impact further adult life. You will develop the skills to use knowledge and understanding to select the best financial options available to you and allow you to make informed choices. You will develop an understanding on how to live a balanced life and where you can seek further information from experts to ensure you can remain happy, safe and healthy from now into adulthood.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	Spending your salary	Addiction	You can use independent study opportunities to engage with the following websites: School Money Skills Barclays LifeSkills Help for problem gambling - NHS (www.nhs.uk)	Discuss and have conversations with young people at home about money, money management and the different terms that are associated with this. Use the Barclays Life Skills website to engage with the different activities and clips they have to help learn about money, money management and account safety.		
Lesson 2	Opening a bank account	Debt				
Lesson 3	Paying taxes	Direct debit				
Lesson 4	Personal finance	Finance				
Lesson 5	Gambling	Gambling				
Lesson 6	Gambling addiction	National Insurance				
Lesson 7	Assessment – Group drama presentation	Overdraft Salary Tax				

HT1: Year 9 Learning Map

Medical Ethics: Abortion and Euthanasia				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your knowledge base of key religious beliefs and teachings from Year 7 and 8 and allows you to apply this knowledge to moral issues surrounding medical ethics and the issues of life and death. You will also use key teachings and ideas such as the sanctity of life, which you studied in the Year 7 topic on animal rights, and apply this to issues such as abortion and euthanasia. 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 life begins, how this effects decisions about abortion and also issues surrounding the end of life and who has the authority to take life. You will learn about the different social and moral implications of these issues. You will debate controversial issues such as whether humans should have the choice what to do with their own bodies e.g. through allowing abortions or permitting euthanasia for those who feel they need it. You will also discuss the moral and ethical issues associated with humans taking control of the natural course of life. These debates will support the development of your evaluative skills.	In preparation for your assessments in RE your teacher will provide you with revision resources for you to complete and test yourself. In between these periods it is good practice to test yourself by writing and answering quiz style questions or completing brain dumps on your learning in RE. Wider Reading: You can use independent study opportunities to engage with the following websites about religious views relating to: Abortion: What is an abortion? - Abortion - GCSE Religious Studies Revision - BBC Bitesize Arguments for and against abortion - Abortion - GCSE Religious Studies Revision - BBC Bitesize Euthanasia: What is euthanasia? - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize Types of euthanasia - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize	This topic will develop your understanding of key religious beliefs and teachings such as the sanctity of life that you will use in both further Key Stage 3, and Key Stage 4 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 RE studies.	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 within medical ethics.
Lesson Sequencing	Tier 3 Vocabulary			
- Value of Life: Sanctity of life - Value of Life: Quality of Life - What is Abortion, Abortion and the Law - Pro Life vs Pro Choice - Religious Views on Abortion – part 1 - Religious Views on Abortion – part 2 - Euthanasia - Arguments for and against Euthanasia - Euthanasia case studies - Euthanasia religious views	Abortion Conception Dignity Euthanasia Hospice Pro Choice Pro Life Quality of life Sanctity of life Viability			

The Curious Incident of the Dog in the Night Time			
Themes raised in the book	Genre	Why this book?	What is the book about?
Autism Braving the unknown Difference Difficulty of truthfulness Family Honesty Social disorder	Mystery fiction	This book supports students' understanding of living with a special need and allows them to reflect on the impact social disorders have on people's lives. There is a focus on celebrating differences and the importance of a support network.	My name is Christopher John Francis Boone. I know all the countries of the world and the capital cities. And every prime number up to 7507. Christopher, fifteen years old, stands beside Mrs Shears' dead dog. It has been speared with a garden fork, it is seven minutes after midnight, and Christopher is under suspicion. He records each fact in the book he is writing to solve the mystery of who murdered Wellington. He has an extraordinary brain and is exceptional at maths, but he is ill-equipped to interpret everyday life. He has never ventured alone beyond the end of his road; he detests being touched and he distrusts strangers. But Christopher's detective work, forbidden by his father, takes him on a frightening journey that turns his world upside-down. Winner of the Whitbread Book Awards for Best Novel and Book of the Year The Commonwealth Writers' Prize for Best First Book The Guardian Children's Fiction Prize
			
Ways in which parents/carers can support Encourage students to loan books from our library and support reading at home. We have a 'PDP linked books' section in the library which is stocked with books that are similar in thematic content and genre to the 'Reading Curriculum' book that students can loan. Actively discuss what they are reading with them.			

Cell biology & cell transport		
Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior knowledge during their Key Stage 3 learning journey, students recap cells and specialised cells and their adaptations. Then students use their understanding of cell structures and organelles to describe osmosis, diffusion and active transport.	In this topic you will learn the structure and function of different organelles found in eukaryotic and prokaryotic cells. You will learn about diffusion, osmosis and active transport and their importance in single and multicellular organisms. You will also learn the importance of microscopes in science and how to correctly use one.	This topic will continue to prepare you for every subsequent Biology topic and will form the foundations that your Biology knowledge is built upon.
Lesson Sequencing	Tier 3 Vocabulary	Wider reading
Lesson number Lesson title Types of cell Cell specialisation and differentiation Cell specialisation and differentiation in plants Introduction to microscopes Microscope calculations & rearranging formula Microscopy RP 1 Exam question practise Culturing microorganisms & calculating area Culturing microorganisms RP 2 - practical Culturing microorganisms RP 2 - data analysis DNA & the genome & chromosomes DNA structure & mutations Mitosis and the cell cycle Stem cells Exam question practise Diffusion Planning the diffusion practical Diffusion practical Real World examples of diffusion & SA/Volume Osmosis Planning the Osmosis practical RP 3 osmosis Data analysis of the Osmosis RP Active transport	Active transport Cell membrane Cell wall Chloroplasts Cytoplasm Diffusion Mitochondria Muscle cell Neuron Osmosis Palisade cell Ribosomes Root hair cell Specialised cell	Wider reading: - CGP revision guides - Phillip Ball – <i>A biography of water</i> - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky
		Ways in which parents/carers can support Support your child's progress through: - Educake - to complete homework and access further revision - Accessing their Microsoft Teams work for directed exercises on current topics

HT1: Year 9 Learning Map

Topic: 1 Food Hygiene Documentation

Food Technology			
Prior Learning		Current Learning	Subsequent Learning
This topic builds on the theory and practical knowledge acquired throughout the different food projects delivered in year 7 and 8. Students should already have acquired a basic understanding of food hygiene, healthy eating, nutrition and special diets through these projects.		In this topic students, will learn about how to use their existing knowledge of food hygiene and safety to carry out a risk assessment as well as a HACCP flowchart. Students will learn the keys differences between a domestic kitchen and a commercial kitchen, whilst taking part in a range of practical sessions, designed to introduce new skills and develop existing ones.	This topic will prepare students to be able to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes safely and hygienically. Students will gain a foundation knowledge of the food industry to prepare them for the key stage 4 qualification.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Lesson 1	Introduction	Bacteria	Leisure time: food programmes such as 'the food inspectors'. Shopping: Challenge your child to explain the difference between 'use by' and 'best before dates'. Dinner time: Support your child in planning and preparing dinner for the family.
Lesson 2	Knife skills practical	Control measure	
Lesson 3	Risk assessments	Critical control	
Lesson 4	Twisted bread practical	Danger zone	
Lesson 5	HACCP	Hazard analysis	
Lesson 6	Apple tray bake practical	Hygiene	
Lesson 7	Assessment	Pathogens	
Lesson 8	Bolognaise bake practical	Risk assessment Safety	
		https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes Food safety - your responsibilities: Food hygiene - GOV.UK (www.gov.uk)	