



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 3



RIDGEWOOD
SCHOOL

Barnsley Road, Doncaster
DN5 7UB
01302 783939

KS3 Learning Maps – Half Term 3

Dear parent/carers,

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 7 Learning Map

HT 3

Mark Making				
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support	
This topic builds on students' prior procedural knowledge of techniques in art and design when creating personal responses. It will further develop these skills by introducing new methods of image-making through print techniques. Additionally, it will enhance students' subject-specific vocabulary for discussing and evaluating their work.	In this topic, you will explore how the work of Michael Rothenstein can inspire the development of your own drawing methods and printing techniques. You will create a series of prints and produce a final mono-print based on an observed drawing of the sixth form, building on your skills in using texture and tonal drawing. You will also develop and practise subject-specific language during class discussions, in one-to-one feedback, and through written evaluations to identify areas of success and improvement.	This topic will prepare you to further develop your use of materials and techniques to describe texture and tone with purposeful intent. You will demonstrate a deeper understanding of how the work of others can influence your own artwork and shape your perception of concepts in art.		
Sequencing	Tier 3 Vocabulary	Extended Learning		
Gustav Klimt Introduce topic- line and tone. What is it? Why is it important? Observed drawings of shells. Model methods for and create press printing based on shell. Mono-printing practice-using shell drawing as practice piece. Mono print of shell- final version. Michael Rothenstein artist investigation.	Abstract Mono Print Observational Press Print Record Texture Tone	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: https://www.tate.org.uk/search?aid=1873&type=artwork together to discuss the learning in lessons.	Visit Leeds/Doncaster Art Gallery and identify works created using printing methods or that have notable texture in the work.	

Topic Number: 3

Matilda				
Prior Learning This topic builds on your knowledge of characterisation skills, including facial expressions, body language, reactions, status, and eye contact, developed in earlier topics such as <i>Darkwood Manor</i> and <i>Mime and Silent Movies</i> .	Current Learning In this topic, you will learn a range of performance techniques and apply them to a live performance. You will also develop key terminology related to these techniques and independently apply characterisation skills as part of your work. This topic is crucial for enhancing your understanding of performance techniques and creating a successful performance. You will evaluate the impact of your application and development of techniques and characterisation, such as body language, gestures, vocal skills, and facial expressions, when building a character. Additionally, you will reflect on the impact your performance has on the audience and the message it communicates.	Subsequent Learning This topic will prepare you for further development of performance techniques throughout Key Stage 3. It will provide you with the characterisation skills needed to create effective characters, which will support your work in Year 8 and Year 9 as you delve deeper into character development in both practical and theoretical tasks. You will also be required to demonstrate the ability to explore, describe, and apply characterisation skills across the Performing Arts at Key Stage 4. This exploration and application will be particularly valuable for Component 2: <i>Developing Skills and Techniques in the Performing Arts</i> and Component 3: <i>Responding to a Brief</i> .		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson 1: What is Musical Theatre? – Revolting Children!	Musical Theatre Movement Canon Atmosphere Unison Characterisation Chorus Exaggeration Freeze Frame Dynamics	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques: • All About Theatre – National Theatre • National Theatre Connections • Monologues: Speeches for Young People – Anthony Banks • Matilda – Roald Dahl	Explore the National Theatre’s streaming service – this has a range of professional pieces, performed for live audiences, recorded live, which you can watch to see professional actors applying characterisation skills. You could watch Shakespearean productions such as Othello. https://www.ntathome.com/ The ‘Matilda The Musical’ Website has lots of interesting information on the development of the show, key scenes and pictures! http://uk.matildathemusical.com/ You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/	
Lesson 2: The Chokey!				
Lesson 3: Revolting Children – Contact work duets				
Lesson 4: Developing characterisation in our sequences				
Lesson 5: Physical Skills in Revolting Children				
Lesson 6: Revolting Children – Rehearsal and Performance.				

Year 7 Learning Map – Half-term 3

Topic Number: 3

Fantasy Narrative Writing			
Prior Learning For their third topic, Year 7 students will build on the creative skills developed during Year 6. They will continue to refine individual skills, such as using ambitious punctuation, varying sentence openers, and creating tension and excitement for the reader. Students will study a range of extracts from fantasy novels, which may link to fiction read at Key Stage 2, such as <i>A Monster Calls</i> and <i>The Lion, the Witch and the Wardrobe</i> .	Current Learning In this topic, you will learn how to effectively use the narrative structure of opening, development, and problem to engage your reader in the opening of your narrative. This topic will give you the opportunity to display your creativity and individuality, using prompts to guide you through the writing process. During the study of this topic, you will: apply specific terminology to your extended pieces of writing, carefully select and create pieces of figurative language to engage your reader, explore different ways to use ambitious punctuation within your writing and capture your reader's attention in the setting and time of your narrative through a range of sentence openers and types.	Subsequent Learning This topic will prepare you for further opportunities to create extended pieces of writing in Key Stage 3, as part of the study of <i>Inspiring Individuals</i> and <i>Gothic Fiction</i> in Year 8. It will also equip you with the skills needed to succeed in analysing texts such as <i>Sawbones</i> and <i>Othello</i> , as you will gain insight into why authors choose certain language features, punctuation, and words to create specific effects, having explored these techniques yourself. You will need to demonstrate the ability to write narratives as part of your English Language Component 1 exam in Year 11. This unit will provide you with a range of foundational skills that you will carry forward through Key Stage 3 and Key Stage 4.	
Lesson Sequencing Week 1: Introduction to Fantasy Fiction and the narrative structure. Week 2: Extended narrative planning and writing. Week 3: Using sophisticated punctuation and creating a climax. Week 4: Figurative language, extended narrative planning and writing. Week 5: Varying sentence openers and fantasy setting. Week 6: Extended narrative planning and writing.	Tier 3 Vocabulary Imagery Simile Metaphor Personification Onomatopoeia Exposition Rising action Climax Conjunction Adverbial	Wider Reading Opportunities You can use independent study opportunities to engage with the following novels to further develop your knowledge of fantasy fiction: • The Girl of Ink and Stars by Kiran Millwood Hargrave • A Pinch of Magic by Michelle Harrison • Cogheart by Peter Bunzl • The Tigers in the Tower by Julia Golding • Nura and the Immortal Palace by M.T.Khan	Ways in which parents/carers can support Explore the following recommendations for helping students be creative with their writing: • Explore - https://ywp.nanowrimo.org 'Young Writer's Program' • Write - https://diymla.com/writer-ignite/ select random prompts and create stories together • Read – Unleash Your Creative Writing by Olaf Falafel • Explore - https://www.bbc.co.uk/bitesize/topics/zn8tkmn

Topic Number: 3

Population and Urbanisation				
Prior Learning	Current Learning	Subsequent Learning		
Understanding human geography forms the foundation for exploring population growth and change and its relevance to development. In Key Stage 2, students are expected to learn about the key human characteristics of countries around the world and examine economic activity. This topic will build on that learning, providing students with a comprehensive understanding of populations globally and locally, the reasons for population growth, and its impact on development.	In this topic we start by exploring the current rate of population growth through the use of maps, graphs and statistical skills. We engage students by using real time world statistics, facts and future predictions. We then teach students about density and distribution of populations, where we address and learn important key terms like sparsely/densely. Looking at population pyramids in lesson 3 is an important lesson because these pyramids are used throughout the curriculum in all year groups including KS3, population pyramids allow students to explore the structure of populations in different countries and we then learn and assess the reasons for each. We further cover ageing populations and migrations and study how development is impacted by growing populations around the world and the influence of people on their environment.	This population topic provides an understanding of people and economies to supplement students' learning in other human geography topics, such as Ruining Russia, Climate Change, and Globalisation. Although this topic is covered in Year 7, we also explore the UK population at GCSE, where we revisit population pyramids and density.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	• Demographic • Dense • Density • Distribution • Migration • Megacity • Natural increase • Population Pyramid • Push + Pull factors • Sparse • Urban	Reading, resources, worksheets and extended tasks are on the website below. <u>Population structure - Population and migration - KS3 Geography Revision - BBC Bitesize</u> <u>https://www.worldometers.info/</u> <u>Population Density NASA</u> Recommended KS3 revision guides and workbooks can be found here: <u>https://www.cgpbooks.co.uk/secondary-books/ks3/humanities/geography</u>	Encourage listening to world news.	
Lesson 2			Making students aware of the benefits and impacts of migration.	
Lesson 3			Relating world news of populations and the impacts of resource pressures.	
Lesson 4			GCSEPod Homework 2x Half term	
Lesson 5			GCSEPod	
Lesson 6				
Lesson 7				
Lesson 8				
Lesson 9				
Lesson 10				

Medieval Life

Medieval Life		
Prior Learning	Current Learning	Subsequent Learning
This topic builds on the content you learned in primary school about the Vikings, and the Anglo-Saxon struggle for control of the Kingdom of England. It also builds upon your chronological understanding of the history of Britain, which you have been studying throughout Year 7. Finally, it builds upon the writing and source skills you learned in primary school and during the Romans and Hastings topics.	In this topic you will learn about the changing political leadership in England during the Medieval era. You will discover what life was like for the English public in this period, and how their lives were drastically affected by the Black Death and the Crusades. This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to analyse sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.	This topic will prepare you for future learning about life in Tudor England as you will have gained knowledge about the pre-existing political and social structures within the country. It will also equip you with the source skills needed to be successful in your exams in Key Stage 4 as Paper 3 is a source-led assessment. You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stages 3, 4 and 5.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning
1 – Who was really in charge in Medieval England? 2 – What happened during the murder of Thomas Becket? 3 – Does King John deserve his reputation? 4 – What was life like in Medieval towns? 5 – What was life like in Medieval villages? 6 – What was crime and punishment like in the Medieval period? 7 – How did the Black Death affect England? 8 – The Crusades.	Conquest Crusade Feudal Government Knight Magna Carta Merchant Monarchy Nobility Villein	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. The following books are very engaging and interesting: Arthur and the Seeing Stone by Kevin Crossley-Holland KS3 History: Medieval Britain (410-1509) by Robert Peal This is a challenging, but fascinating read: The Time Traveller's Guide to Medieval England by Ian Mortimer
		Ways in which parents/carers can support You could watch the documentaries below with your son/daughter: YouTube – The Peasants' Revolt with Tony Robinson YouTube – The Plague that shaped England's Future

Year 7 Learning Map

Topic Number: 3

Topic Title: Scratch Programming					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on potential prior programming knowledge from Key Stage 2, deepening students' understanding of problem-solving and computational thinking through block programming elements. Pupils may already have experience with Scratch from Key Stage 2.		In this topic, you will learn basic programming elements and develop problem-solving skills through computational thinking. We will use Scratch to demonstrate programming fundamentals, including sequencing instructions and using variables. Pupils will then combine these skills to create a game that showcases their use of sprites, interactivity, costumes, and movement.		This topic will prepare you to learn about non-block-based programming languages, such as Python. It teaches pupils to think creatively about problem-solving and encourages experimentation with code.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Sequencing instructions	Algorithm	There are lots of available tutorials to support with game creation at home https://scratch.mit.edu/explore/projects/all The above website has an online version of the software pupils will be using. Explore different games and activities to build on your programming skills https://code.org/ Coding for Kids: Python, Learn to Code with 50 Awesome Games and Activities By Adrienne B. Tacke	Pupils will be using Scratch online and can therefore develop their projects at home.	
Lesson 2	Sprites and costumes	Blocks		If pupils would like to learn further programming skills edublocks.org is a good place to start.	
Lesson 3	Using Loops	Coordinates		BBC Bitesize has a good introduction to programming.	
Lesson 4	Movements and interaction	Iteration			
Lesson 5	Variables	Refine			
Lesson 6	Creating a game L1	Script			
Lesson 7	Creating a game L2	Selection			
		Sequencing			
		Software			
		Sprite			
		Sprites			
		Variables			
		Test			

MATHS

Number Part 2				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior knowledge from Key Stage 2, including working with properties of numbers such as factors and multiples, as well as your understanding of factors from HT2.	The aim of this unit is to introduce the use of indices in number skills.	This topic will prepare you for many subsequent topics in your Maths studies. For example, you will apply the laws of indices in algebra-based units.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: - List factors and multiples - Recognise and list square and cube numbers - Find a Highest Common Factor - Find a Lowest Common Multiple - Learn to use index notation - Learn to write a number as a product of it's prime factors	Product Prime Square Cube Factor Multiple LCM (Lowest Common Multiple) HCF (Highest Common Factor)	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. The Life-Changing Magic of Numbers by Bobby Seagull 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: - MathsWatch- to complete homework and access further revision. - Corbett Maths - for extra support videos and work on the topics stated.	

Year 7 Learning Map

Topic Number: 3

El instituto: School					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on what we learned in our previous topic about describing and introducing ourselves. It will include previously learned vocabulary, such as numbers, days of the week, connectives, key verbs, and opinion phrases.		In this topic, you will learn how to write and talk about your school life in Spanish. You will be able to describe your timetable and share your opinions about your subjects and the school's facilities. Additionally, you will learn how to tell the time in Spanish.	This topic will help you become a more confident speaker of Spanish by expanding your vocabulary, which can subsequently be applied to any topic. In our next topic, we will learn how to talk about our week, so understanding the present tense and being able to tell the time will be crucial.		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Opinions and school subjects	El instituto- school Las asignaturas- School subjects Me gusta- I like Mi horario- My timetable No me gusta- I do not like pero- but porque- because también- also y- and	Students will be provided with a Knowledge Organiser to revise key vocabulary. They will also be given lists of key vocabulary to learn throughout the half term. Further learning may focus on extra revision of the present tense, which can be found on the BBC Bitesize website	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	Time and the timetable				
Week 3	The present tense				
Week 4	School facilities				
Week 5	School activities				
Week 6	Assessment				

Year 7 Learning Map

Rhythm and Notation				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your knowledge of notation and rhythm from primary school.		In this topic, you will learn how to read and write rhythmic and melodic notation. You will explore this through a series of performance, improvisation, and compositional workshops. You will use your knowledge of rhythm and notation to learn to play a famous melody and apply improvisation techniques to compose your own ideas.	Developing your musicality through music notation means that when you have a musical idea, you can write it down yourself. Not only will you be able to transcribe your ideas, but you will also be able to quickly play any sheet music set before you, enabling true collaboration in sound and music, which is essential for further music study.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 9	Improvised Swan Lake – fill in bar 3	Pitch	You have access to our subscription to Focus on Sound. Click on the link: and then log in using your Microsoft Teams account. Alternative wider reading opportunities: How to write a song How to read sheet music	Learning to read and write rhythm and pitch are the building blocks of musical understanding. Encourage your child to practise writing out note durations or notes on the treble clef staff to improve their recall. Encourage your child to play or sing their melodic ideas. Can they develop these ideas further? Students could do this on an instrument or using a piano app available online or on smartphones. Developing their understanding of musical theory will also help. Useful resources include Grade 1–3 music theory exercises. The AB Guide to Music Theory Vol 1: Amazon.co.uk: Taylor, Eric: 9781854724465: Books
Lesson 10	Rhythmic composition bar 6-7	Treble Clef		
Lesson 11	Melodic composition bar 6-7	Rhythm		
Lesson 12	Development of ideas	Notation		
Lesson 13	Class showcase	Staff		
		Pulse		
		Crotchet		
		Quaver		
		Minim		
		Syncopation		

Year 7 Learning Map

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
This topic builds on any previous learning of badminton. If students have no previous experience of badminton, they will be introduced to the basic skills needed to play the sport as well as the rules of gameplay.		In this topic you will learn the basic skills needed to play a competitive game of badminton. You will first learn how to set up and take down a badminton court safely. You will then be taught how to correctly grip the racket, position yourself after each shot and rally with a partner. Each week you will then learn different skills that will help you outwit your opponent and have the opportunity to apply that in a game situation. You will then end the scheme of work looking at the specific rules for singles and doubles gameplay.	In Year 8, you will develop the skills learned in Year 7 to allow you to become a better/more effective badminton player. You will continue to practise shots such as: • Low forehand serve • Overhead/underarm clear • Drop shot • Smash shot There is a bigger emphasis on outwitting your opponent in Y8 as we focus on tactics and understanding. You will look a shot placement/positioning to give you an advantage within competitive games. Towards the end of the unit you will spend some time looking at the specific rules for singles gameplay and more confident students might be able to umpire matches.
Lesson Sequencing – Each week students will learn a new skill and have time to apply this in a game situation.		Tier 3 Vocabulary	Extended learning
Week 1	Court Set Up, Grip, Ready Position & Rallying	1. Grip	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.
Week 2	Serve (Long/Short)	2. Ready Position	
Week 3	Overhead/Underarm Clear Technique	3. Court	
Week 4	Drop/Smash Shot Technique	4. Net	
Week 5	Singles Gameplay	5. Rally	
		6. Underarm Serve	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
		7. Overhead/Underarm Clear	
		8. Drop Shot	
		9. Smash	
		10. Singles/Doubles	

Topic: Year 7 Dance

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on previous learning of dance. Students will have knowledge of an effective warm up and will need to apply this to dance. Most students will have completed dance at primary school. Some students will attend dance out of school.		In this topic you will develop knowledge and understanding of the key concepts of choreographic devices, body actions, demonstrate different body actions linking them together to form basic motifs and be able to apply their understanding to the style to clearly show the theme they are representing.	In Year 8 students will apply the skills learnt through this unit to their next style of dance. They will choreograph a routine to demonstrate the key elements of their dance. They will evaluate their own and others performances and be able to suggest praise and next steps to improve the performance.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Importance of warm up in dance and understanding the theme, dynamics and gestures	1. Cannon 2. Pathways 3. Unison 4. Formations 5. Stillness 6. Gestures 7. Travel 8. Aesthetically pleasing 9. Body Tension/Extension 10. Fluency and Control	Elements of dance - https://www.youtube.com/watch?v=WgVKfTkWU1U	- Watch different music videos with your child looking at the style of the movements.
Week 2	Unison and stillness/Cannon and travel		BBC Bitesize – Choreographing a dance https://www.bbc.co.uk/bitesize/guides/zc6mtyc/revision/5	- Encourage your child to watch YouTube videos focused on choreographic devices
Week 3	Formations, pathways and jumps			
Week 4	Turns and repetition (Retrograde)			- Encourage your child to join the afterschool club, or a dance school
Week 5	Practice and performance			

Year 7 Learning Map

Topic: Handball

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on any previous learning of handball. If students have no previous experience of handball, they will be introduced to the basic skills needed to play the sport, as well as the rules of gameplay.		In this topic you will learn the basic skills needed to play a competitive game of handball. You will first learn the rules of handball and how they differ to other invasion games. You will then be taught how to pass effectively in order to move the ball towards goal at speed. Conditioned games will help to build a focus on dribbling and shooting and the rules that surround these skills. You will then learn different skills that will help you outwit your opponent and have the opportunity to apply that in a game situation.	In Year 8, you will develop the skills learned in Year 7 to allow you to become a better/more effective handball player. You will continue to practice the skills highlighted below. There is a bigger emphasis on outwitting your opponent in Year 8 as we focus on tactics and understanding. You will look at team tactics including both defensive and offensive positioning to give you an advantage within competitive games. More confident students might be able to take on an officiating role in matches.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support:
Week 1	Rules of Handball Passing	- Centre Line - Dribble Fault - Free Throw - Goal Area - Goalkeeper Throw - Offensive Foul - Officiating - Steps - Throw In - Time-Out	- IHF <u>What is handball?</u> (thesubath.com) <u>team handball Game, Rules, & Facts Britannica</u> <u>Home - England Handball Association</u> <u>Handball - News, Athletes, Highlights & More</u> (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 handball, join a local handball club.
Week 2	Dribbling Shooting			
Week 3	Defensive Formations			
Week 4	Attacking Formations			
Week 5	Gameplay			

Year 7 Learning Map

Physical Education

Topic: Football

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learnt in primary school linked to football, such as passing, dribbling and shooting. You may have played football during school or outside of school.		In this topic you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing and game play to improve your performance and ability to support others. 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 also revisit football again in Year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in Year 7.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Ball control/ Turns Dribbling	Attacker Chest Cryuff	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Fancy skills to learn https://www.wemakefootballers.com/top-10-best-football-skills-2/ The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=oPtXLmHOKew
Week 2	Passing	Defender Inside Hook Midfielder Outside hook Penalty Space	
Week 3	Outwit an opponent		
Week 4	Shooting		
Week 5	Defensive position Game play		
			Ways in which parents/carers can support * 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

Year 7 Learning Map

Topic: Gymnastics

Gymnastics				
Prior Learning: Students should be able to balance using different points of contact on the floor. Jump and land safely, as well as being able to have some creative ideas of what could be included in gymnastic lessons.		Current Learning: After completing this unit students should be able to use a variety of techniques and skills in gymnastics. Students can perform both individual and partner balances. Students have the knowledge of sequence choreography and how to perform a quality sequence. Students are able to perform a variety of linking moves such as rolls and cartwheels and other rotations. Students are able to perform in solo and duet performance. Students can observe performance and give constructive feedback using praise and next steps.	Subsequent Learning Students will go on to develop their skills to be able to use a variety of techniques and skills in gymnastics. Students will continue to develop balances, create sequence choreography and how to perform a quality sequence. Students will go on to develop skills such as rolls and cartwheels and other rotations into advanced movements and students will use equipment to gain height and perform shapes in the air.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Extension, tension and control linking to different types of balance.	Aesthetically pleasing Sagittal plane Frontal plane Axis	https://www.british-gymnastics.org/ Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104	Watch videos of gymnastics performances. Encourage your child to join the afterschool club, or a gymnastics club. Doncaster gymnastics academy https://www.british-gymnastics.org/discover/club/21104
Week 2	Rolls	Mount/dismount Execution Straddle Pike Tuck		
Week 3	Headstands and handstands	Extension Tension		
Week 4	Cartwheels and rotations			
Week 5	Sequence practice and performance			

Year 7 Learning Map

Physical Education

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the different skills you have learnt in primary school linked to netball, such as passing. You may have played bench ball, high 5 netball or you may have played 7 a-side netball already.		In this topic you will learn the basic rules of netball and how to play the game successfully. You will develop your skills of passing and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in netball are transferable across the different activities. You will also revisit netball again in Year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in Year 7.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Ball familiarisation, passing and receiving	Pivot	Netball rules – Simple netball https://www.rulesofsport.com/sports/netball.html BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm Netball presentation https://www.youtube.com/watch?v=WGaYDvaZ4No The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qlNnI-Djs	* 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 (when they are back up and running). Link to some local clubs: http://www.southyorkshirenetsball.com/27364/27385.html
Week 2	Footwork and pivoting	Outwit		
Week 3	Movement off the ball and signalling	Obstruction		
Week 4	Dodging	Contact		
Week 5	Games and positional play	Possession		
		Penalty		
		Centre pass		
		Side-line pass		
		Back-line pass		
		Space		

Year 7 Learning Map

Topic: Rugby

Prior Learning		Current Learning	Subsequent Learning
This topic builds on any previous learning of rugby. If students have no previous experience of rugby, they will be introduced to the basic skills needed to play the sport as well as the rules of gameplay. You may have played rugby during school in the form of touch/flag or outside of school as full contact.		In this topic you will learn the basic skills needed to play a competitive game of rugby. You will first learn the importance of movement into space and safety whilst falling to the floor. You will then be taught the different types of tackle and how to tackle correctly and safely. Passing technique and different ways to create space will be covered in preparation for game play towards the end of the unit.	In Year 8, you will continue to develop the skills learned in Year 7 to allow you to become a better/more effective rugby player. You will continue to practise techniques such as: • Tackling • Passing • Creating Space • Kicking There is a bigger emphasis on outwitting your opponent in Year 8 and you will look at how to gain an advantage within games. Again, you will end the scheme of work looking at the specific rules and tactics of gameplay. More confident students might be able to contribute coaching ideas.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Movement, awareness of space and falling to the floor Tackling	1. Movement 2. Dummy 3. Communication 4. Knock on 5. Passive Tackle 6. Drive Tackle 7. Passing (Lateral, Switch, Pop) 8. Offside 9. Defensive Line 10. Kicking (Grubber, chip, Bomb and Punt)	• https://www.rulesofsport.com/sports/rugby.html • https://www.rugbysmart.co.nz/improving-performance/tackle-technique/ • https://www.rugbycoachweekly.net/rugby-drills-and-skills/tackling/perfect-tackling-technique/
Week 2	Tackling continued.... Passing and Creating Space 1		
Week 3	Passing and Creating Space 2		
Week 4	Kicking		
Week 5	Play of the Ball and Game Play		
			Ways in which parents/carers can support:
			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 rugby club.

Year 7 Learning Map

Topic Number: 1

Transition to Ridgewood – Who am I and what are my personal qualities?						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on work that you have looked at in primary school to help you to know and understand your personal qualities and how to manage friendships.		In this topic you will learn: Key information about what is meant by personal qualities and the importance of being able to identify areas you wish to focus on and develop on. You will develop an understanding of what constitutes a healthy friendship and how to manage these. You will develop key knowledge and understanding of how to maintain good habits which relate to self-esteem and self-respect as well as good physical habits such as having adequate sleep. This topic is important to develop a foundation of how to ensure you have a happy and healthy lifestyle from now into adulthood.	This topic will prepare you for further learning in PSHCE right through to the end of Year 11. It will introduce you to key concepts such as health and wellbeing and the various things that can impact this. You will begin to understand healthy relationships and the features of positive relationships from those that care about you. It will begin to develop various coping mechanisms to help you manage aspects of your life both in Ridgewood and beyond, to maintain a happy healthy lifestyle.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	What makes me, me- Personal strengths	Attributes	You can use independent study opportunities to engage with the following websites. <u>Home - The Sleep Charity</u> <u>Anti-Bullying Alliance</u>	Discuss together different personal qualities you each have in the family and the positive impact these have on others around you. Take part in creating sleep journals and track the impact it has following certain routines to ensure the adequate amount of sleep is received – e.g. going to bed at the same time each night.		
Lesson 2	Importance of friendship – Choosing and making friends	Blue light				
Lesson 3	Characteristics of good friendship- Strengthening friendship	Cyberbullying				
Lesson 4	Importance of self-respect	Depravation				
Lesson 5	Bullying and the impact of bullying	Friendships				
Lesson 6	Making a positive contribution to life at Ridgewood and the community	Melatonin				
Lesson 7	Assessment –Letter to my Year 11 self	Respect Self-respect				

Belief Systems: Sikhism				
Prior Learning This topic builds on your knowledge from primary school, where you may have learned about Eastern religious traditions. You should also have explored how religion can influence people's beliefs and actions, and this will be further developed in this topic. Throughout this topic, you will continue to develop your skills in explanation, which you worked on in the first Year 7 topic. You will also build on your skills of interpretation and analysis of specific passages, teachings, and stories from religious texts, allowing you to apply them to the life of a Sikh.	Current Learning In this topic, you will initially learn about the origins of Sikhism by studying the Gurus, particularly Guru Nanak as the founder of the religion. You will also consider how Sikhs practice their religion and how their beliefs influence their lives. For example, you will explore the 5Ks and how Sikhs incorporate them into their lives. This topic is important for developing your knowledge of specific Sikh beliefs and practices. For example, you will study the Khalsa, why it is important to Sikhs, and the Sikh place of worship, focusing on how it is used. This will be important for future learning in RE, as well as helping you understand more about the different beliefs that exist in our community.	Subsequent Learning This topic will introduce you to key concepts and beliefs within Sikhism, which will support your learning in many subsequent topics in RE. For example, by studying the main beliefs and teachings of Sikhism, you will be able to apply them to moral issues you will study later in RE, such as War and Peace or issues within Medical Ethics. The work you complete in this topic will also continue to develop your skills in explanation and evaluation, which you will use throughout your time in RE at Ridgewood.		
Lesson Sequencing 1. Intro to Sikhism and Guru Nanak 2. The 10 Gurus and the Guru Granth Sahib 3. The Khalsa 4. The 5 Ks 5. The Gurdwara, worship and the Langar 6. The Golden Temple 7. Beliefs about life after death	Tier 3 Vocabulary Guru Granth Sahib Diwan Gurdwara Khalsa Guru Nanak Golden Temple Five Ks Langar Karma Rebirth	Extended Learning You can use independent study opportunities to engage with the following websites and articles about Sikhism: <u>Places of Worship - Sikhism (reonline.org.uk)</u> - this website contains information and a video clip giving you more detail about the Sikh place of worship. <u>BBC Two - My Life, My Religion, Sikhism - Clips</u> - this website contains lots of different video clips about how Sikhism is practiced and how it affects the lives of believers. <u>BBC - Religion: Sikhism</u> - this website gives you an overview of the key beliefs in Sikhism.	Ways in which parents/carers can support 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 how religion impacts on believers' lives. Watching clips together from the BBC programme, 'My life, my religion', and discussing the content as a family would supplement the learning taking place in the classroom. Discussing and debating your own views with your children regarding religious belief would also be beneficial.	

The Goldfish Boy		
	What is the Reading Curriculum?	What is the book about?
	The reading curriculum is currently delivered to Y7 four days a week in PDP time. Lessons include the following skills - predict, clarify, question, and summarise. This structure has been shown to improve reading by teaching children strategies that they can use to help them to understand what they are reading and how to break down the content for understanding. It is a strategy that was developed as a technique to help teachers bridge the gap for students who have discrepancies between their levels of decoding and comprehension skills. The structure encourages children to think about their thought process, it helps children to be actively involved and boost confidence for readers of all levels. This can foster a real interest for reading and enable them to become lifelong readers.	Twelve-year-old Matthew suffers from OCD. He is afraid to leave his bedroom where he has complete control over how clean his space is. Matthew spends his days looking out his bedroom window at the neighbours in the cul-de-sac, cleaning his room, and recording what the neighbours are doing in a notebook. One day, two small children come to stay with his next-door neighbour, their granddad, for the summer. The young girl, Casey, calls Matthew the goldfish boy because he stays behind his glass window watching but never interacting with the neighbours. Matthew is the last person to see the toddler next door before he disappears. The police search for Teddy, but he can't be found. Will Matthew be able to leave the safety of his room to help find the missing child? Shortlisted for the 2018 Awesome Book Awards Nominated for the Carnegie Medal Nominated for the Waterstones Children's Book Prize
Themes raised in the book	Genre	Why this book?
Value of family and friends The effects of a mental illness OCD Facing fears	Contemporary realistic fiction	This book has a non-linear time sequence and structure and therefore presents a challenge to follow the narrative. The themes raised are also age appropriate and allows students to reflect on the importance of family and friends
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.

Year 7 Learning Map

Topic Number: P1

P1- Speed and gravity				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the KS2 science curriculum by exploring how unsupported objects fall towards the Earth due to the force of gravity acting between the Earth and the falling object.		In this topic, you will learn how to calculate the speed of objects and interpret information from distance-time graphs. You will also learn the difference between mass and weight, and how to calculate weight on different planets.	his topic links to P2 in Year 8, where you will study resultant forces and pressure. It will also prepare you for GCSE Physics, where in P5 you will study forces and speed, and for P6, which covers forces and momentum.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Forces	Speed	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofsky	Support your child’s progress through: - Educake - to complete homework and access further revision - BBC Bitesize - Accessing their Microsoft Teams work for directed exercises on current topics
Lesson 2	Speed	Average speed		
Lesson 3	Distance time graphs	Relative motion		
Lesson 4	Planning an investigation into the speed of a toy car on a ramp	Acceleration		
Lesson 5	Investigating the speed of a toy car on a ramp	Weight		
Lesson 6	Gravity	Non-contact force		
Lesson 7	Mass and Weight	Mass		
Lesson 8	Skills – Explaining astronauts’ weight on planets	Gravitational field strength		

Year 7 Learning Map

Topic Number: P2

P2- Voltage resistance and current					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on the KS2 science curriculum by exploring circuit symbols and investigating how the brightness of a lamp or the volume of a buzzer varies with the number and voltage of cells used in the circuit.		In this topic, you will learn about energy stores and energy transfers in everyday objects. You will explore how electricity is generated and the cost of using it in your home. You will also examine how access to energy resources can affect people's lives.		This topic links to P2 in Year 8, where you will study how electric current can be used to make electromagnets. It will prepare you for GCSE Physics, where in P2 you will study electric circuits and how electricity is transmitted through the national grid. It will also prepare you for P5, which covers the motor effect and electromagnets.	
Lesson Sequencing		Tier 3 Vocabulary		Ways in which parents/carers can support	
Lesson 1	Electricity and Safety in the Home	Potential difference Resistance	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. CGP KS3 Revision guides are available on Parent Pay. A Beginner's Guide To Circuits: Nine Simple Projects with Lights, Sounds, and More! by Oyvind Nydal Dahl	Encourage students to use their course home learning booklets to revise and practice key information after each lesson.	
Lesson 2	Drawing Simple Circuits	Current Electrical conductor Electrical insulator Electrons		Ensure students are accessing Microsoft teams to complete work directed by their teachers.	
Lesson 3	Current	Electrostatic force Negatively charged Positively charged		Encourage students to use simulations to build electrical circuits. https://phet.colorado.edu/en/simulation/circuit-construction-kit-dc	
Lesson 4	Voltage				
Lesson 5	Resistance				
Lesson 6	Practical – Investigating the Effects of Changing Components				
Lesson 7	Static Electricity and Its Uses				

Year 7 Learning Map

Topic Number: P3

P3- Energy transfer and energy costs					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on the KS2 science curriculum by exploring how animals and humans obtain the right amount of nutrition from what they eat.		In this topic, you will learn about energy stores and energy transfers in everyday objects. You will explore how electricity is generated and the cost of using it in your home. You will also examine how access to energy resources can affect people's lives.		This topic links to P2 in Year 8, where you will study how energy is transferred through heat. It will prepare you for GCSE Physics, where in P1 you will study energy transfers and stores, as well as electricity generation. It will also prepare you for P5, which will look at how energy affects things like braking distances in cars.	
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning	
				Ways in which parents/carers can support	
Lesson 1	Energy at Home	Thermal Chemical Kinetic	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider Reading: CGP KS3 Revision Guides https://www.edfenergy.com/for-home/energywise/renewable-energy-sources https://www.amazon.co.uk/Pandoras-Promise-Stewart-Brand/dp/B06XH5V85N	Encourage students to use their course home learning booklets to revise and practice key information after each lesson.	
Lesson 2	Energy Stores and Transfers	Gravitational potential Dissipated Power		Ensure students are accessing Microsoft teams to complete work directed by their teachers.	
Lesson 3	Energy Resources	Energy resource Non-renewable Renewable Fossil fuel			
Lesson 4	Renewable Energy Resources				
Lesson 5	Moja Island				
Lesson 6	Moja Island 2				

Year 7 Learning Map

Topic: Quality control

Food					
Prior Learning This topic builds upon lessons delivered during the term, including hygiene and safety, chopping techniques, weighing and measuring, and using the cooker.		Current Learning In this topic, students will develop their knowledge of food hygiene and safety in the kitchen through practical cookery. They will cook a range of dishes to master basic cooking and hygiene skills and develop new ones. Students will also learn to use the different parts of the cooker through practical activities. Skills learned in this topic: Simmering, boiling, frying, sautéing, handling raw meat, rubbing in, creaming, whisking, hob and oven control, using all parts of the oven, and weighing and measuring solids and liquids.		Subsequent Learning This topic will equip students with the knowledge and skills to make a range of healthy dishes containing both high- and low-risk foods. While cooking, students will demonstrate high standards of food hygiene. They will build upon these skills while adding new ones to their repertoire in the next topic, where the practical lessons and theoretical concepts will progressively increase in complexity..	
Lesson Sequencing		Tier 3 Vocabulary		Extended Learning	
Lesson 1	Small cakes practical	Bacteria Temperature Production Sensory testing Organoleptic Quality control Ratio Binary fission pH scale Preservation	https://www.bbc.co.uk/bitesize/guides/zvix6sg/revision/2 https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/ https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3	Ways in which parents/carers can support Shopping: Challenge your child to explain why foods are stored in different sections. Can they explain high risk foods? Can they unpack the shopping into the correct places? Dinner time: support your child in planning and preparing dinner for the family. Ask your child to demonstrate good hygiene by completing the washing up and putting the equipment away in the correct places. Ask your child to demonstrate the use of weighing scales and explain why these are important in baking.	
Lesson 2	Production methods				
Lesson 3	Pasta salad practical				
Lesson 4	Scaling up and costing recipes				
Lesson 5	Stained glass window biscuits practical				
Lesson 6	Evaluation techniques				