



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 4



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 4

Dear parent/carer,

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

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and 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

Associate Headteacher

Year 7 Learning Map

HT 4

Mark Making				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	
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	Ways in which parents/carers can support	
Final improvements to colour and Pattern work 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.	

Drama

Year 7 Learning Map

Topic Number: 4

Genres and Styles				
Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Matilda (where we performed small sections of script). We will introduce you to new performance styles – Greek Theatre and Melodrama.	Current Learning In this topic you will learn about the key features of the performance styles Greek Theatre and Melodrama. You will explore some key features of these two performance styles and apply these to short scripted performances. You will develop key terminology linked to these performance styles and independently apply the key features to some new characters. 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 your ability to communicate a message to the audience.		Subsequent Learning This topic will prepare you for further performance style exploration throughout Key Stage 3, particularly in Y8 where we explore Pantomime and Surrealism. It will equip you with the skills to be successful in future exploration and application of performance styles and social and historical contexts. You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning		
Lesson 1: Introduction to Greek Theatre – Hercules!	Greek Theatre Chorus Amphitheatre Greek Theatre Masks Stock Characters Melodrama Dramatic Pause Exaggeration Unison Narration	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 - A Greek Theatre: Look Inside! – Peter Crisp - The Time Traveller's Guide to British Theatre: The First Four Hundred Years - Aleks Sierz and Lia Ghilardi - Theatre Histories: An Introduction - Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner and Tobin Nellhaus		
Lesson 2: Greek Theatre in Performance: The Terrible Fate of Humpty Dumpty				
Lesson 3: Introduction to Melodrama				
Lesson 4: Melodrama in Performance: Bringing the script to life				
Lesson 5: Melodrama and Greek Theatre in Action – Communicate to an audience!				
		Ways in which parents/carers can support Explore the National Theatre's Greek Theatre Backstage Pass website. Here you will find short introduction videos to Greek Theatre, clips from their productions and information on how Greek Theatre developed. https://www.nationaltheatre.org.uk/backstage/greek-theatre Explore the Drama Teacher Melodrama website. This provides lots of information on the history, plots, stock characters and key techniques used to create Melodrama. https://thedramateacher.com/19th-century-melodrama/ 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/		

Inspiring Individuals: non-fiction reading		
Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' knowledge of literature skills. When studying women in literature, students focused on key skills for demonstrating understanding and analysing the use of language within a text. These skills will enable students to confidently understand how to analyse language in non-fiction texts featuring our Inspiring Individuals topic. Particularly how a writer has crafted their work to create a reader response based on their ideas, statements or views. We aim to avoid generic statements and focus on specific effects and responses for a reader response, we encourage the use of FIT (feel, imagine, think.) Students will also be creating their own persuasive texts, focusing on persuasive devices and use of ambitious vocabulary to create effects for their reader.	During this topic, we will look at lots of different types of non-fiction texts, written by or based on inspiring individuals. In this topic students will develop their knowledge of how to effectively read, understand, annotate and analyse a single text, which they may not have seen before. They will also learn about how to write an effective single text analysis using a What/How/Why paragraph structure. The purpose of this structure is to help students create detailed analysis of a text and its effect on a reader. This step-by-step guide to understanding a single text will be invaluable preparation for students moving through Key Stage Three and into G.C.S.E. studies of non-fiction texts for Language exams. Additionally, this topic will also allow students to develop their planning and writing skills, by creating their own non-fiction texts based on inspiring individuals. They will develop their awareness of the purpose of creating a text e.g. to inform, persuade. This will enable them to use language devices effectively to match the purpose of the text and create specific effects for the reader, a key skill throughout Key Stage Three and Four. Students will read a range of texts based on inspiring individuals from a range of backgrounds and themes e.g. inspiring campaigners, educators, and sportspeople to establish that inspirational people/acts are not limited to one genre or mind-set. There will be regular opportunities to recall key terminology and language devices to embed knowledge securely, to allow students to create high quality texts and analysis of texts. Tier 3 Vocabulary: metaphor, simile, onomatopoeia, juxtaposition, atmosphere.	This topic will prepare students for non-fiction study and creation of texts in Year 8 and beyond. Throughout Key Stage Three and Four, students will continue develop their analytical and writing skills, which will assist them with creating successful texts. Students will begin their Year 8 curriculum by reading Sawbones by Catherine Johnson. This protagonist Ezra experiences a range of challenges from his work as a surgeon's apprentice to uncovering the cause of mysterious deaths. Throughout this topic, students will learn how to understand and analyse the writer's choice of language, character analysis and plot development.
Lesson Sequencing	Key Terminology	Wider Reading Opportunities:
Week 1: Introduction to Inspiring individuals (Beyonce) Week 2: Inspiring campaigner- Deborah James Week 3: Inspiring advice – Baz Luhrman (Suncscreen) Week 4: Inspiring writer- Malorie Blackman Week 5: Inspiring bravery- Malala Yousafzai Week 6: Inspiring resilience- JJ Chalmers/Gareth Southgate Week 7: Inspiring fundraiser- Max Woosey/Kevin Sinfield	Modal verb Alliteration Direct address Fact Opinion Rhetorical Question Emotive language Statistics Triplication Hyperbole Anecdote Imperative Repetition Superlative	Support recall of key terminology using 5- 10 key words each week. Read together/model reading non-fiction texts e.g. Newspaper app, articles Ask open questions about the text e.g. How might...? What would happen if...? Would you feel the same if...?
Parental/carer support:		

TOPIC NUMBER 4

YEAR 7

Students will be encouraged to complete extended learning activities to develop their knowledge and understanding of the topic.

Year 7 Learning Map

Topic Number: 3

Storms									
Prior Learning		Current Learning			Extended Learning			Subsequent Learning	
In Y7 students have explored climate and weather in the Las Vegas topic, this allowed them to define key terms associated with this topic but also explore the impact of dangerous atmospheric hazards such as droughts. In the Important Places topic, students have understood how cold climates provide a safe environment for the Svalbard seed vault and learn key processes like climate change here too.		This new topic introduces year 7s to the processes that occur above our heads, from typical rainy British weather and climate zones to Atlantic hurricanes and snow storms. The sequence of lessons begins with an introduction to key terminology such as climate, weather and convection in the atmosphere. This leads to analysis the conditions for storms with examples of extreme weather and case studies of past hurricanes that have devastated the east coast of the USA. The topic ends with local microclimate investigations where students use fieldwork tools to measure the weather outside the classroom and engage in the process of geographical investigations.			Reading, resources, worksheets and extended tasks are on the website below. geographyalltheway.com - Key Stage 3 (11 - 14 yrs) - Weather and Climate This website from the BBC, outlines and applies the key terms and vocab with the processes learnt throughout this topic on climate weather and cloud type. Climatic zones - Climate, weather and cloud types - KS3 Geography Revision - BBC Bitesize Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/humanities/geography			When students learn about Deserts at the end of Y7 their understanding of climatic processes helps them to develop and understanding of how deserts form. This learning supports the first topic of Y8 too, which is climate change, this topic address how the increase in greenhouse gases can affect atmospheric processes. The content covered in this topic also allows students to explore hazards deeper in Y9.	
Lesson Sequencing		Tier 3 Vocabulary			Ways in which parents/carers can support				
Lesson 1	Weather and climate	Anemometer Air Pressure Anticyclone Barometer Climate Cumulonimbus Depression Relief Convictional Precipitation Temperature Troposphere Weather			Encourage students to be aware of local or national news stories linked to the weather and climate as well as daily meteorological forecasts weather apps/news. Also watch documentaries often produced by the BBC about weather and climate. You can support your child by promoting wider reading where possible.				
Lesson 2	Extreme Global Weather								
Lesson 3	Pressure and rainfall								
Lesson 4	Formation of storms								
Lesson 5	Preparing for a storm								
Lesson 6	Hurricane Katrina								
Lesson 7	Beast from the East								
Lesson 8	Microclimate mini-fieldwork								
Lesson 9	Microclimate mini-fieldwork								
Lesson 10	Tracking a storm – Map skills								

Medieval Life				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
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.	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 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.	You could watch the documentaries below with your son/daughter: YouTube – <u>The Peasants' Revolt with Tony Robinson</u> YouTube – <u>The Plague that shaped England's Future</u>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
1 – Who was King John?	Conquest	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 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.	You could watch the documentaries below with your son/daughter: YouTube – <u>The Peasants' Revolt with Tony Robinson</u> YouTube – <u>The Plague that shaped England's Future</u>
2 – What was life like in Medieval towns?	Crusade			
3 – What was life like in Medieval villages?	Feudal			
4 – What was life like in Medieval towns?	Government			
5 – Crime in the Middle Ages	Knight			
6 – Policing in the Middle and Ages?	Magna Carta			
7 – How did the Black Death affect England?	Merchant			
8 – Medieval Monarchy	Monarchy			

Year 7 Learning Map

Topic Number: 3/4

Topic Title: Scratch Programming				
Prior Learning	Current Learning		Subsequent Learning	
This topic continues the learning from the previous unit; deepening students' understanding of problem solving and computational thinking through block programming elements. Pupils may have had experience of using Scratch at KS2.	In this topic, pupils will now begin to create and test a game of their choice. The chosen game will demonstrate programming fundamentals including sequencing instructions and using variables. Pupils will combine these skills showcasing their use of sprites, interactivity, costumes and movement. Pupils will begin the next unit on Computer Hardware towards the end of the half term.		This topic will prepare pupils for learning about non-block-based programming languages such as python. It teaches pupils how 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 6	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 <u>Adrienne B. Tacke</u>	Pupils will be using Scratch online and can therefore develop their projects at home.	
Lesson 7	Blocks		If pupils would like to learn further programming skills edublocks.org is a good place to start. BBC Bitesize has a good introduction to programming.	
Lesson 6	Coordinates			
Lesson 7	Iteration			
Lesson 8	Refine			
Lesson 9	Script			
	Selection			
	Sequencing			
	Software			
	Sprite			
	Sprites			
	Variables			
	Test			

MATHS

Number Part 3				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior knowledge from Key Stage 2 working with Fractions, Decimals and Percentages (commonly known as FDP).	The aim of this unit is to deepen your understanding of fractions, complete four operations with fractions confidently and link FDP fluently.	The skills learnt in this unit will link to a large range of topics such as geometry units and higher-level work with percentages in KS4.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class's needs: • Simplify fractions and find equivalent fractions • Complete four operations with fractions including mixed numbers (add, subtract, multiply and divide) • Convert between fractions, decimals and percentages • Calculate percentages of an amount • Perform percentage increase and decrease	Mixed number Improper fraction Simplify Equivalent	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Fractions in Disguise by Edward Einhorn 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>MathsWatch</u> - to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated.	

Spanish

Year 7 Learning Map

Topic Number: 4

Mi tiempo libre: My free time				
Prior Learning	Current Learning	Subsequent Learning		
This topic uses previously learnt vocabulary linked to opinions and telling the time but in the context of describing a range of free time activities. In terms of grammar, this unit of work will also develop your understanding of how to form the present tense; moving from regular to stem-changing verbs.	In this topic you will learn to write and talk about your routine and what you like to do in your free time in Spanish. You will be able to express opinions regarding free-time activities and say what sports you like or dislike and why. You will also develop a deeper understanding of grammar and the difference between regular and irregular verbs.	This topic will prepare you for becoming a more confident speaker of Spanish as both the vocabulary and the grammar we learn, such as opinions, can be applied to any topic. After this unit of work we build on our knowledge of this topic area by describing after school activities as well.		
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Por la mañana- In the morning	euroclub-schools.org is a website where you can read about different aspects of Spanish history and culture. There are sometimes worksheets that you can complete too. Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class.	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Zipi y Zape If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'	
Week 2	Sports and expressing opinions			
Week 3	Sports we 'play' and sports we 'do'			
Week 4	Other hobbies			
Week 5	Big write – my hobbies			

Year 7 Learning Map

Funky Chords				
Prior Learning		Current Learning	Subsequent Learning	
This topic reinforces your understanding of pitch and rhythm. You already know how to read the individual notes of the treble and bass clef stave and the musical symbols associated with the durations of note lengths and rests. You have also been introduced to a variety of popular music styles. This topic provides you with an understanding of how artists and bands create these chord progressions.		In this topic you will develop your understanding of harmony (chords) and tonality. You will learn how to construct chords and chord sequences which allow you to create music. You will also have the opportunity to develop your keyboard skills and perform popular chord sequences from songs. You will learn the correct fingering patterns and wrist position for playing chord effectively. You will also develop your listening skills and be able to identify the sounds of different chords.	Harmony is a fundamental musical element. This topic will provide you with a deeper understanding of harmony which will enhance your compositional, performance and listening skills which will support your knowledge and understanding at GCSE level.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1 and 2	Developing our understanding of major and minor chords	Chord Sequence	You have access to our subscription to <u>Focus on Sound</u>. Click on the link: and then log in using your Microsoft Teams account. Alternative wider reading opportunities: Introduction to Chords Popular Chord progressions	Encourage your child to learn to play a musical instrument on which they can play chords. These instruments include: ✓ Guitar ✓ Keyboard ✓ Piano We offer a full range of instrumental lessons at Ridgewood. Please contact us to discuss further.
Lesson 3 and 4	Developing our understanding of chord sequences	Major Minor		
Lesson 5	Chord inversions	Harmony		
Lesson 6 and 7	Chord sequence performance	Inversion Root		
Lesson 8 to 12	Chord sequence composition.	Primary Tonality Consonance Dissonance Triad		

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 2. Ready Position 3. Court 4. Net 5. Rally 6. Underarm Serve 7. Overhead/Underarm Clear 8. Drop Shot 9. Smash 10. Singles/Doubles	• 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
Week 2 Serve (Long/Short)		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 3 Overhead/Underarm Clear Technique		
Week 4 Drop/Smash Shot Technique		
Week 5 Singles Gameplay		

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 BBC Bitesize – Choreographing a dance https://www.bbc.co.uk/bitesize/guides/zc6mtyc/revision/5	- Watch different music videos with your child looking at the style of the movements. - Encourage your child to watch YouTube videos focused on choreographic devices - Encourage your child to join the afterschool club, or a dance school
Week 2	Unison and stillness/Cannon and travel			
Week 3	Formations, pathways and jumps			
Week 4	Turns and repetition (Retrograde)			
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 - 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 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
Week 2	Passing	Defender Inside Hook Midfielder Outside hook Penalty Space	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 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 “keepie 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		
Week 3	Headstands and handstands	Straddle Pike Tuck		
Week 4	Cartwheels and rotations	Extension Tension		
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=V1qINnI-Dis	* Practise throwing and catching games at home using a size 5 netball (or any similar sized ball).	
Week 2	Footwork and pivoting	Outwit		* Go to watch friends/family or local clubs play.	
Week 3	Movement off the ball and signalling	Obstruction		* Encourage your child to join the school team, or a local netball club (when they are back up and running).	
Week 4	Dodging	Contact		Link to some local clubs: http://www.southyorkshirennetball.com/27364/27385.html	
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)	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.
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		

Year 7 Learning Map

Topic Number: 3

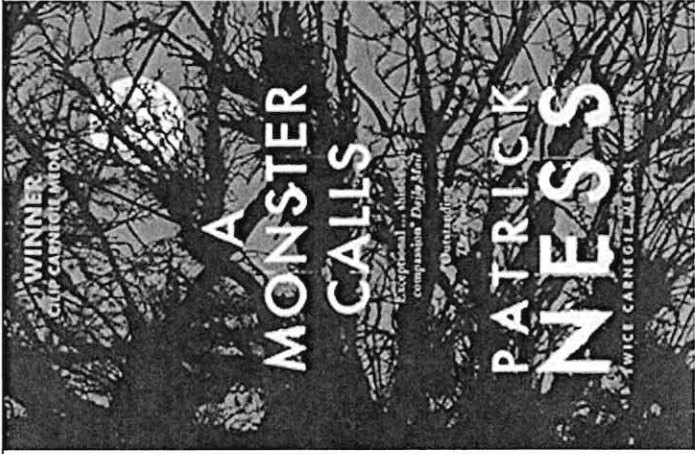
Healthy Eating, a balanced lifestyle						
Prior Learning		Current Learning		Subsequent Learning		
This topic builds on the work you covered in primary school about healthy eating and the importance of regular and thorough personal hygiene.		Check this British grammar please In this topic you will learn; Key information about what is meant by being healthy physically, mentally and emotionally. You will develop an understanding of what constitutes a healthy life style and why balance is important to ensuring this. You will develop key knowledge and understand of how to identify healthy habits and how to apply them to your own life. You will also develop your understanding of what healthy means to you personally. 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 factors that can impact them. It will begin to develop coping mechanisms to help you manage aspects of your life both at Ridgewood and beyond, enabling you to maintain a happy, healthy lifestyle. You will develop the skills to reflect on and understand how actions have consequences, and how to manage these positively and effectively.		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support		
Lesson 1	What is a healthy lifestyle?	Balanced diet	You can use independent study opportunities to engage with the following websites. Look at the information provided and how they positively impact a person's health and wellbeing <u>Healthy diet recommendations - British Nutrition Foundation</u> <u>Live Well - NHS (www.nhs.uk)</u>	Explore what constitutes a healthy meal using the eat well plate that can be found in the student planner to make a meal together Take part in exercise together as a family – this could be a walk. Record how you feel before and after the exercise.		
Lesson 2	Healthy eating – good nutrition	Food groups				
Lesson 3	Physical activity and the impact on mood	Plaque				
Lesson 4	Personal hygiene- germs and viruses	Psychological				
Lesson 5	Dental hygiene	Mental				
Lesson 6	The importance of sleep	Tobacco				
Lesson 7	Assessment – student planner page	Melatonin Immune system Virus Wellbeing				

Year 7 Learning Map

Environmental and Animal Issues				
Prior Learning This topic builds on your knowledge base from topic 1 based on Christianity using knowledge gained about creation and develops this knowledge into application of how this belief influences Christian beliefs about caring for the environment and the uses of animals. Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. Also, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to moral issues and beliefs.	Current Learning In this topic you will learn about a variety of religious beliefs about how to care for environment and animals. You will be introduced to a number of key Christian beliefs such as dominion and stewardship that will help to develop your understanding of creation and its application to the environment and animals. You will also work on your skills of evaluation and debate discussing issues such as whether we have a duty to look after the environment and whether animals are there for the benefit of humans or not. This topic is important for you to develop your knowledge of religious beliefs and teachings about how we use animals and the environment and the moral and practical issues that can arise from these uses. You will also consider alternatives and ways in which we can protect and sustain the earth and animal life.	Subsequent Learning This topic will initially introduce you to the key concepts of dominion and stewardship which underpin many other religious responses to moral issues that you will be able to use in both Key Stage 3 and 4 RE such as Medical Ethics, War and Crime. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood. 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.		
Lesson Sequencing 1. Stewardship, Dominion and the Sanctity of Life 2. Animal Rights 3. Religious Attitudes towards the use of animals 4. The use of animals for food 5. Animal Experimentation 6. Value of the world 7. Environmental Issues 8. Religious Responses	Tier 3 Vocabulary Climate Change Conservation Creation Deforestation Dominion Global Warming Liberalists Literalists Natural Resources Stewardship The Sanctity of Life Vegan Vegetarian Vivisection	Extended Learning You can use independent study opportunities to engage with the following websites and articles about religious views relating to the environmental and animal issues: <u>Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u> <u>Does it matter how we treat animals? – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</u>	Ways in which parents/carers can support Explore the websites of religious charities that focus on supporting the environment and animal rights such as A Rocha or Operation Noah which is a Christian charity focusing on reversing the effects of climate change. <u>Who we are (arocha.org.uk)</u> <u>Operation Noah A Christian response to climate change</u> Watching documentaries such as 'An Inconvenient Truth' or 'the David Attenborough series, 'Our Planet', together could help to raise students' awareness of the environmental issues facing the world today.	

Year 7 Learning Map

Spring 2 – Book 4

A Monster Calls			
	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.	Conor has the same dream every night, ever since his mother first fell ill, ever since she started the treatments that don't quite seem to be working. But tonight is different. Tonight, when he wakes, there's a visitor at his window. It's ancient, elemental, a force of nature. And it wants the most dangerous thing of all from Conor. It wants the truth. Patrick Ness takes the final idea of the late, award-winning writer Siobhan Dowd and weaves an extraordinary and heartbreaking tale of mischief, healing and above all, the courage it takes to survive. The bestselling novel from the twice Carnegie Medal-winning Patrick Ness.	
Themes raised in the book	Genre	Why this book?	Ways in which parents/carers can support
Mortality and the grieving process Isolation and loneliness of grief Acceptance of pain, loss and truth	Fantasy contemporary fiction	This book is a resistant text which means it can be difficult to understand, which adds challenge to the read deliberately resisting comprehension. The teacher will support students' understanding through questioning the text.	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.

Topic Number: P3

P3- Energy transfer and energy costs					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on the KS2 science curriculum looking at how animals and human get 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 learn how electricity is generated and how much this costs to use in your homes. You will examine how access to energy resources can affect people's lives.	This topic will link to P2 in Year 8 where you will study how energy is transferred through heat. It will prepare students for GCSE Physics, where in P1 you will study energy transfers and stores and electricity generation. It will also prepare you for P5, which will look at how energy effects things like breaking 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. Ensure students are accessing Microsoft teams to complete work directed by their teachers.	
Lesson 2	Energy stores and transfers	Gravitational potential Dissipated Power			
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 Number: P4

P4- Light Waves					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on the KS2 science curriculum, looking at how light appears to travel in straight lines, and using the idea that light travels to explain how objects are seen. It also explains why shadows have the same shape as the objects that cast them.		In this topic you will learn about different types of waves which create light. You will also learn about how white light and coloured light behaves.		This topic will link to P4 in Year 8 where you will study the waves that cause sound. It will prepare students for GCSE Physics, where in P4 you will study energy transfers in waves and the electromagnetic spectrum.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	What is light	Vibration Longitudinal wave Pitch Amplitude Wavelength Frequency Vacuum Oscilloscope Translucent Transparent	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 Light and Sound (Science in Infographics) by Jon Richards	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft teams to complete work directed by their teachers.	
Lesson 2	What is a spectrum (coloured light)				
Lesson 3	Reflection				
Lesson 4	Refraction				
Lesson 5	Investigating refraction				
Lesson 6	The Eye (+cameras)				
Lesson 7	Lenses				

Year 7 Learning Map

Topic 4: Eat Well Guide

Food					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds upon lessons delivered a part of the technology primary school curriculum and during PSCE about healthy eating and the importance of a balanced diet.		In this topic, students will develop their knowledge of nutrition and healthy recipe adaptations through theory lessons and practical cookery. They will cook a range of dishes to master basic cooking and hygiene skills and develop new ones. Students will also learn how to substitute different ingredients to improve the nutritional profile of the dish. 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.	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	Classifying foods	Eat well guide	https://www.bbc.co.uk/bitesize/guides/zyix6sg/revision/2 https://www.foodfactoflife.org.uk/11-14-years/cooking/hygiene-and-safety/ https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3		
Lesson 2	Bread shapes	Nutrients			
Lesson 3	Sections of the eat-well guide	Fat			
Lesson 4	Roasted vegetable cous cous	Carbohydrate			
Lesson 5	Nutrients	Protein			
Lesson 6	Pasta salad	Dairy			
		5 a day	Ways in which parents/carers can support Shopping: ask your child what sorts of items should be purchased as part of a balanced diet. Challenge them to explain the labelling and meanings of the key terms such as 'use by date' and 'nutritional information'. 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 how the dish could be made healthier and what ingredients could be added/substituted.		
		Balance			
		Vitamins			
		Minerals			