



RIDGEWOOD  
SCHOOL

RIDGEWOOD SCHOOL

# Learning Maps

Y11

HALF TERM 4



**RIDGEWOOD**  
SCHOOL

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#### **Y11 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. Please note, as we move towards the end of Y11, some subjects have not included full learning maps where they have finished the course content and are now revising.

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and suggested wider 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. Maths has different Learning Maps depending if students are working towards Higher or Foundation Papers. For Core PE, students rotate around different topics through the year. Teachers will explain to students at the start of each rotation which topic they are learning, but all of these Learning Maps are included in this booklet.

We hope that having these Learning Maps available to you will help you to discuss with your son/daughter what they are learning, and be useful at signposting to you opportunities for extended learning and ways that you can help your child to accelerate their progress.

It is extremely important to us that there is two-way communication between Ridgewood School and the parents and carers of our students. If you have any questions about your child's Learning Maps or his/her progress, I would welcome you getting in touch with us. Please use the 'Contact Us' facility on our website to do so.

Yours faithfully,

Andy Bridge

**Deputy Headteacher**

# ART



## Year 11 Learning Map

Topic Number: HT3

Exam Preparation			
Prior Learning	Current Learning	Extended Learning	Subsequent Learning
The exam builds on learning and preparation of art and design investigations you have utilised over the duration of the course.	You will respond to the externally set examination paper. You will have a number of starting points to choose from to investigate in the same way you have explored coursework projects over the GCSE course. Use the week-by-week guide given in lessons to support your weekly schedule and home learning.		The exam preparation will continue up to the exam in April. You will apply prior learning to your own investigations and ensure you show a development of ideas, media experimentation and drawing leading to a planned final piece.
Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Mind mapping.	Composition	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/art-and-design-2016/exemplar-library.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/art-and-design-2016/exemplar-library.html</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> The Art Book. Phaidon Press  Outstanding High School Sketchbooks. Amiria Gale	Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.
Initial artist investigations	Final piece		
Artist investigation	Investigate		
Experiments related to artist.	Observe/observation		
Secondary artist	Research		
Artist investigation	Respond		
Experiments related to artist.			
Refine idea development.			

# Business



## Year 11 Learning Map

### Topic Number: 2.4

Topic Title: Making financial decision																	
<p><b>Prior Learning</b> This topic builds on prior knowledge of how businesses make profit and the different type of profit. Also looking back into why breakeven, cash flow etc. are vital for a business's decision making.</p>	<p><b>Current Learning</b> In this topic you will gain an understanding of gross and net profit margins and how to make changes if they are in deficit. Also how to calculate the gross and net profit margin as well as average rate return.</p>																
<p><b>Subsequent Learning</b> This topic will prepare students for future work in their exams but also links to many other units across the course.</p>																	
<p><b>Lesson Sequencing</b></p> <table border="1"> <tr> <td>Lesson 1</td> <td>Gross profit</td> </tr> <tr> <td>Lesson 2</td> <td>Net profit</td> </tr> <tr> <td>Lesson 3</td> <td>Gross and net profit margin</td> </tr> <tr> <td>Lesson 4</td> <td>Average rate of return</td> </tr> <tr> <td>Lesson 5</td> <td>Interpretation of financial information</td> </tr> <tr> <td>Lesson 6</td> <td>Revision</td> </tr> <tr> <td>Lesson 7</td> <td>Revision</td> </tr> <tr> <td>Lesson 8</td> <td>End of topic test</td> </tr> </table>	Lesson 1	Gross profit	Lesson 2	Net profit	Lesson 3	Gross and net profit margin	Lesson 4	Average rate of return	Lesson 5	Interpretation of financial information	Lesson 6	Revision	Lesson 7	Revision	Lesson 8	End of topic test	<p><b>Tier 3 Vocabulary</b></p> <p>Gross Net Profit Percentage Investment Average rate of return Financial data Marketing data Market data Business decisions</p>
Lesson 1	Gross profit																
Lesson 2	Net profit																
Lesson 3	Gross and net profit margin																
Lesson 4	Average rate of return																
Lesson 5	Interpretation of financial information																
Lesson 6	Revision																
Lesson 7	Revision																
Lesson 8	End of topic test																
<p><b>Wider Reading Opportunities</b></p> <p><u>Gross profit - Business calculations - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u> <u>Information from graphs and charts - Understanding business performance - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u></p>	<p><b>Ways in which parents/carers can support</b></p> <p><u>Edexcel GCSE Business (2017)   Pearson qualifications</u> <u>Business: Edexcel GCSE (senecalearning.com)</u></p>																

## Year 11 Computer Science Learning Map

		2.3 – 2.5 Defensive Design, Computational Logic and Translators		
<b>Prior Learning</b> This topic builds on prior knowledge from KS4 Computer Science. It builds upon programming techniques developed in the first term.		<b>Current Learning</b> Pupils will begin the term reflecting upon their mock exams. They will then revisit topics as part of their revision and focus on exam technique. We will revisit the longer style essay questions considering the layout of these and using exemplars. Revision will be tailored to individuals, and all pupils have access to past exam papers through their OneNote.	<b>Subsequent Learning</b> This topic will prepare you for future work in project management, coding, developing projects and applications, as well as managing projects.	
<b>Lesson Sequencing</b>		<b>Tier 3 Vocabulary</b>	<b>Extended Learning</b>	<b>Ways in which parents/carers can support</b>
Wk1	Mock Paper 1 Results and reflection	Vocabulary is from the whole GCSE specification	Pupils are encouraged to use Seneca learning where activities will be set in line with lesson content: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>	Pupils will complete one home learning revision task each week. This will be collected during the Wednesday lesson. <a href="https://www.ocr.org.uk/qualifications/gcse/computer-science-1277-from-2020/">https://www.ocr.org.uk/qualifications/gcse/computer-science-1277-from-2020/</a>
Wk2	Revision – networks, DNS, network threats Exam Technique	This is available through OneNote on the GCSE specification	Isaaccomputerscience.org has an excellent overview of the OCR course <a href="https://www.bbc.co.uk/bitesize/guides/z433rwx/revision/1">https://www.bbc.co.uk/bitesize/guides/z433rwx/revision/1</a>	
Wk3	Revision – Translators and SQL			
Wk4	Revision – searches and sorts Trace tables			
Wk5	Revision – ethical issues Exam Technique		<a href="https://www.bbc.co.uk/bitesize/guides/z788ity/revision/1">https://www.bbc.co.uk/bitesize/guides/z788ity/revision/1</a>	
Wk6	Writing Longer Style responses		<a href="https://www.gcsepod.com">https://www.gcsepod.com</a>	

# Drama

## Year 11 Learning Map

### Topic Number: 3

Component 3: Responding To A Brief	
<p><b>Prior Learning</b> This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.</p>	<p><b>Current Learning</b> In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances.</p> <p>This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.</p>
<p><b>Subsequent Learning</b> This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course.</p> <p>You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to level 3 Performing Arts study.</p>	<p><b>Ways in which parents/carers can support</b> Explore our Digital Theatre+ package. <a href="http://www.digitaltheatreplus.com">www.digitaltheatreplus.com</a> All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and  You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. <a href="https://castindoncaster.com/">https://castindoncaster.com/</a></p>
<p><b>Lesson Sequencing</b> Week 1-3: Brief released and initial ideas exploration Week 4-6: Generating ideas and Ideas Log completion Week 7-9: Creation weeks Week 10-12: Creation weeks and Skills Log completion Week 13 and 14: Creation Week and Performances Week 15: Reflection and Evaluation Log completion.</p>	<p><b>Tier 3 Vocabulary</b> Stimulus Characterisation Narrative Practitioner Audience Performance Evaluation Reflection Skills Techniques Ideas</p> <p><b>Wider Reading Opportunities</b> You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners:</p> <ul style="list-style-type: none"> <li>National Theatre – All About Theatre</li> <li>Theatre In Practice – A Student's Handbook: Nick O'Brien and Annie Sutton</li> </ul>

## Year 11 Learning Map – Half Term 4

Non-Fiction Reading and Writing: Eduqas English Language Component 2 Section B		
<p><b>Prior Learning</b></p> <p>Building on non-fiction writing skills from Year 10, you will enhance your ability to write a range of engaging non-fiction texts. This topic will focus on planning and writing: speeches, articles, reports, reviews and letters.</p> <p>You will continue to develop the persuasive writing skills generated through Key Stage 3. It is important that you draw upon your ability to use a range of sophisticated vocabulary, punctuation for effect and varied sentence structures within your writing.</p>	<p><b>Current Learning</b></p> <p>During your English lessons this half term, you will work on crafting your writing skills to enable you to respond to the two writing tasks you will be required to complete on Section B of English Language Component 2.</p> <p>You will be assessed on the following skills:  <b>AO5</b> (60% of the marks available):</p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><b>AO6</b> (40% of the marks available):</p> <ul style="list-style-type: none"> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p><b>Subsequent Learning</b></p> <p>In your mock exams, you will be completing a full Component 2 exam paper. It is imperative that you manage your time effectively and ensure that you complete both transactional tasks in 30 minutes each.</p>
<p><b>Lesson Sequencing</b></p> <p>Week 1: Planning and writing a formal letter.</p> <p>Week 2: Planning and writing a persuasive speech.</p> <p>Week 3: Planning and writing a lively article.</p> <p>Week 4: Planning and writing a persuasive review.</p> <p>Week 5: Planning and writing an informative report.</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Metaphor            Simile            Modal Verbs            Alliteration            Direct Address            Facts            Opinions            Rhetorical Questions            Emotive Language            Statistics            Triplication            Hyperbole            Anecdote            Imperatives            Repetition</p>	<p><b>Extended Learning</b></p> <p>A great way to practice reading non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access.</p> <p>Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts.  <b>Useful websites:</b></p> <ul style="list-style-type: none"> <li><a href="#">Home - BBC News</a></li> <li><a href="#">News, sport and opinion from the Guardian's UK edition   The Guardian</a></li> <li><a href="#">BBC Bitesize</a></li> </ul>
		<p><b>Ways in which parents/carers can support</b></p> <ul style="list-style-type: none"> <li>YouTube is a wonderful resource for English revision.            Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification.</li> <li>The BPC English website also provides videos, resources and PowerPoint that you can access and download:  <a href="http://www.bpcenglish.wordpress.com">www.bpcenglish.wordpress.com</a></li> <li>Visit the Eduqas website and read the exam specification and browse through past exam papers: <a href="#">GCSE English Language   Eduqas</a></li> </ul>

## Year 11 Learning Maps – Half Term 4

Power and Conflict Poetry Anthology Revision	
<p><b>Prior Learning:</b> In Year 10, students studied all fifteen poems in the AQA <i>Power and Conflict</i> anthology, including <i>Ozymandias</i>, <i>London</i>, <i>My Last Duchess</i>, <i>Exposure</i> and <i>Bayonet Charge</i>. They explored key themes such as the power of nature, the abuse of human power, conflict in war, identity, memory and loss, while also examining the relevant contextual influences underpinning each poem, including Romanticism, the First World War and colonialism. Students analysed structural methods such as the volta, enjambment, caesura, dramatic monologue and cyclical structure, and developed their ability to compare poems effectively.</p>	<p><b>Current Learning</b> Students are revisiting the anthology in structured poem pairings. Focusing on:</p> <ul style="list-style-type: none"> <li>Revising key quotations (5 per poem to reduce cognitive overload).</li> <li>Strengthening thematic comparisons.</li> <li>Refining analytical precision.</li> <li>Improving exam technique and timing.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Revisit poems in carefully selected comparison pairs.</li> <li>Practise planning comparative essays</li> <li>Write timed comparative paragraphs.</li> <li>Refine introductions and comparative topic sentences.</li> </ul>
<p><b>Lesson Sequencing</b></p> <p><b>Week 1:</b> Lesson 1 and 2: 'The Charge of the Light Brigade' and 'Bayonet Charge' Lesson 3 and 4: 'Remains' and 'War Photographer'</p> <p><b>Week 2:</b> Lesson 5 and 6: 'Poppies' and 'Kamikaze' Lesson 7 and 8: 'Exposure'</p> <p><b>Week 3:</b> Lesson 9 and 10: 'Ozymandias' and 'London' Lesson 11 and 12: 'Storm on the Island' and 'Extract from 'The Prelude''</p> <p><b>Week 4:</b> Lesson 13 and 14: 'The Emigrée' and 'Checking Out Me History' Lesson 15 and 16: 'My Last Duchess'</p> <p><b>Week 5:</b> Lesson 17 and 18: 'Tissue' Lesson 19 and 20: Timed comparison</p>	<p><b>Subsequent Learning</b> Students will sit their GCSE English Literature Paper 2 on Tuesday 19 May 2026. Paper 2 includes:</p> <ul style="list-style-type: none"> <li>Section A: <i>An Inspector Calls</i></li> <li>Section B: <i>Power and Conflict Poetry</i></li> <li>Section C: Unseen Poetry</li> </ul> <p>As all course content has been covered, lessons now focus on:</p> <ul style="list-style-type: none"> <li>Retrieval practice.</li> <li>Timed essay writing.</li> <li>Comparative fluency.</li> <li>Precision of quotation recall.</li> <li>Exam stamina and time management.</li> </ul> <p><b>Ways in which parents/carers can support Parents/carers can:</b></p> <ul style="list-style-type: none"> <li>Encourage regular retrieval of key quotations.</li> <li>Test students on 5 quotations per poem.</li> <li>Ask students to explain differences between two poems.</li> <li>Support completion of timed practice questions.</li> <li>Provide a quiet revision space.</li> <li>Encourage revision little and often (20–30 minutes daily).</li> <li>Help students prioritise weaker poems.</li> </ul>
<p><b>Tier 3 Vocabulary</b></p> <p>Juxtaposition Volta Caesura Enjambment Semantic field Metaphor Simile Personification Connotations Cyclical structure Dramatic monologue Pathetic fallacy Transience Futility Nihilism Romanticism</p>	<p><b>Extended Learning</b></p> <p>Students should:</p> <ul style="list-style-type: none"> <li>Create flashcards with: <ul style="list-style-type: none"> <li>5 key quotations per poem.</li> <li>Methods and effects.</li> <li>Context in one concise sentence.</li> </ul> </li> <li>Practise 5-minute comparison plans.</li> <li>Write one timed comparison per fortnight.</li> <li>Use dual coding (mind maps, grids, comparison tables).</li> <li>Record themselves explaining a poem aloud.</li> <li>Revise in themes (e.g. power of nature cluster).</li> <li>Use past AQA questions.</li> </ul> <p>Useful websites:</p> <ul style="list-style-type: none"> <li>Physics and Maths Tutor – Power and Conflict Poetry Revision</li> <li>BBC Bitesize (search for "Power and Conflict poetry")</li> </ul>

## Y11 Geography AQA–Bespoke Revision

Students studying towards GCSE Geography AQA examinations have completed the full course content, apart from the pre-release for Paper 3- Issue evaluation which will be released over Easter by the exam board and delivered in lessons over the first two weeks back after Easter. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

### Key exam information

Exam board: AQA 2026

Wednesday 13<sup>th</sup> May- **Paper 1- Physical Environment** ([Challenge of natural hazards](#), [The living world and Physical landscapes -Coasts and Rivers](#)) – 1hr 30min

Wednesday 3<sup>rd</sup> June- **Paper 2- Human Environment** ([Urban Issues and Challenges](#), [Changing economic world](#), [The challenge of resource management \(Q5 Water\)](#)) – 1hr30min

Thursday 11<sup>th</sup> June- **Paper 3 Geographical Applications** ([Issue Evaluation Pre-release and Geographical Skills-Fieldwork](#)) – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics can be found here: [AOA](#) | [GCSE](#) | [Geography](#) | [Specification at a glance](#)

### Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for geography by completing practice questions, creating revision resources such as mind maps, flashcards or self-quizzing.
- Encouraging students to attend after school revision sessions every Tuesday (in N4)
- Ensuring all set homework is complete

### Recommended resources for revision

- Using the past papers that we cover in lessons and can also be accessed on -
- Using [BBC Bitesize: GCSE Geography - AQA - BBC Bitesize](#)
- Using [Physics Maths Tutor: AQA GCSE Geography Revision \(physicsandmathstutor.com\)](#)
- Using [Physics Maths Tutor-Past Papers \(AQA\): GCSE / IGCSE Geography Past Papers - PMT \(physicsandmathstutor.com\)](#)
- Using [Internet Geography: AQA GCSE Geography - Internet Geography](#)
- Students attending after school intervention will be able to use department revision guide and exam practice books with additional revision booklets and knowledge organisers.

# Health & Social Care

## Year 11 Learning Map – Half Term 4

Year 11 BTEC Level 1/2 Health and Social Care: Human life span and development		
<p><b>Prior Learning</b> Students were introduced to their final unit, component 3: Health and wellbeing. This is their externally examined component that they will sit in May. Students have started to learn what is meant by health and wellbeing and how it is affected by a range of factors. They have started to look at Physical factors, including genetic conditions, physical and mental ill health, along with lifestyle factors that can impact health such as diet, smoking and alcohol.</p>	<p><b>Current Learning</b> Students are continuing with their learning of component 3. Students will be learning the range of health indicators that are used in health care settings, where they will learn how to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health. Students will develop an understanding on the importance of a person-centred approach. Highlighting the potential benefits to an individual's health and well being</p> <p>Students will develop the skills and attributes needed to complete their component 3 external exam. They will develop the skills to interpret and determine the needs of case studies in the exam. Students will gain the knowledge and exam skills to apply their knowledge in the exam.</p>	<p><b>Subsequent Learning</b> Students will finally learn how to design a health and wellbeing improvement plan, including short- and long-term targets, with clear recommendations and actions that can improve an individual's health and wellbeing. Students will highlight the support that is available to the individual and how obstacles that individuals may face when implementing the plan might be overcome.</p>
<p><b>Lesson Sequencing</b> The impact of life events: physical events and relationship changes Health indicators: resting heart rate, blood pressure and BMI Interpretation of health indicators and potential significance of abnormal readings. Interpretation of data on nutrition, physical activities, smoking, alcohol and substance misuse Person-centred approach to improving health and wellbeing and the benefits of a person-centred approach.</p>	<p><b>Tier 3 Vocabulary</b> Hollistic Inherited conditions Recessive Haemophilia Predisposition Acute Secrete Substance misuse Body Mass Index Health indicator Gastro-oesophageal reflux disease Osteoporosis Malnourished</p>	<p><b>Extended Learning</b> A great way to prepare for the PSA (Internal Controlled assessment) is by practise typing skills and application of knowledge. Students will receive practice assessment questions to gain an understanding of how to apply knowledge within this setting.</p> <p>YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development.</p> <p>Wider reading opportunities: The fault in are stars by John Green 2012</p> <p><b>Homework- Set once a week</b> All homework will tie in with preparation for the PSA, they will be required to research and make notes to support their completion of the PSA. Students will discuss the benefits of knowing and applying a range of skills and attributes used in care setting to support the needs of service users.</p>
		<p><b>Ways in which parents/carers can support</b> YouTube is a wonderful resource for H&amp;SC revision. If you search H&amp;SC Level 1/2 tech award several supportive tutorial videos are available.</p> <p>The following link allows you to explore through a range of videos the structure and expectations of the course, along with a breakdown of each component. <a href="#">BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com)</a></p> <p>You could also watch a number of documentaries of child development such as: 24 hours in A&amp;E Junior doctors on the front line One born every minute</p>

Cold War (Part 2)			
<p><b>Prior Learning</b> This topic builds on the breakdown in relations experienced between the USA and the USSR in the 1940s and 1950s.</p> <p>It also builds upon your foundational knowledge of the USA's war against communism in Vietnam.</p> <p>Finally, it builds upon the skills introduced in the first part of the Cold War, such as explanation of consequences and importance of events.</p>	<p><b>Current Learning</b> In this topic you will learn about the steps taken by both superpowers to push towards peace and attempt to reduce and limit nuclear arms. You will cover how tension redevelops into what is known as the Second Cold War period under President Reagan, and how the USSR take steps that not only lead to the full end of the Cold War, but also the complete collapse of communism in Eastern Europe</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you continue to master explanations of consequences and importance, as well as chronology for narrative focused questions.</p>	<p><b>Subsequent Learning</b> You will continue to develop your use of argument and evidence skills in Paper 1 when covering Whitechapel, and then into Y11 when learning Crime and Punishment and Early Elizabethan England.</p> <p>The topic will also equip you with the skills you need to be successful in Paper 2 of your History GCSE</p>	
<p><b>Lesson Sequencing</b></p> <p><i>Second Berlin Crisis</i></p> <p><i>Causes, events and Consequences of the Cuban Missile Crisis</i></p> <p><i>Attempts at Arms Control</i></p> <p><i>Soviet invasion of Czechoslovakia</i></p> <p><i>Events of Détente</i></p> <p><i>Soviet invasion of Afghanistan</i></p> <p><i>Reagan's policies &amp; Gorbachev's New Thinking</i></p> <p><i>Collapse of the USSR</i></p>	<p><b>Tier 3 Vocabulary</b></p> <p><i>Blockade</i></p> <p><i>Capitalism</i></p> <p><i>Communism</i></p> <p><i>Coup</i></p> <p><i>Glasnost</i></p> <p><i>Nuclear armaments</i></p> <p><i>Nuclear Utilisation Target</i></p> <p><i>Selection</i></p> <p><i>Perestroika</i></p> <p><i>Self-immolate</i></p> <p><i>Ultimatum</i></p>	<p><b>Extended Learning</b></p> <p><b>These books are engaging and fascinating reads:</b></p> <p>GCSE History for Edexcel: Superpower relations and the Cold War, 1941-91 by Hodder</p> <p>REVISE Edexcel GCSE (9-1) History Superpower relations and the Cold War Revision Guide by Pearson</p> <p><b>These are challenging, but captivating reads:</b></p> <p>Cold War: For Forty-five Years the World Held its Breath by Jeremy Isaacs and Taylor Downing</p> <p>The Cold War by John Lewis Gaddis</p>	<p><b>Ways in which parents/carers can support</b></p> <p>You could watch the following documentaries with your son/daughter:</p> <p><b>Netflix:</b></p> <p>The End of World War II in colour The Coldest Game</p> <p><b>YouTube:</b></p> <p>The Cold War - Oversimplified The Entire History of the Cold War</p>

## Year 11 Creative iMedia Learning Map

Topic Number: 4

Topic Title: R093: Creative iMedia in the media industry		Subsequent Learning
<b>Prior Learning</b>	<p><b>Current Learning</b> In this term, pupils have submitted their final pieces of coursework and taken the January theory exam. Pupils may choose to resist the exam in the summer. Revision will be provided to these pupils. A bespoke revision timetable has been created for pupils to study other subject areas.</p>	
<b>Lesson Sequencing</b>	<b>Tier 2 Vocabulary</b>	<b>Extended learning</b>
Week 1	Bespoke revision timetable	<p>You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading.</p> <p><b>Wider Reading Opportunities</b>  <a href="#">R093 - Creative iMedia in media industry sample question paper (ocr.org.uk)</a>  <a href="#">New R093 Creative iMedia in the Media Industry Course (knowitallninja.com)</a></p>
Week 2		
Week 3		
Week 4		
Week 5		
<b>Ways in which parents/carers can support</b>		<p>Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</p>

## Y11 Foundation Maths –Bespoke Revision

Students studying towards GCSE Foundation Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

### Key exam information

Exam board: OCR

Thursday 14<sup>th</sup> May- Paper 1- Calculator – 1hr30min

Wednesday 3<sup>rd</sup> June- Paper 2- Non-Calculator – 1hr30min

Monday 10<sup>th</sup> June- Paper 3- Calculator – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics can be found here: <https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Foundation-Checklist-1.pdf>

This year students are provided with a formulae sheet: <https://www.ocr.org.uk/images/673234-foundation-tier-formulae-sheet.pdf>

### Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working
- Encouraging students to attend after school revision sessions every Thursday
- Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out
- Ensuring all set homework is complete

### Recommended resources for revision

- Using the past papers that we send students home with once a week
- Using <https://corbettmaths.com/5-a-day/gcse/> to complete 'little and often' revision (choose Numeracy, Foundation or Foundation Plus)
- Using <https://www.mathsgenie.co.uk/papers.html> to access past papers (any exam board is applicable)
- Using <https://corbettmaths.com/2019/04/01/gcse-practice-papers/> to access practice papers
- Using [Corbett Maths](#) for extra support videos and work on topics
- Using [Maths Genie](#) for exam questions, videos and solution on the topics
- Using [MathsWatch](#) to complete homework and access further revision

## Y11 Higher Maths – Bespoke Revision

Students studying towards GCSE Higher Maths examinations have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

### Key exam information

Exam board: OCR

Thursday 14<sup>th</sup> May- Paper 1- Calculator – 1hr30min

Wednesday 3<sup>rd</sup> June- Paper 2- Non-Calculator – 1hr30min

Monday 10<sup>th</sup> June- Paper 3- Calculator – 1hr30min

Every topic can be assessed on any paper, a list of all possible topics can be found here: <https://corbettmaths.com/wp-content/uploads/2021/12/OCR-Higher-Checklist.pdf>

This year students are provided with a formulae sheet: <https://www.ocr.org.uk/Images/673235-higher-tier-formulae-sheet.pdf>

### Ways in which parents/carers can support

- Encourage 'little and often revision' - spacing revision and topics such that students complete short (20-40minutes) and regular (3-5 times a week) revision for Maths by completing practice questions, writing these out and always showing working
- Encouraging students to attend after school revision sessions every Thursday
- Checking your child's work using worked solutions from each website as well as checking whether it clearly and neatly set out
- Ensuring all set homework is complete

### Recommended resources for revision

- Using the past papers that we send students home with once a week
- Using <https://corbettmaths.com/5-a-day/gcse/> to complete 'little and often' revision (choose Foundation Plus, Higher or Higher Plus)
- Using <https://www.mathsgenie.co.uk/papers.html> to access past papers (any exam board is applicable)
- Using <https://corbettmaths.com/2019/04/01/gcse-practice-papers/> to access practice papers
- Using [Corbett Maths](#) for extra support videos and work on topics
- Using [Maths Genie](#) for exam questions, videos and solution on the topics
- Using [MathsWatch](#) to complete homework and access further revision

## Music Technology Y11 – HT3 Synoptic assessment

Music Technology Y11 – HT3 Synoptic assessment			
<p><b>Prior Learning</b></p> <p>This period starts your synoptic assessment window.</p> <p>You will combine your learning from the 5 units that you have studied across Year 10 and Year 11.</p> <p>1: Introduction to music technology and the music business</p> <p>2: The digital audio workstation</p> <p>3: Music elements, music styles and music technology</p> <p>4: Sound creation</p> <p>5: Multitrack recording</p>	<p><b>Current Learning</b></p> <p>You will commence your synoptic project this term. This is a 17 hour non exam assessment.</p> <p>You will work independently and apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable you to demonstrate an integrated connection and coherence between the different elements of the qualification.</p> <p>The NEA will contribute 60% towards the overall qualification grade and therefore it is important that you produce work to the highest standard.</p>	<p><b>Subsequent Learning</b></p> <p>You will then focus on preparation for your written exam in June.</p>	
<p><b>Lesson Sequencing</b></p> <p>Lessons will be sequenced so that you have preparatory planning time in lessons and then a period of formal assessment.</p> <p>We will continue to thread written recall workshops in preparation for your external exam in June.</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Development of music technology</p> <p>Music business</p> <p>DAW software functions</p> <p>Musical elements</p> <p>Musical style</p> <p>Sound creation</p> <p>Multitrack recording</p>	<p><b>Extended learning</b></p> <p>Access your Teams account and the lesson material to refresh your understanding of key terminology.</p> <p>Access the WAGOLLS and WABOLLS to understand how to achieve higher band responses.</p> <p>Create your draft synoptic responses linked to each task prior to the assessment lesson to be provided with feedback and next steps</p>	<p><b>Ways in which parents/carers can support</b></p> <p>Support your child's progress through:</p> <p>Encourage your child to practice using the DAW software by attending an after school session.</p> <p><u>Focus on Sound</u> and then log on using their Microsoft Teams account.</p> <p>Accessing their Microsoft Teams for directed exercises on current topics</p>

KS4 Learning Map

Topic: Alternative Games

		Pathway: Alternative Games		
<p><b>Prior Learning:</b> Students have completed units of work in KS3 which focused on skill development, tactics and understanding and analysis of performance in some of the more traditional sports</p>		<p><b>Current Learning:</b> Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practise and perfect techniques and game play whilst fostering a love for sport.</p>	<p><b>Subsequent Learning:</b> This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.</p>	
<p><b>Units covered over the year: table tennis, dodgeball, badminton, tchoukball, volleyball, rounders</b></p>				
<p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>		<p><b>Tier 3 Vocabulary</b></p>	<p><b>Wider Reading Opportunities</b></p>	<p><b>Ways in which parents/carers can support</b></p>
Lesson 1	Introduction of game and key rules linked to modified games	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Learning of new skills and modified games			
Lesson 3	Introduction of tactical game play			
Lesson 4	Tactical game play			
Lesson 5	Tactical play and analysis of performance to aid improvement			

**KS4 Learning Map**

**Topic: Boys' Games**

		<b>Pathway: Boys' games</b>	
<b>Prior Learning:</b> Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.	<b>Current Learning:</b> Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.	<b>Subsequent Learning</b> This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.	
<b>Units covered over the year: Football, basketball, rugby, flag football, dodgeball, handball, rounders</b>			
<b>Lesson Sequencing – Each unit will follow a similar sequence</b>		<b>Tier 3 Vocabulary</b>	<b>Wider Reading Opportunities</b>
Lesson 1	Recap of skills learnt at KS3 through game play	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis
Lesson 2	Recap of skills learnt at KS3 through game play		
Lesson 3	Game play to introduce and revisit tactics		
Lesson 4	Game play to introduce and revisit tactics		
Lesson 5	Student led competition		
		<b>Ways in which parents/carers can support</b>	
			- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.

**KS4 Learning Map**

**Topic: Dance Fitness**

		Pathway: Dance fitness		
<p><b>Prior Learning:</b> Students have completed units of work in KS3 which focused on the learning of techniques and skills the students have used to choreograph a phrase into their routines using key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.</p>		<p><b>Current Learning:</b> Students will be perform a variety of dance styles through dance and fitness. They will develop their choreography skills to perform as a group/or individual in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine their ability to observe performances and give constructive feedback.</p>	<p><b>Subsequent Learning:</b> This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind through the medium of dance and dance related practice. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.</p>	
<p><b>Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,</b></p>				
<p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>				
Lesson 1	Introduction to the method and teaching of key skills needed	<p><b>Tier 3 Vocabulary</b></p> <p>Cardiovascular Muscular Skeletal Respiratory Heart rate Anaerobic Aerobic Target zones Time under tension</p>	<p><b>Extended Reading</b></p> <p>1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis</p>	<p><b>Ways in which parents/carers can support</b></p> <p>- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.</p>
Lesson 2	Development of key teaching aspects			
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map

Topic: Fitness

		Pathway: Fitness		
<p><b>Prior Learning:</b> Students have completed units of work in KS3 which focused on understanding the importance of a healthy body and a healthy mind. They have completed a unit of health and fitness which covers a variety of training methods.</p>		<p><b>Current Learning:</b> Students will develop their knowledge and understanding of how to improve their fitness through different mediums and how different practices affect our bodies in different ways.</p>	<p><b>Subsequent Learning:</b> This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.</p>	
<p><b>Units covered over the year: circuits, aerobics, yoga, zumba, weight training, boot camp</b></p>				
<p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>		<p><b>Tier 3 Vocabulary</b></p>	<p><b>Wider Reading Opportunities</b></p>	<p><b>Ways in which parents/carers can support</b></p>
Lesson 1	Introduction to the method and teaching of key skills needed	Aerobic Anaerobic	1. Too Many Reasons to Live: Rob Burrow	- Let students play sport - Give them opportunities to get involved in local teams
Lesson 2	Development of key teaching aspects	Cardiovascular Heart rate	2. Why we kneel how we rise: Michael Holding	- Support in attending school teams and competitions.
Lesson 3	Opportunity to develop and create own routines or personalise training	Muscular Respiratory Skeletal	3. All in: Billie Jean King 4. Stronger: Poorna Bell	
Lesson 4	Opportunity to develop and create own routines or personalise training	Target zones Time under tension	5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	
Lesson 5	Reflect upon training and ideas for further development			

**KS4 Learning Map**

**Topic: Girls' Games**

		<b>Pathway: Girls' games</b>		
<p><b>Prior Learning:</b> Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.</p>		<p><b>Current Learning:</b> Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.</p>	<p><b>Subsequent Learning</b> This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.</p>	
<p><b>Units covered over the year: basketball, football, netball, dodgeball, handball, rounders</b></p>				
<p><b>Lesson Sequencing – Each unit will follow a similar sequence</b></p>		<p><b>Tier 3 Vocabulary</b></p> <p>Analysis Attack Defence Formation Official Tactics Umpire</p>	<p><b>Wider Reading Opportunities</b></p> <p>1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis</p>	<p><b>Ways in which parents/carers can support</b></p> <p>- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.</p>
Lesson 1	Recap of skills learnt at KS3 through game play			
Lesson 2	Recap of skills learnt at KS3 through game play			
Lesson 3	Game play to introduce and revisit tactics			
Lesson 4	Game play to introduce and revisit tactics			
Lesson 5	Student led competition			



## Year 11 Learning Map

Theme D: Religion Peace and Conflict			
<p><b>Prior Learning</b></p> <p>This topic builds on your knowledge base of key religious beliefs and teachings from KS3 and allows you to apply this knowledge to moral issues surrounding religion Peace and Conflict. You will use and apply key teachings and ideas such as the Just War theory and Pacifism, which you studied in the Year-9 topic on Peace and Conflict.</p> <p>Throughout this topic, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to the explanation of moral issues and beliefs. You will continue to practise your skill of evaluation.</p>	<p><b>Current Learning</b></p> <p>In this topic you will learn about a variety of religious and non-religious beliefs about issues such as when it is right to go to war, who should fight in war, how a country and reconcile after war and whether pacifism is a noble concept. You will learn about the different social and moral implications of these issues.</p> <p>You will debate controversial issues such as whether weapons of mass destruction can ever be justified and whether religious believers should agree or disagree to fighting in war. You will also discuss the moral and ethical issues associated with these issues. These debates will support the development of your evaluative skills.</p>	<p><b>Subsequent Learning</b></p> <p>This topic will develop your understanding of key religious beliefs and teachings such as the ideas surrounding forgiveness and justice and the Christian teaching of agape that you will use in both further Key Stage 4, and Key Stage 5 RE topics. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood.</p> <p>Throughout the topic you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers - this is a skill that will continue to be developed throughout your GCSE in RE.</p>	<p><b>Lesson Sequencing</b></p> <ol style="list-style-type: none"> <li>1. Forgiveness and reconciliation</li> <li>2. Peace and justice</li> <li>3. Reasons for War including Holy War</li> <li>4. Violent Protests</li> <li>5. Just War</li> <li>6. Nuclear War and WMD</li> <li>7. Terrorism</li> <li>8. Pacifism</li> <li>9. Victims of War</li> </ol>
<p><b>Tier 3 Vocabulary</b></p> <p>Peace Justice Reconciliation Protest Terrorism Weapons of Mass Destruction Just War Holy War Pacifism</p>	<p><b>Extended Learning</b></p> <p>Students will be given and directed to revision activities and resources throughout the topic and will be shown effective ways to revise in preparation for end of unit assessments.</p> <p>Students will be set homework once a fortnight to support learning in covered in lesson</p>	<p><b>Ways in which parents/carers can support</b></p> <p>Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society, to issues with war.</p>	

## Y11 – Bespoke Revision

Students studying towards GCSE science have now completed the full course content. Learning in lessons is bespoke revision based on each class's needs chosen by the class teacher, using previous mock and in-class assessments.

### Ways in which parents/carers can support

You can support your child's progress through:

- Encouraging students to attend after school revision sessions
- Using Carousel so students can set themselves quizzes on the topics that have been covered recently in lessons.
- Using Youtube to watch tutorial videos and answer questions on the topics that have been covered recently in lessons.
- Using <https://www.savemyexams.co.uk/gcse/biology/aqa/18/revision-notes/> to create revision resources from.
- Use revision guides and workbooks to support revision at home.

### Topic Number: 4: Environment and Revision

		Revision	
<p><b>Prior Learning</b> Students have now studied the majority of topics on the GCSE specification. This half term they will complete the information based on the environment and then focus on revising all previous topics.</p>		<p><b>Current Learning</b> Students will now begin revising all previous topics, as they have studied all of the topics. Learning will focus on one theme at a time (themes are 1: <i>Identity and Culture</i> and 2: <i>Local, national, international and global areas of interest</i>). Key grammar will also be revisited to ensure that students are able to confidently understand and produce work in several tenses.</p>	<p><b>Subsequent Learning</b> In the next half term, students will complete the speaking exam and so lessons will cover all previous topics as students may be expected to talk about any topic in their exam.</p>
<p><b>Lesson Sequencing</b></p>		<p><b>Tier 3 Vocabulary</b></p>	<p><b>Wider Reading Opportunities</b></p>
Week 1	Writing and speaking mocks	Ya que = as/since Vale la pena = it's worth is Estoy de acuerdo = I agree Estoy en contra = I disagree Que yo sepa = as far as I know Pore so = therefore/so Por desgracia = unfortunately Por otro lado = on the other hand Por lo general = in general Hoy en día = nowadays Estar harto/a de = to be fed up with A veces = sometimes A mi juicio = in my opinion Cuando sea mayor = when I'm older Diría que = I would say that	<p><b>Ways in which parents/carers can support</b> To build listening and speaking skills, parents can encourage pupils to listen to Spanish resources. Suggested resources are as follows:</p> <ul style="list-style-type: none"> <li>• Memrise or Quizlet to practise vocabulary</li> <li>• Grammar practice - <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li> <li>• Listening to Spanish radio or watching Spanish Netflix</li> </ul>
Week 2	Praise and next steps		
Week 3	The environment		
Week 4	Protecting the environment		
Week 5	Revision		

Topic: R183: Nutrition and sports performance & R180: Reducing the risk of sports injuries and dealing with common medical conditions				
Prior Learning		Current Learning	Subsequent Learning	
<p>R180: Students have completed Topic 1 – 4</p> <p>R181: Students have now completed 40% of their final grade. The information learnt in this topic can be used to support their exam work and coursework for R183.</p> <p>R183: Topic 1, Topic 2 and Topic 3.</p>		<p>R183 Coursework - Topic 4: How nutritional behaviours can be managed to improve sports performance</p> <p>R180: Topic Area 5: Causes, symptoms and treatment of medical conditions</p>	<p>R181: Some students are completing improvements for R181 to resubmit.</p> <p>R183: Coursework improvements.</p> <p><b>FINAL COURSEWORK DEADLINE: 10<sup>th</sup> May</b></p> <p><b>EXAM - R180: Revision</b></p> <p><b>FINAL EXAM R180: 20<sup>th</sup> May</b></p>	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	<p>R180: 5.3 Epilepsy</p> <p>R183: 4.1 The effect of overeating on sports performance</p>	Cardiopulmonary Resuscitation Dehydration Epilepsy Glucose	All students have access to The PE Classroom and are encouraged to work through the unit quizzes and exam questions weekly.	Support coursework deadlines and ensuring there are opportunities to complete coursework at intervention where necessary.
Week 2	<p>R180: 5.4 Sudden Cardiac Arrest (SCA)</p> <p>R183: 4.2 The effects of undereating on sports performance</p>	<u>Hypoglycaemia</u> <u>Hyperglycaemia</u> Hypothermia Insulin Ketogenic diet Nebuliser Seizures	<b>Wider reading:</b> <ul style="list-style-type: none"> <li>My Revision Notes: Cambridge National Level 1/2 Sport Science.</li> <li>Cambridge National in Sport Science Student Book with Digital Access: Level 1/Level 2 (Cambridge Nationals)</li> </ul>	Encourage students to complete extended learning using the PE Classroom.  Make sure any missed work is caught up - All work is online via TEAMS.
Week 3	<p>R180: 5.5 Other medical conditions</p> <p>R183: 4.3 The effect of dehydration on sports performance</p>			
Week 4	<p>R180: Topic 4/5 revision</p> <p>R183: Type up CWK</p>			
Week 5	<p>R180: End of topic test</p> <p>R183: Type up CWK</p>			

# WJEC Hospitality and Catering



## KS4 Learning Map

**Term: Half Term 4**

### **Year 11- Hospitality & Catering**

#### **Unit 1**

#### **Aim and purpose:**

The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry to propose new hospitality and catering provisions to meet specific needs.

**Introduction:** In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering sector and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

#### **Current Learning**

Learning the content and re-vising unit one ready for external exam in June 2025. Pupils will get the results from their January exam during this term. If pupils reach their target grade, they will be able to complete independent revision in these lessons. Pupils who do not achieve will spend these lessons preparing for the resit exam. The topics covered will depend on how the class performed in the external exam. Topics will be selected from the course specification and re-visited.

Lesson Sequencing		Tier 3 Vocabulary ( Unit 2 )	Extended Learning	Ways in which parents/carers can support
Lesson number				
1	Revision (targeted) - EHO	<p><b>Unit 1</b> <b>Describe-</b> Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail</p> <p><b>State-</b> Express clearly and briefly</p> <p><b>Explain/Clarify -</b> Provide details and reasons for how and why something is the way it is. Give reasons, make (an idea or situation) clear by describing it in more detail</p> <p><b>Record -</b> Obtain and store data and information</p> <p><b>Compare -</b> Identify and comment on/explain similarities and differences</p> <p><b>Discuss-</b> Examine an issue in detail in a structured way, taking into account different ideas</p> <p><b>Justify-</b> Show or prove something to be right</p>	<p>My Revision Notes: <a href="#">WJEC Level 1/2 Vocational Award in Hospitality and Catering: Amazon.co.uk: Saunder, Bev, Mackey, Yvonne: 9781510473331: Books</a></p> <p>Conditions needed for bacterial growth - <a href="#">Food safety – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</a></p> <p></p> <p><a href="#">Food safety advice when purchasing food - Food safety 2 – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</a></p> <p></p>	<p>Unit 1- support and encourage your child to revise and prepare for taking the unit 1 exam on 12<sup>th</sup> June 2026. Additionally, some sections of BBC bitesize have content in common with our specification so can be used for extra revision.</p> <p><a href="#">GCSE Hospitality (CCEA) - BBC Bitesize</a></p> <p></p> <p><a href="#">Introduction - Food allergy and food intolerance – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</a></p> <p></p> <p><a href="#">Mandatory and voluntary information - Food labelling – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize</a></p> <p></p>
2	Revision – (targeted) EHO			
3	Revision – targeted) - EHO			
4	Revision – targeted) – food poisoning			
5	Revision – targeted) – food poisoning			
6	Practical cookery – bolognaise bake			
7	Revision – (targeted) – three Rs			
8	Revision – (targeted) – three Rs			
9	Practical cookery – brownies			
10	Revision – (targeted) – three Rs			
11	Revision – (targeted) – media			
12	Practical cookery- pasties			
13	Revision – (targeted) – technology			
14	Revision – (targeted) – communication			
15	Practical cookery- shortbread			