



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y9

HALF TERM 3



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 3

Dear parent/carer,

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

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and wide reading opportunities, to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (Homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

We will also make these Learning Maps available on the school website for you to access electronically if you prefer.

For most subjects in this booklet, there is just one Learning Map as all students study the same content, which is then tailored to their group and individual needs. For PE, students rotate around different topics through the year. Teachers will explain to students at the start of each rotation which topic they are learning, but all of these Learning Maps are included in this booklet.

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

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

Yours faithfully,

Andy Bridge

Headteacher



Year 9 Learning Map

HT3

Self Portraits				
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support	
Sequencing	Extended Learning			
1	What is a portrait? What were they for? Baseline portrait.	Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.	Discuss the work of Charlotte Caron; what animal would each family member be? https://www.artandsciencejournal.com/post/27908016596/charlotte-caron-in-this-series-of-portraits	
2	Deepening our knowledge of contour. Portrait modelled: I do- we do- you do			
3	Pencil portraits: application of skills – refining facial features			
4	Pencil portraits: application of skills- final portrait			
5	Pencil portraits: application of skills- final portrait			
6	Pencil portraits: application of skills- final portrait			
7	Review of work.			

Drama



Commented [JG1]: Link to further play can you get this onto one page? [Website link](#)

Year 9 Learning Map

Topic Number: 3

DNA			
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 created monologues for key characters and performed small sections of script) and John Godber (where you learnt about Godber's performance style and how to recreate this within a performance piece).	Current Learning In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will study text extracts from the play DNA by Dennis Kelly and explore the key themes and contexts of this play. You will develop key terminology linked to these performance techniques for creating and developing characters and independently apply characterisation skills to scripted extracts as well as devised work. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance in response to a text. You will consider the impact your application of performance skills will have to create a successful character and reflect upon the major themes and issues of the play.	Subsequent Learning This topic will prepare you for further performance technique development throughout key stage 3. It will equip you with the characterisation and performance skills to produce an effective character that will assist you in Y9 performance topics and future text study. You will be required to demonstrate the ability to explore, describe and apply characterisation and performance skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 2: Developing Skills and Techniques within the Performing Arts.	
Lesson Sequencing Lesson 1: DNA: Key facts and building tension in the opening. Lesson 2: Tempo, Space and Power between the characters Lesson 3: Freeze Frames: What happened to Adam? Lesson 4: DNA: Isolation and Phil Lesson 5: Creating Humour: Jan and Mark Lesson 6: Text Condensing Lesson 7: The end of the play: What is the message?	Tier 3 Vocabulary Characterisation Gesture Levels Movement Nature vs Nurture Pace Proxemics Space Tempo Tone Volume	Wider Reading Opportunities 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: - National Theatre – All About Theatre - DNA – Dennis Kelly - Stanislavski in Practice: Exercises for Students – Nick O'Brien	Ways in which parents/carers can support Explore our Digital Theatre+ package: www.digitaltheatreplus.com All students will be provided with the log in details to access this amazing resource. There are a number of Naturalistic Productions that can be accessed here including: Othello and 15 Heroines Genesis Theatre Company have a free production of DNA that can be viewed on YouTube. This will introduce to the characters and themes of the production https://youtu.be/RKh3T9A4u8E

Topic Number: 3

Year 9 Learning Map

Romeo and Juliet				
Prior Learning: This topic builds on the analysis skills you'll have focussed on during previous topics such as 'Shakespearean Villains' and 'The Origins of Tragedy', as well as some of the writing skills you developed in the 'Fantasy Writing' and 'Gothic Writing' topics from Year 7 and Year 8, as well as the earlier topic of Year 9 – 'Dystopian Fiction'. You will be furthering your ability to: select relevant evidence, understand writer's choices, analyse language and structural devices used by writers. Furthermore, you will also be writing both fiction and non-fiction texts based on your reading of Romeo and Juliet. On top of this, you will gain a good understanding of Shakespearean language as seen previously.	Current learning: In this topic you will learn about how to effectively analyse dramatic techniques, characters, themes, and language within a Shakespearean play. You will also learn how the context of a text (what is happening at the time) can influence a writer when creating fiction. This topic is important for you to develop your knowledge of English because it will enhance your understanding of text analysis and your ability to produce extended pieces of essay-style writing, fiction, and non-fiction. You will also learn how to confidently use one-word analysis to analyse dramatic techniques used by Shakespeare and understand that characters are a construct. As part of developing your analysis, you will also become confident with dramatic techniques, language and structural techniques used by Shakespeare.	Subsequent Learning: This topic will prepare you for further text analysis in Year 9 and beyond as part of the 'An Inspector Calls' and 'War Poetry' units. It will also help equip you with the skills to be successful in your study of further texts as you move onto your learning for GCSE English Language and Literature in Year 10. These topics will include reading comprehension skills, as well as fictional and non-fictional writing skills. This unit will be particularly important in supporting your preparation for both of your English Literature exams, where you will be asked to analyse 3 fictional texts, one of which will be a play by Shakespeare. As well as this, in your English Language Component 1 exam, you are required to analyse one fictional source and pay specific attention to the language and structural features used by a writer to create effect – just as you will analyse the choices made by Shakespeare whilst studying Romeo and Juliet.		
Lesson Sequencing WEEK 1 – Introduction to Shakespeare, context, and the prologue of R+J WEEK 2 – Act 1, Scene 1: Themes: family feud and love. WEEK 3 – Act 1, Scene 2 & 3: Gender and marriage expectations. Extended Writing WEEK 4 – Act 1, Scene 5 & Act 2, Scene 2: Quotation analysis and sonnets. WEEK 5 – Act 2, Scene 6 & Act 3, Scene 1: Love, danger and catalysts. Extended Writing WEEK 6 – Act 3 Scene 5, Act 4 Scene 1 & Act 4 Scene 5: contrasts in language and reactions of the Capulets. WEEK 7 – Act 5, Scene 1 & 5: Romeo and structure of the play WEEK 8 – Assessment Week	Tier 3 Vocabulary • Antithesis • Couplet • Dramatic Irony • Iambic Pentameter • Prologue • Quatrain • Semantic Field • Soliloquy • Sonnet • Tragedy	Wider Reading: • Rani and Sukh by Bali Rai • Noughts and Crosses by Malorie Blackman • He said, She said by Kwame Alexander • The Sun is also a Star by Nicola Yoon • Love, hate and other filters by Samira Ahmed • All the Bright Places by Jennifer Niven • The Lines we Cross by Randa Fattah	Parental/Carer Support: • Article based on Romeo - https://www.themarysue.com/romeo-and-juliet-correction/ • Royal Shakespeare Company's guide to Romeo and Juliet - https://www.rsc.org.uk/shakespeares-learning-zone/romeo-and-juliet • Find out more about Shakespeare's globe and life: https://www.shakespearesglobe.com/discover/s/shakespeares-world/ • Watch the play: https://www.youtube.com/watch?v=wFBWXRqa7Gs	

Conservation of The Living World				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
Students have explored their knowledge of the themes in this topic in other KS3 schemes of learning such as hot deserts, Blueprints for the future and resources. These topics have already covered concepts such as environmental sustainability, plant and animal adaptations and human influence on the natural world.	This scheme of learning is an adventurous investigatory series of contemporary lessons that introduce students to key ecological processes and the importance of conservation. It will allow your child to understand rates of extinction and the causes and impacts of habitat loss. Concepts such as wildlife corridors, habitat fragmentation and pioneer species, equips students with the fundamental environmental understanding.	There are many ecological and conservation themed documentaries: Planet Earth 1,2,3 Planet Earth - BBC iPlayer Blue Planet The Blue Planet - BBC iPlayer Biodiversity, extinction and gene pools - Ecosystems and habitats - KS3 Biology - BBC Bitesize Protecting the environment - BBC Bitesize	If students choose to continue their Geography studies into KS4, students will be able to apply their knowledge and understanding of conservation in Paper 1. This is a multidisciplinary topic with key synoptic links to science.	Engage with local conservation projects, create Bee Hotels and Hedgehog dens. Attend conservation sessions at Yorkshire Wildlife Park. GCSEPod Homework Students - GCSEPod
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	1. Biome			
Lesson 2	2. Climate			
Lesson 3	3. Conservation			
Lesson 4	4. Ecosystem			
Lesson 5	5. Engineer species			
Lesson 6	6. Extinction			
Lesson 7	7. Habitat fragmentation			
Lesson 8	8. Latitude			
Lesson 9	9. Pioneer species			
Lesson 10	10. Wildlife corridors			

South African Apartheid				
Prior Learning		Current Learning	Subsequent Learning	
In previous topics in Years 8 and 9, you have seen examples of discriminatory laws faced by different groups of people in countries like Germany and the Britain. This topic will extend that knowledge in a new context and setting. In Years 7, 8 and 9, you also learned how individuals can affect political and social change, which will be extended in this unit. This unit also builds upon your knowledge on non-European, global History. Finally, these lessons build upon the source analysis and essay writing skills you have learned throughout Key Stage 3.		In this topic you will discover the discrimination, segregation and suffering of black, native South Africans at the hands of European settlers. You will also see how individuals and groups led successful protests to affect political and social change. This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to write evaluative essays using the TR-ADE-C structure, and also to craft narrative accounts with precise evidence.	In Years 9 and 10, you will learn about other examples of discrimination and protest in a range of other countries. You will consider the similarity and differences between those events and those which occurred in South Africa. You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 3, 4 and 5.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
1.	Why did Apartheid occur in South Africa?	Afrikaans	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. These books are engaging and fascinating reads: Out of Bounds by Beverley Naidoo The Garbage King by Elizabeth Laird This is a captivating, but challenging read: The Long Walk to Freedom by Nelson Mandela	You could watch the following documentaries with your son/daughter: Netflix: Mandela: Long Walk to Freedom Kalushi YouTube: Nelson Mandela: The Fight for Freedom
2.	How did Apartheid laws affect black Africans?	Apartheid		
3.	How did Nelson Mandela encourage the end of the Apartheid regime?	Discrimination		
4.	What were the causes, events and consequences of the Sharpeville Massacre?	Legislation		
5.	What were the causes, events and consequences of the Soweto Uprising?	Massacre		
6.	How did the Apartheid regime end?	Passbooks		
7.	How equal is South Africa now?	Presidency		
8.	Narrative Focus	Segregation		

Year 9 Learning Map

Topic Number: 3

Data Representation					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on prior KS3 topics including:		In this topic you will learn about how computers store data. This begins with units of measurement and how this links to binary and binary addition. You will also learn about logic gates – AND, OR, NOT and complete their respective truth tables. You will finally look at how computers understand images and sound plus how these can be compressed into smaller file sizes.	This topic covers some of the KS4 content offered in the faculty including:		
- Computer Hardware - Creating Digital Graphics			- Computer Hardware - Links with the CPU - GCSE Computer Science Units on Data Representation - KS4 iMedia Graphics - Video Editing - Graphics Editing		
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Units	AND Bit	Introduction to Digital Logic & Boolean Algebra – MK	Use the following websites to develop Python skills:	
Lesson 2	Binary	Bit Depth Boolean	Gooroochurn <u>Boolean Algebra: Expression, Rules, Theorems, and Examples</u> (geeksforgEEKS.org)	https://www.bbc.co.uk/bitesize/guides/zqp9kat/revision/1	
Lesson 3	Logic Gates	Byte Depth Logic		https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/1	
Lesson 4	Images	Lossless Lossy		https://teach-ict.com/2016/ks3/sows/sow5/sow_menu.html	
Lesson 5	Sound	Nibble NOT OR	Basic Digital Logic Design – Stephen Bucaro	https://logic.ly/	
Lesson 6	Compression	Pixels Sample Rate	Online Exercises: <u>AQA GCSE Data Representation quizzes</u> <u>Computer Scienced</u>		

MATHS

Higher – Algebra 5				
Prior Learning	Tier 3 Vocabulary	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This will develop and deepen your understanding of algebra that you covered in Key Stage 3. You studied the foundation knowledge of this unit in Years 7 and 8.	In this topic, you will learn how to manipulate algebraic expressions and formulae. You will be able to solve various equations.	This topic will prepare you for higher order algebraic questions later in Years 10 and 11 so that you can access problems with multiple topics.		
Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the students' needs: • Generating sequences (arithmetic and geometric) • Finding the nth term of sequences. • Using the nth term of a sequence to solve problems.	Equation Expand Expression Factorise Formula Identity Indices Solve Variable	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Why Do Buses Come in Threes? By Rob Eastaway and Jeremy Wyndham • Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	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. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

MATHS

Statistics 2				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior learning on statistical diagrams from Year 8 and aims to deepen your understanding on averages.	In this topic you will learn how to represent data in multiple ways and how to read a range of statistical diagrams. You will also learn to calculate and understand averages.	This topic will prepare you for higher-level statistical work in Years 10 and 11, including cumulative frequency graphs and box plots.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: - Plot and interpret scatter diagrams - Draw and interpret frequency polygons - Draw and interpret pie charts - Draw and interpret stem and leaf diagrams - Draw, interpret and use two-way tables - Calculate the mean, mode, median and range from a data set - Calculate the mean, mode, median and range from a frequency and grouped frequency table - Draw, interpret histograms	Composite Correlation Estimate Frequency Histogram Mean Median Mode Range	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. - Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield - Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	Support your child's progress through: <u>MathsWatch</u>- to complete homework and access further revision. <u>Corbett Maths</u> - for extra support videos and work on the topics stated. <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

MATHS

Statistics 2 - Tables, charts and graphs				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior learning of being able to read scales on graphs, draw circles, measure angles, plot coordinates and know the number of degrees in a full and half turn. You will have previous experience of tally charts, inequality notation, finding the midpoint of two numbers and using correct notation for time, both 12 and 24hour clock.	In this topic you will build on your ability to read, understand and interpret data from tables, graphs and charts. You will also learn to draw different graphs and charts and use them to make predictions and find values for the mean, median, mode, range and average of a data set.	This topic will prepare you for all further learning in Maths and other subjects beyond such as Geography and Science. Many real-life situations require you to interpret data in a range of formats.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: • Mean, median, mode • Frequency tables • Bar charts • Distance and time tables • Time series graphs • Scatter Graphs • Estimating and line of best fit • Pie charts	Correlation, Positive, Negative Data, Scatter graph Discrete, Continuous, Estimate Frequency Line of best fit Mean, Median, Mode Pie chart Qualitative, Quantitative Range, Average Sample, Population Sort Table	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Murderous Maths- The Mean and Vulgar Bits by Kjartan Poskitt (available in the school library) 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. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Number 3 Fractions and Decimals				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior knowledge from Key Stage 2 and Years 7 and 8, deepening your understanding of fractions and decimals through reasoning and extending to higher order problems.	In this topic you will learn how to interchange between fractions, decimals and percentages and how to apply four operations to fractions and decimals. You will reach higher level problems, applying fractions and decimals.	This topic will prepare you for using decimals and fractions in all further units such as ratio, shape and algebra.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the students' needs: • Converting fractions, decimals and percentages • Converting between improper fractions and mixed numbers • Adding and subtracting fractions • Multiplying and dividing fractions • Multiplying and dividing with decimals	Equivalent Improper fraction Mixed number Original Product Reverse Simplify	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. • Fractions in Disguise: A Maths Adventure by Edward Einhorn • Mathematics: The New Golden Age by Keith Devlin • Murderous Maths- The Mean and Vulgar Bits by Kjartan Poskitt (available in the school library) Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbbooks.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. • <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated	

Year 9 Learning Map

Topic Number: 3

Mi futuro: Future aspirations					
Prior Learning		Current Learning	Subsequent Learning		
This topic builds on previously learnt information from previous years. It will include previously learnt vocabulary linked to studies and school subjects, key verbs and opinion phrases. It will also build on knowledge of the future and conditional tenses.		In this topic you will learn to write and talk about your future plans and aspirations in Spanish. You will plan speaking role plays with a particular focus on job interviews using the new vocabulary that you have learnt. You will also develop a deeper understanding of grammar and understand the difference between using the simple future and conditional tenses.	This topic will prepare you for becoming a more confident speaker of Spanish as the tasks that we will be doing will allow you build confidence in speaking in formal situations such as job interviews. After this unit of work, we move on to talking about a visit to Madrid so knowledge of the future tense will be crucial to later learning.		
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Writing assessment- Films				
Week 2	Jobs that use languages	Ambicioso/a – ambitious Cantante – Singer El trabajo – job Espero – I hope Estaré – I will be Estudiaré – I will study Ganar – to earn Informático/a – IT technician Periodista – reporter	Students will be provided with a Knowledge Organiser to revise key vocabulary. They will also be given lists of key vocabulary to learn throughout the half term. Further learning may focus on extra revision of the present tense, which can be found on the BBC Bitesize website.	Another great way of building up vocabulary is by using www.quizlet.com which has a range of vocabulary lists for every topic.	
Week 3	Plans for the future - the future tense				
Week 4	Jobs in the future				
Week 5	Future studies				
Week 6	My dream job				

Year 9 Learning Map

Song Writing			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on your understanding of popular band instruments from the previous academic year, while providing the challenge to compose your own pop song by using a 4-bar chord structure with lyrics.	In this topic, you will learn to create your own pop song, then perform your composition to the class on typical band instruments in an ensemble. This topic will also develop your understanding of common elements of music in the Popular style.	This topic will develop your skills in both performance and composition, as you begin to understand the musical features of a pop song. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. This topic will enhance your understanding of the area of study 'Popular Music' which includes styles such as Rock, 90s Pop, and Gaming Music as GCSE terminology are discussed. This will support your wider listening at later key stages.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1 & 2	Chord Progression Chords Chorus Drum Fill Harmony Intro/Outro Lyrics Melody Style Verse Vocal Timbre	You have access to our subscription to Focus on Sound. Click on <u>Focus on Sound</u> and then log on using your Microsoft Teams account. Alternative reading opportunities: BBC Bitesize - Popular Music Styles Useful BBC link to support writing your own song	Listen to different pieces of Popular music on YouTube or Spotify and try to identify the instruments in the piece. Which part is the verse/chorus etc. Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Claire Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.
Lesson 3 & 4			
Lesson 5 & 6			
Lesson 7			
Lesson 8			
Lesson 9			
Lesson 10			
Lesson 11			

Year 9 Learning Map: HT2

Topic: Badminton

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

Year 9 Learning Map: HT2

Topic: Year 9 Dance

Dance				
Prior Learning This topic builds on previous learning of techniques and skills the students have used to choreograph a phrase into their gymnastics lessons. Including key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.		Current Learning: In this topic students will develop and understanding and appreciation of different styles of dance from around the world. Students will be perform a variety of dance style and choreograph a routine to demonstrate a medley of the dances from different countries. They will develop their choreography skills to perform as a group in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine your ability to observe performances and give constructive feedback using praise and next steps.		Subsequent Learning: This topic will develop our students' ability to work in a group and lead or follow others to produce a dance routine that incorporates learning throughout the whole unit of dance. It will give them the opportunity to express their personality through dance and allow them to enjoy and learn about movement around the world. It may enhance their knowledge and understanding of nationality, culture and dress in other countries which may support their learning in subjects such as Geography, History and English.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Bollywood	Actions Choreography Dynamics Formations Medley Musicality Relationships (canon/unison) Sequence Space	Bollywood: https://www.youtube.com/watch?v=ErbCVyXud8 African: Start from 4 minutes 40 seconds until 5 minutes 10 seconds https://www.youtube.com/watch?v=eFgBhMVgLTg Irish: https://www.youtube.com/watch?v=HgGAzBDE454 Rock and Roll: https://www.youtube.com/watch?v=azLFvQsVwcQ	Allow them the opportunity to practise their dance at home and perform. Encourage your child to watch You tube videos focused on choreographic devices. Encourage your child to join the afterschool club, or a dance school.
Week 2	African			
Week 3	Irish			
Week 4	Rock and roll			
Week 5	Rehearsal and performance			

Year 9 Learning Map: HT2

Topic: Handball

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

Physical Education

Year 9 Learning Map: HT2

Topic: Football

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the different skills you have learned in year 8, such as passing, dribbling and shooting. You may play football during school or outside of school.		In this topic you will learn more advanced techniques and tactics of football and how to implement them in the game successfully. You will develop your skills of pressing, counter attacking, shooting and attacking the box to improve your performance and ability to support others. You will learn how spacing is important when attacking and implementing tactics. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in football are transferable across the different team activities. You will learn and advance these skills if you join a football team. In KS4 you will revisit football where you will learn more about game play and have more opportunities to develop the skills learnt.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Week 1	Attacking/ Defending 2 v 1	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules Pressing in football https://www.youtube.com/watch?v=40crCs6TcbM Counter attacking https://www.youtube.com/watch?v=6a6DOJcdQeg You know the drill (soccer am) https://www.youtube.com/watch?v=VbuWvHNkSOA	• Get them to practise doing “keepy uppies.” • Go to watch friends/family or local clubs play. • Encourage your child to join the school team, or a local football club. • Watch “Take me home” on Amazon. • Watch a live game and talk about tactics. • Ask them to evaluate a single player’s performance.	
Week 2	Passing out from the back/ possession			
Week 3	Press/Counter			
Week 4	Shooting/ attacking the box			
Week 5	Game play and assessment			

Physical Education

Year 9 Learning Map: HT2

Topic: Rugby League

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

Year 9 Learning Map: HT2
Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
Students should have an understanding of and be able to play and make up small-sided games and simplified versions of competitive/ invasion team games. They should also be capable of sending, receiving and travelling with a ball in these games. Students should also know how to plan, use and adapt strategies and tactics in all types of game situations, keeping them going and organised.		Students will be taught to perform, develop and incorporate the basic fundamental skills of Netball e.g. <i>passing, receiving, pivoting, stopping, moving, outwitting opponents and shooting</i> . Students will also develop their knowledge and understanding of these skills and the major rules and laws within the game relating to these skills. There will be a focus on how to outwit opponents, evaluate performances, analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.	All skills learnt in netball are transferable across the different activities. Students may also revisit netball again in year 10 where they will continue to learn more about tactical game play.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning
Week 1	Basic skills recap: passing/receiving/footwork/pivoting	Analyse Disguise Dummies Evaluate Footwork Outwit Opponent Overlaps Pivot Possession Umpire	Netball rules – Simple netball https://www.rulesofsport.com/sports/netball.html BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sport/netball/4187548.stm Netball presentation https://www.youtube.com/watch?v=WGaYDvaZ4No The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnl-Di
Week 2	Running footwork, breaking, turning in the air and pathway of pass		
Week 3	Shooting – with steps and higher net		
Week 4	Tactics at centre pass		
Week 5	Tactics at side-line & back-line pass		
			Ways in which parents/carers can support
			- Practise throwing and catching. games at home using a size 5 netball (or any similar sized ball). - Go to watch friends/family or local clubs play. - Encourage your child to join the school team, or a local netball club. - Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html

Year 9 Learning Map: HT3

Topic Number: 2

Consent and Relationships						
Prior Learning This topic builds on work that you have studied in year 8 on healthy relationships and the law. You will continue to improve your knowledge and understanding of what a relationship looks like if it is healthy and how to get support and help in a situation where you may be put at risk.		Current Learning In this topic you will learn: Important information on what is meant by the term consent, including how to ensure consent is given and what to do if it is not. You will develop an understanding of the key characteristics of a healthy relationship to ensure you are aware of how to spot any “red flags.” You will gain an understanding of the legal, physical and emotional impact of crimes such as honour based violence and forced marriage. This topic is essential in ensuring you know how to keep yourself safe and have happy, healthy and safe relationships.		Subsequent Learning This topic will prepare you for the further learning in PSHCE when we look at relationships and sexual health. It will prepare you and allow you to have a basis for further learning on the law and the different consequences to harmful and abusive behaviour in relationships.		Ways in which parents/carers can support To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate this.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning			
Lesson 1	Consent	Abuse	You can use independent study opportunities to look at information produced by NSPCC and Barnardos on these sensitive topics. <u>Sexuality and sexual orientation</u> <u>NSPCC</u> <u>Why Emmerdale’s Jacob thinks he’s in love with his abuser</u> <u>Barnardos</u> <u>https://loversrespect.co.uk/who-are-we/</u>			
Lesson 2	Consent and the law	Consent				
Lesson 3	Healthy relationships- online relationships	Cyberbullying Domestic				
Lesson 4	Healthy behaviour- relationship abuse	Female genital mutilation Forced marriage				
Lesson 5	Forced marriage and FGM	Honour based violence				
Lesson 6	HBV	Marriage				
Lesson 7	Assessment – Leaflet	Sexual Assault				

Year 9 Learning Map: HT3

Crime and Punishment

Crime and Punishment			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on your knowledge of Christian and Buddhist beliefs and teachings from Year 7 and 8, and allows you to apply your knowledge to moral issues surrounding crime and justice. You will utilise knowledge gained in Year 8 surrounding justice and forgiveness from the Social Justice topic. Key religious teachings, such as the Sanctity of life, which you have already learned, will be key when discussing issues such as Capital Punishment. Throughout this topic you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them as you evaluate moral issues linked to crime.	In this topic you will learn a variety of religious and non-religious beliefs about why people commit crime, and the different punishments in the UK and worldwide. You will learn about different types of crime and why society punishes those who commit crime. You will debate controversial issues such as the use of corporal and capital punishment and discuss whether we have a duty to forgive those who commit crimes. Your skills of evaluation and debate will also be enhanced when discussing issues such as whether we should bring back the death penalty in the UK, and whether prison is an effective punishment.	This topic will prepare you for other Key Stage 3 and 4 topics in RE, such as 'war' later in Year 9, where you'll consider war criminals and how justice can be achieved through war. You will also study Crime and Punishment in more depth at GCSE. You will develop and hone your evaluative skills further as you learn to reach justified judgments about moral issues within RE. You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
- What is Justice? - What are the causes of crime? - Why do we punish? Aims of punishment. - Prisons - Corporal Punishment - Capital Punishment - How should we punish young criminals? - Punishing young criminals- case study - Religion and punishment - Hate Crimes - Forgiveness of criminals	Capital Punishment Community Service Corporal Punishment Crime Forgiveness Hate crimes Justice Prison Punishment Reform	You can use independent study opportunities to read about the work of <u>Amnesty International</u> who work to ban the death penalty across the world.	Parents/carers could support by researching and discussing the work of famous Christians such as Elizabeth Fry who reformed prisons due to her religious beliefs. You could watch the following BBC teach clip together and discuss why Elizabeth did the work she did: <u>Elizabeth Fry</u> They could also talk about the different reasons why some people choose to forgive criminals for example the mother of Anthony Walker. There is a BBC class clip you can watch about this: <u>Gee Walker</u>

Year 9 Learning Map

Spring Term 1 – Book 2

Born a Crime		
Themes raised in the book	Genre	Why this book?
A sense of belonging Ambiguity Apartheid Fear Injustice Power Racism	Autobiographical comedy non fiction	Widening experiences of students through literary choices as students have less experience of autobiographical / non-fiction writing compared to narrative. Cross curricular links - History
What is the book about?	What is the Reading Curriculum?	
	The reading curriculum is currently delivered to Y9 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.	
Noah was born a crime, son of a white Swiss father and a black Xhosa mother, at a time when such a union was punishable by five years in prison. Living proof of his parents' indiscretion, Trevor was kept mostly indoors for the first years of his life, bound by the extreme and often absurd measures his mother took to hide him from a government that could, at any moment, take him away. A collection of eighteen personal stories, <i>Born a Crime</i> tells the story of a mischievous young boy growing into a restless young man as he struggles to find his place in a world where he was never supposed to exist. <i>Born a Crime</i> is equally the story of that young man's fearless, rebellious and fervently religious mother - a woman determined to save her son from the cycle of poverty, violence and abuse that ultimately threatens her own life. Winner of the Thurber Prize for American Humour Winner of two NAACP Image Awards: Outstanding Literary Work by a Debut Author and Outstanding Literary Work in the Biography/Auto-Biography category	Ways in which parents/carers can support Encourage students to loan books from our library and support reading at home. We have a 'PDP linked books' section in the library which is stocked with books that are similar in thematic content and genre to the 'Reading Curriculum' book that students can loan. Actively discuss what they are reading with them.	

Fundamental chemistry		
Prior Learning	Current Learning	Subsequent Learning
This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of the model of the atom and the groups and properties of elements in the periodic table.	In this topic you will learn about: the structure of the atom; the development of the periodic table and model of the atom; the properties of key groups on the periodic table; how to experimentally determine the rate of reaction and the factors which can affect the rate of reaction.	This topic will prepare you for Chemistry element of GCSE science, giving you a fundamental understanding of the atoms, you will come across and the basics of what a reaction is.
Lesson number	Lesson title	Ways in which parents/carers can support
1	Atoms, elements and compounds	You can support your child's progress through directing them to access: - Educake - to complete homework and access further revision - Accessing their Microsoft Teams work for directed exercises on current topics
2	Balancing equations	
3	Separating mixtures	
4	Electronic structure	
5	Development of atomic model	
6	Development of periodic table	
7	Exam practice lesson	
8	Metals and non-metals + Noble gases	
9	Group 1 metals (including demo)	
10	Group 1 metals	
11	Halogens	
12	Transition metals + Typical properties	
13	Exam practice lesson	
14	Calculating rates of reaction	
15	Collision theory and activation energy	
16	Effect of temperature on rate	
17	Practical planning- Changing temperature on thiosulfate	
18	Practical - Changing temperature on thiosulfate	
19	Practical analysis - Changing temperature on thiosulfate	
20	Effect of SA on rate	
21	Practical planning- Changing surface area (marble chips vs powder)	
22	Practical - Changing surface area	
23	Effect of conc/pressure on rate	
24	Practical planning- Changing concentration (marble chips and acid)	
25	Practical - Changing concentration	
26	Catalysts + potential demo	
27	Exam practice lesson	
Tier 3 Vocabulary		Extended learning
Atom Catalyst Collision theory Concentration Electron Halogen Metal Neutron Non-metal Nucleus Proton Rate of reaction		All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: - CGP revision guides - SuperSimple Chemistry: The Ultimate Bitesize Study Guide - Science Encyclopaedia: Atom Smashing, Food Chemistry, Animals, Space, and More!

Year 9 Learning Map

Topic: 3 Food Industry

Food Technology					
Prior Learning		Current Learning	Subsequent Learning		
Students should have acquired a sound understanding of healthy eating and nutrition during half term 1. We will now be drawing upon knowledge of food hygiene and safety acquired during year 7 and changing the perspective from domestic to industrial.		In this topic students, will learn about how to use their existing knowledge of food hygiene and safety to carry out a risk assessment as well as a HACCP flowchart. Students will learn the keys differences between a domestic kitchen and a commercial kitchen, whilst taking part in a range of practical sessions, designed to introduce new skills and develop existing ones.	This topic will prepare students to be able to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes safely and hygienically. Students will gain a foundation knowledge of the food industry to prepare them for the key stage 4 qualification.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities		
Lesson 1	Risk assessments	Control points	https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes Food safety - your responsibilities: www.gov.uk		
Lesson 2	Sweet pastry triangles	Domestic			
Lesson 3	HACCP	Glazing			
Lesson 4	Curry practical	HACCP			
Lesson 5	Assessment	Industrial			
Lesson 6	Stained glass window biscuits	Pathogens Risk analysis Rubbing-in Shaping Uniform			
			Leisure time: food programmes such as 'The Food Inspectors.' Shopping: Challenge your child to explain the difference between 'use by' and 'best before' dates. Dinner time: Support your child in planning and preparing dinner for the family.		