



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y7

HALF TERM 2



**RIDGEWOOD
SCHOOL**

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KS3 Learning Maps – Half Term 2

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 7 Learning Map

HT2

Baseline test and Gustav Klimt				
Prior Learning		Current Learning	Subsequent Learning	Ways in which parents/carers can support
This topic develops students' understanding and builds on the technical skills covered in the baseline test.		In this topic, you will learn about the artist Gustav Klimt, his use of patterns and symbols, and how to convey a narrative visually. You will explore the methods Klimt used and learn about the application of pattern. Finally, you will create a personal response inspired by his work, symbolising elements of your own life.	This topic will enable you to consider using pattern in your future artwork. It will also develop your knowledge of how to visualise ideas pictorially and incorporate narrative into your work.	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Patrick Caulfield final piece	Abstract	Endeavour to follow the home learning requirements set by your teacher throughout the lessons.	
Week 2	Klimt artist page	Decorative	These activities may vary depending on the pace of the lessons.	To help students engage with this topic, you could discuss the 'important things in my life' list that students write. You could also talk about symbols and how they could represent each entry on their list.
Week 3	Pattern and First Nation Artists	Motif	If you enjoyed learning about the life and art of Klimt, visit these web pages to explore more: https://www.wikiart.org/en/gustav-klimt	
Week 4	Pattern and First Nation Artists	Ornate		
Week 5	Evaluating 'The tree of Life' and the use of symbols. Symbols and tree design	Pattern		
Week 6	Planning for final piece	Proportion		
Week 7	Final piece	Repetition		
Week 8	Final piece	Symbolism	https://www.wikiart.org/en/gustav-klimt/the-tree-of-life-stoclet-frieze	
		Symmetry		

Drama

Year 7 Learning Map

Topic Number: 2

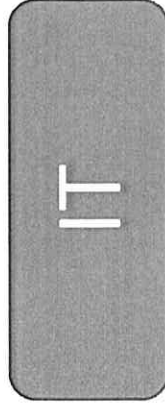
Silent Movies and Mime			
Prior Learning	Current Learning	Subsequent Learning	
This topic builds on your journey of developing characterisation skills, including facial expressions, body language, reactions, and status. It will introduce you to a new performance style—Silent Movies.	In this topic, you will explore the key features of the Silent Movies performance style (Mime) and apply these to short performances, incorporating its defining elements. You will develop key terminology associated with this style and independently apply these features to new characters. This topic is crucial for developing your knowledge of theatre history and understanding how performance styles have evolved over time. You will also consider how different styles impact our ability to communicate a message to the audience.	This topic will prepare you for further exploration of performance styles throughout the key stage, particularly in Year 8, where you will study Pantomime and Surrealism. It will equip you with the skills to successfully explore and apply performance styles and understand their social and historical contexts. At Key Stage 4, you will be required to explore, describe, and apply performance styles in Performing Arts, particularly in Component 1: Exploring the Performing Arts. This foundation will be especially valuable as you engage with various productions.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1: Mime Techniques	Mime Pause Exaggeration Slapstick Comedy Keystone Cops Audience Gestures Placards Proxemics Slow Motion	To further develop your knowledge of performance skills and techniques, make use of the following reference books and play texts:	Explore the Drama Teacher Melodrama website. This resource provides extensive information on the history, plots, stock characters, and key techniques used to create Melodrama, all of which connect to Silent Movies and Mime: https://thedramateacher.com/19th-century-melodrama/
Lesson 2: Slapstick Comedy		<i>All About Theatre</i> – National Theatre <i>The Time Traveller's Guide to British Theatre: The First Four Hundred Years</i> – Aleks Sierz and Lia Ghilardi <i>Theatre Histories: An Introduction</i> – Bruce McConachie, Carol Fisher Sorgenfrei, Tamara Underiner, and Tobin Nellhaus	Charlie Chaplin was a pioneer of the silent movie. You can watch an example of one of his top films, <i>The Kid</i>, using the link below: https://youtu.be/LQE0c1Zugx8 You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/
Lesson 3: Placards in Mime			
Lesson 4: Keystone Cops; The car chase			
Lesson 5: Keystone Cops: Development			
Lesson 6: The Circus – Rehearsal			
Lesson 7: The Circus – Performance			

Shakespearean Villains				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the comprehension skills developed during the previous literature study of Ghost Boys, where students selected evidence from the text and demonstrated understanding of its meaning. Depending on their primary education, it may also build on their earlier exposure to William Shakespeare's plays. Although Shakespearean English may be new for many students, they will use the reading and decoding skills gained in primary school to approach these texts. If students have never read Shakespeare before, there's no need to worry!		In this topic, students will learn how to effectively analyse the plot, characters (with a focus on villains), themes, and language within a Shakespearean play. They will develop skills to read and understand Shakespearean English, and how to select key evidence for analysis. Additionally, students will learn to analyse Shakespearean plays both at the language and structural levels. They will also gain insight into life during Shakespeare's time and how it influenced his work.	This topic is crucial because Shakespeare will be studied in Year 9 and at GCSE level, where students will read a full play (Macbeth). Developing the skills needed to read and analyse Shakespearean texts will boost their knowledge, ability, and confidence as they progress academically. This unit specifically prepares students for studying Romeo and Juliet in Year 9 and Macbeth in Year 10.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Parental/carer support:
Week 1	What was life like in Shakespearean Britain? Why do we still study Shakespeare? What is a hero? What is a villain?	Playwright Characterisation Protagonist Antagonist Duplicious Devious Sonnet Soliloquy Monologue Dramatic irony Iambic pentameter Rhyme Rhythm Antithesis Blank verse Tyranny Theme	The following are age-appropriate books set during Shakespeare's time: - <i>The Boy and The Globe</i> by Tony Bradman - <i>Spy Master: First Blood</i> by Jan Burchett - <i>Eliza Rose & Lady Mary</i> by Lucy Worsley - <i>All Souls Trilogy</i> by Deborah Harkness – Shadow of Night (Book 2) is set in the late 16thC.	Explore the following sites with your child: - No Fear Shakespeare SparkNotes - BBC - Teach - Shakespeare Collection - Shakespeare For Kids: Shakespeare's Plays For Children (nosweatshakespeare.com) There are various versions of the plays available on YouTube. Recommended productions/adaptations include: - Any production by the RSC/ Globe Theatre - Shakespeare's Animated Tales
Week 2	What happens in <i>Hamlet</i>? How does Shakespeare present Claudius as a villain? Unseen Poetry			
Week 3	How is <i>Lady Macbeth</i> presented as villainous? How is <i>Macbeth</i> presented as a hero? MARKED PIECE: Inference and analysis skills of <i>Lady Macbeth</i>			
Week 4	What happens in <i>Romeo and Juliet</i>? Is Lord Capulet a villain? Is there a hero in <i>Romeo and Juliet</i>? Unseen Poetry			
Week 5	What happens in <i>Othello</i>? How does Shakespeare present Iago as villainous? DIRT for marked piece of work			
Week 6	Can a hero become villainous? Who is the most villainous character we have studied? Can I create a Shakespearean monologue? Unseen Poetry			

Prior Learning Before studying the <i>Rocks and the Physical Landscape</i> unit, students may already have some awareness of physical landscapes from their own experiences. The Key Stage 2 curriculum introduces "geographical regions and their identifying human and physical characteristics," which connects to geology. It particularly focuses on the types of rocks found in the UK and how they shape the landscape, as well as how humans interact with the physical environment, including the creation of settlements.	Current Learning The <i>Rocks and Physical Landscape</i> scheme of learning is designed to build on the knowledge and skills gained in KS2 and previous Year 7 topics. We begin by exploring the rock cycle and how different types of rocks are formed. Students will then learn how these rock types shape the landscape of the UK, as well as global upland and lowland areas (e.g., the Andes). This topic highlights the significance of rocks in shaping physical landscapes and their impact on human settlements and processes. Students will also have the opportunity to examine rock samples from the department's collection during lessons.		Subsequent Learning In Years 8 and 9, students will study topics such as coasts, rivers, and glaciers, where they can apply their geological knowledge to understand how rocks are affected by these natural processes. For students continuing Geography at GCSE level, this Year 7 <i>Geomorphology</i> unit provides a solid foundation for the <i>UK's Physical Landscapes</i> unit. The recall of key terms and foundational knowledge from Years 7 to 9 will help scaffold their learning in Years 10 and 11.
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Erosion	Encourage students to engage in reading, use of glossaries, and wider reading to deepen their understanding of different aspects of rocks and geological features in the UK. https://www.geolsoc.org.uk/ks3/gsl/education/resources/rockcycle.html This website from the BBC, outlines and applies the key terms and vocabulary with the processes learnt throughout this topic to the Yorkshire Dales with clips, to deepen knowledge and understanding. https://www.bbc.co.uk/bitesize/topics/zhrimp3	Encourage students to be aware of national news stories linked to the UK's geology and also watch documentaries often produced by the BBC about UK's landscape and geology. You can support your child by promoting wider reading and supporting them with homework where possible.
Lesson 2	Fossils		
Lesson 3	Geology		
Lesson 4	Hydrographs		
Lesson 5	Igneous		
Lesson 6	Lowland		
Lesson 7	Metamorphic		
Lesson 8	Quechuan		
Lesson 9/10	Relief		
Lesson 11	Sediment		
	Sedimentary		
	Settlement		
	Upland		
	Weathering		

HISTORY

Hastings				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on the content you learned in primary school about the Vikings, and the Anglo-Saxon struggle for control of the Kingdom of England. It also builds upon your chronological understanding of the history of Britain, which you have been studying throughout Year 7. Finally, it builds upon the narrative writing skills you learned in primary school, and during the Romans topic.	In this topic you will learn about the turmoil which existed in England in the year 1066, and the different claimants to the throne. You will also discover the methods used by William to secure his grip on power. This topic is important will help you hone your ability to write clear narrative accounts, develop arguments in your essays, and select relevant, precise evidence to support your answers.	This topic will prepare you for future learning about life in Medieval England, as you will have gained knowledge on the existing social and political structures in the country. You will be required to demonstrate the ability to develop evidence-based arguments throughout all other topics in Key Stage 3, 4 and 5. This topic will also equip you with the skills you need to be successful in your exams in GCSE History, as Paper 2 contains a narrative account question.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Angles	The following books are very engaging and interesting: 1066: I was There by Jim Eldridge The Battle of Hastings by Gillian Clements This is a challenging, but fascinating read: The Norman Conquest by Marc Morris	You could watch the documentaries below with your son/daughter:	
Lesson 2	Cavalry		BBC – The Normans	
Lesson 3	Confessor		The Normans - Men from the North - Episode 1/3 -	
Lesson 4	Disembowelled		BBC Documentary - Bing video	
Lesson 5	Fyrd		Amazon Prime – William the Conqueror	
Lesson 6	Heir		Watch William the Conqueror Prime Video (amazon.com)	
Lesson 7	Housecarl			
Lessons 8-10	Longboat			
	Monasteries			
	Saxons			



Year 7 Learning Map

Topic Number:2

Topic Title: E-Safety							
Prior Learning		Current Learning	Subsequent Learning				
This topic builds on students' PSHCE knowledge of online safety and expands on any KS2 information about E-Safety. Additionally, students will develop their skills by working online using OneNote.		In this topic, you will learn about key themes related to staying safe online. It covers various issues surrounding online technology, including social media, online gaming, websites, and apps. The topic will highlight potential risks, explore possible solutions, and teach you how to report concerns both in school and outside of school.	This topic will prepare you for your future use of online technologies both in school and beyond. It will equip you with the knowledge to respond effectively in specific situations and encourage you to reflect on your online behaviours.				
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support			
Lesson 1	Social Media	E-Safety	Home Learning Activities Pupils are encouraged to complete the activities on IDEA.org.uk alongside the curriculum.	School Learning Zone - KS2 E-Safety for Kids (school-learningzone.co.uk) National Online Safety Membership Parents and Carers Safer Internet Centre			
Lesson 2	Fake News	Social media					
Lesson 3	E-Safety	Sexting					
Lesson 4	Video Games	Personal data					
Lesson 5	AP1 Assessment	Report					
Lesson 6	Cyber Bullying	Block					
Lesson 7	SPAM and Phishing	Mental health					
Lesson 8	Recap	Additions					

MATHS

Number Part 1b				
Prior Learning	Current Learning	Extended Learning	Subsequent Learning	Ways in which parents/carers can support
This topic builds on your prior knowledge from Key Stage 2 and unit 1a using four operations, decimals and negatives.	The aim of this unit is to solidify your understanding of number such that you can use skills to reasoning and problem solve to a higher level. A large focus of this unit will be working negative numbers.	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. • Murderous Maths- The Essential Arithmetricks by Kjartan Poskitt (available in the school library) • The Life-Changing Magic of Numbers by Bobby Seagull Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	This topic will prepare you for all subsequent topics in your Maths study. These skills will be used in all your work, for example the use of negative numbers in algebra topics.	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.
Lesson Sequencing	Tier 3 Vocabulary			
Lessons will address the following learning objectives in the order most effective for the class's needs: • Understand place value of decimal parts • Compare and order decimals • Round numbers to the nearest power of 10, decimal place, or significant figure • Use the four operations with decimals • Apply associative laws • Use the order of operations effectively (previously known as BIDMAS) • Understand factors	Tenths Hundredths Round Significant Estimate Product			

MATHS

Algebra 1b				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds on your prior skills using directed numbers and algebra skills acquired in HT1. You will have also learnt some algebra in transition week at Ridgewood.	In this unit you will learn skills surrounding simplifying algebraic expressions.	This topic will enable you to apply these skills when solving equations at the end of Year 7 and throughout your studies in Key Stages 4 and 5.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class's needs: • Simplify expression by multiplying • Expand brackets • Factorise expressions	Expression Substitute Formulae Simplify Expand Factorise	All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. • The Code Book by Simon Singh • Mathematics: The New Golden Age by Keith Devlin Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths	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. • Accessing their Microsoft Teams work for directed exercises on current topics	

Spanish



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Year 7 Learning Map

Topic Number: 2

<i>Me describo: Describing myself</i>				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the first unit of Year Seven, where you learned to introduce yourselves and provide basic details about your lives. It also revisits previously learned classroom vocabulary.		In this topic, you will describe yourself and others in Spanish. You will learn to discuss pets and describe them, talk about nationalities and languages, and describe people's characteristics. Additionally, you will develop an understanding of grammar, focusing on how the present tense is used and formed.	This topic will prepare you to become a more confident speaker of Spanish, enabling you to speak and write more coherently—skills that can be applied to any subject. After this unit, we will move on to describing our school, using the grammatical skills from this topic to articulate our school experience.	
Lesson Sequencing		Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Family	¿Cómo eres? – What are you like El gato – cat El perro – dog La nacionalidad – nationality	The Fable Cottage have a range of fairy tales in Spanish where you can listen and read along at the same time. Find them at www.thefablecottage.com/spanish Other reading opportunities could focus on researching Spanish music, film, geography, history or culture.	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: • Mafalda- la película If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'
Week 2	Pets			
Week 3	Hair and eyes			
Week 4	Physical descriptions	La tortuga- tortoise Las mascotas – pets Soy – I am Tengo – I have		
Week 5	Describing personality			
Week 6	Countries			
Week 7	Nationality and language	Tiene – he / she has		

Year 7 Learning Map

Rhythm and Notation				
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your knowledge of notation and rhythm from primary school.		In this topic, you will learn how to read and write rhythmic and melodic notation. You will explore this through a series of performance, improvisation, and compositional workshops. You will use your knowledge of rhythm and notation to play a famous melody and apply improvisation techniques to develop your own compositions.	Developing your musicality in music notation means that when you have a musical idea, you can write it down yourself. Not only can you document your ideas, but you can also quickly play any sheet music presented to you, facilitating true collaboration in sound and music—essential for further music study.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Developing an understanding of rhythm and pulse	Pitch	You have access to our subscription to Focus on Sound. Click on the link: and then log in using your Microsoft Teams account. Alternative wider reading opportunities: How to write a song How to read sheet music	Learning to read and write rhythm and pitch is fundamental to musical understanding. Encourage your child to practice writing out note durations or notes on the treble clef staff to enhance their recall. Additionally, encourage your child to play or sing their melodic ideas. Can they develop these ideas further? They can do this on an instrument or using a piano app available online or on smartphones. Enhancing their understanding of music theory will also be beneficial. Useful resources include Grade 1-3 music theory exercises. The AB Guide to Music Theory Vol 1: Amazon.co.uk: Taylor, Eric: 9781854724465: Books
Lesson 2	Developing an understanding of metre	Treble Clef Rhythm Notation		
Lesson 3	Developing an understanding of pitch	Staff Pulse		
Lesson 4	Put into practice and performance assessment /share with class	Crotchet Quaver Minim Syncopation		
Lesson 5 - 6	Put into practice –improvement from teacher assessment			
Lesson 7-8	CF listening and applying current knowledge of notation			
Lesson 9	Improvised Swan Lake – fill in bar 3			
Lesson 10	Rhythmic composition bar 6-7			
Lesson 11	Melodic composition bar 6-7			
Lesson 12	Development of ideas			
Lesson 13	Class showcase			

Year 7 Learning Map

Topic: Badminton

Prior Learning		Current Learning	Subsequent Learning
This topic builds on any previous learning of badminton. If students have no previous experience of badminton, they will be introduced to the basic skills needed to play the sport as well as the rules of gameplay.		In this topic you will learn the basic skills needed to play a competitive game of badminton. You will first learn how to set up and take down a badminton court safely. You will then be taught how to correctly grip the racket, position yourself after each shot and rally with a partner. Each week you will then learn different skills that will help you outwit your opponent and have the opportunity to apply that in a game situation. You will then end the scheme of work looking at the specific rules for singles and doubles gameplay.	In Year 8, you will develop the skills learned in Year 7 to allow you to become a better/more effective badminton player. You will continue to practise shots such as: • Low forehand serve • Overhead/underarm clear • Drop shot • Smash shot There is a bigger emphasis on outwitting your opponent in Y8 as we focus on tactics and understanding. You will look a shot placement/positioning to give you an advantage within competitive games. Towards the end of the unit you will spend some time looking at the specific rules for singles gameplay and more confident students might be able to umpire matches.
Lesson Sequencing – Each week students will learn a new skill and have time to apply this in a game situation.		Tier 3 Vocabulary	Extended learning
Week 1	Court Set Up, Grip, Ready Position & Rallying	1. Grip	Ways in which parents/carers can support: If possible, give students as many opportunities to play net/wall games: • Badminton • Tennis • Table Tennis • Squash This will help develop a skill set which should be transferable between these types of sports.
Week 2	Serve (Long/Short)	2. Ready Position 3. Court 4. Net	
Week 3	Overhead/Underarm Clear Technique	5. Rally 6. Underarm Serve	
Week 4	Drop/Smash Shot Technique	7. Overhead/Underarm Clear 8. Drop Shot	
Week 5	Singles Gameplay	9. Smash 10. Singles/Doubles	
			• https://www.masterbadminton.com/badminton-basics.html • https://www.badmintonskills.net/badminton-techniques-for-the-beginner/ • http://www.badminton-information.com/badminton-techniques.html • https://www.bbc.co.uk/bitesize/guides/z372p3/revision/3

Topic: Year 7 Dance

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

Year 7 Learning Map

Topic: Handball

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

Year 7 Learning Map

Physical Education

Topic: Football

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on the different skills you have learnt in primary school linked to football, such as passing, dribbling and shooting. You may have played football during school or outside of school.		In this topic you will learn the basic rules of football and how to play the game successfully. You will develop your skills of passing and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in football are transferable across the different team activities. You will also revisit football again in Year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in Year 7.	
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1	Ball control/ Turns Dribbling	Attacker Chest Cryuff	Football rules – full https://www.thefa.com/football-rules-governance/lawsandrules	* Get them to practise doing “keepie uppies” * Go to watch friends/family or local clubs play.
Week 2	Passing	Defender Inside Hook Midfielder	https://www.wemakefootballers.com/top-10-best-football-skills-2/	* Encourage your child to join the school team, or a local football club
Week 3	Outwit an opponent	Outside hook Penalty Space	The Rules of Football - EXPLAINED! https://www.youtube.com/watch?v=optXmHOKew	* Watch “Take me home” on Amazon
Week 4	Shooting			
Week 5	Defensive position Game play			

Physical Education

Year 7 Learning Map

Topic: Gymnastics

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

Year 7 Learning Map

Physical Education

Topic: Netball

Prior Learning		Current Learning	Subsequent Learning
This topic builds on the different skills you have learnt in primary school linked to netball, such as passing. You may have played bench ball, high 5 netball or you may have played 7 a-side netball already.		In this topic you will learn the basic rules of netball and how to play the game successfully. You will develop your skills of passing and game play to improve your performance and ability to support others. In addition, you will develop your teamwork, communication and leadership skills.	All skills learnt in netball are transferable across the different activities. You will also revisit netball again in Year 8 where you will learn more about game play and have more opportunities to develop the skills learnt in Year 7.
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support
Week 1	Ball familiarisation, passing and receiving	Pivot	* Practise throwing and catching games at home using a size 5 netball (or any similar sized ball). * Go to watch friends/family or local clubs play. * Encourage your child to join the school team, or a local netball club (when they are back up and running). Link to some local clubs: http://www.southyorkshirenetball.com/27364/27385.html
Week 2	Footwork and pivoting	Outwit Obstruction Contact	
Week 3	Movement off the ball and signalling	Possession Penalty	
Week 4	Dodging	Centre pass Side-line pass Back-line pass Space	
Week 5	Games and positional play		
			Netball rules – Simple netball https://www.rulesofsport.com/sports/netball.html BBC Sport – Netball skills http://news.bbc.co.uk/sport1/hi/other_sports/netball/4187548.stm Netball presentation https://www.youtube.com/watch?v=WGaYDvaZ4No The Rules of Netball - EXPLAINED! https://www.youtube.com/watch?v=V1qINnI-Dis

Year 7 Learning Map

Topic: Rugby

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

Year 7 Learning Map

Topic Number: 1

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

RE

Belief Systems: Christianity continued				
Prior Learning This topic builds on your knowledge from primary school, where you may have already learned about religious traditions, particularly Christianity. This foundational knowledge is useful for understanding how religious beliefs can influence a person's life. Throughout this topic, you will also continue to develop your explanatory skills, which you began to cultivate in primary school. Additionally, you will enhance your skills in interpreting and analysing specific passages from religious texts, allowing you to apply these insights to the life of a Christian.	Current Learning In this topic, you will begin by exploring what it means to be religious and how faith influences the lives of believers. You will also learn how religious individuals demonstrate their belonging to their respective communities. Additionally, you will consider why people hold beliefs about God and examine various views regarding the creation of the world. You will be encouraged to reflect on your own opinions about religious belief and engage in debates about different perspectives on creation. This topic is essential for developing your understanding of specific Christian beliefs and teachings. For example, you will explore key events in Jesus' life and their significance for Christians today.	Subsequent Learning This topic will introduce you to key concepts and beliefs within Christianity, laying the groundwork for many subsequent topics in RE. For example, studying the teachings about Jesus' death and resurrection will help you understand what Christians believe about life after death, which you will explore in both Key Stage 3 and Key Stage 4. Additionally, this topic will further develop your skills in explanation and evaluation, which you will apply throughout your time in RE at Ridgewood. You will be required to demonstrate your ability to analyse key religious quotations and texts and explain how they influence the beliefs and actions of religious believers in all subsequent RE topics, all of which are built upon the foundations established in this topic.	Ways in which parents/carers can support Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to why people may believe or not believe in God. Discussing and debating your own views with your children regarding religious belief would also be beneficial.	
Lesson Sequencing 1. Community, identity and belonging 2. What do Christians believe about God? 3. Why do Christians believe in God 4. What do Christians believe about creation? 5. Incarnation and Nativity 6. Teachings- Parables- Good Samaritan 7. Teachings- Parables- Sheep and the Goats 8. Teachings- Parables- The Rich Man and Lazarus 9. The Miracles of Jesus 10. Holy Week	Tier 3 Vocabulary Miracle Atheist Theist Agnostic Creation Incarnation Nativity Parable Resurrection Crucifixion	Wider Reading Opportunities You can use independent study opportunities to engage with the following websites and articles about Christianity. Facts about Christianity – KS3 Religious Studies – BBC Bitesize - BBC Bitesize Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize - BBC Bitesize You can develop your knowledge of belief further by looking at non-religious beliefs, what this means and why people may hold non-religious beliefs in our society.		

Year 7 Learning Map

Autumn Term2 – Book 2

The Boy at the Back of the Class			
Themes raised in the book	Genre	Why this book?	What is the book about?
Friendship Immigration Refugees 'Power of One Voice'	Realistic fiction	This book makes students reflect on acceptance and will help them think about what it is to be a good person whatever your circumstances.	This is the story about how one ordinary nine-year-old child and three classmates are full of empathy for Ahmet, a boy that comes to their school as a refugee from Syria (he is the boy at the back of the class). Through their sensitivity, curiosity, ingenuity, bravery and innocent niceness, they make a massive impact on Ahmet's life, friends, class, school, community and wider world. There's a lovely lack of stereotyping on gender and backstory for the narrator, which adds to the message of not judging people before you know them (the narrator is from a poor background with a single parent mum who struggles to make ends meet), and challenge prejudice and push for fairness, whenever possible. Winner Of The Blue Peter Book Award (UK) 2019 Winner Of The Waterstones Children's Book Prize (UK) 2019
Ways in which parents/carers can support Encourage students to loan books from our library and support reading at home. We have a 'PDP linked books' section in the library which is stocked with books that are similar in thematic content and genre to the 'Reading Curriculum' book that students can loan. Actively discuss what they are reading with them.			



Year 7 Learning Map

Topic Number: B3

B3- Plant and Human reproduction						
Prior Learning		Current Learning	Subsequent Learning			
This topic builds on the KS2 science curriculum, which explores how organisms grow and develop from reproduction through to old age.		In this topic, you will learn about the basic structure and function of flowering plants, including how they are adapted for successful reproduction. You will also study the human reproductive system and the process of human fertilisation.	This topic will connect to B3 in Year 8, where you will learn about inherited characteristics such as eye and hair colour. It will prepare you for GCSE Biology, specifically in B1, where you will study DNA and cell division. Additionally, it will link to B4, which focuses on hormones and fertility.			
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning		Ways in which parents/carers can support	
Lesson 1	Seed Dispersal	Carpel Fertilisation	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Wider Reading: • KS3 Science Study Guide - Higher (CGP KS3 Science) • by Paddy Gannon • KS3 Biology Study & Question Book - Higher (CGP KS3 Science) • by CGP Books • Puberty Reproduction Birth Paperback by Oaka Books (Author), Laurence Andrew Page	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft teams to complete work directed by their teachers.		
Lesson 2	Plant Reproductive Organs	Gamete Gestation				
Lesson 3	Plant Reproduction	Menstrual cycle Ovary				
Lesson 4	Menstrual cycle	Oviduct Ovulation Ovules				
Lesson 5	The process of fertilisation	Placenta Pollen				
Lesson 6	Development of a foetus	Pollination Testicle Uterus				
Lesson 7	Explain advice given to pregnant women.					

Topic Number: P1

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

Design & Technology: Food



Year 7 Learning Map

Topic: Food Technology in Practice

Food				
Prior Learning	Current Learning	Subsequent Learning		
This topic builds upon the lessons delivered during the first half term on personal hygiene.	In this project, students will learn to apply their knowledge of food hygiene and safety in the kitchen through practical cookery. Students will cook a range of dishes to develop their basic cooking and hygiene skills. Students will learn to use the different parts of the cooker through practical activities. Skills learnt in this project: Hand washing, chopping (bridge and claw techniques), peeling, grating, simmering, boiling, frying, sautéing, handling raw meat, rubbing in, hob and oven control. Using all parts of the oven as well as weighing and measuring solids and liquids.	This topic will equip students with the knowledge and skills to prepare a range of healthy dishes that include both high- and low-risk foods. While cooking, students will demonstrate high standards of food hygiene. They will build upon these skills and add new techniques to their repertoire in the next topic, where practical lessons and theoretical concepts will progressively increase in complexity.		
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Lesson 1	Washing up	https://www.bbc.co.uk/bitesize/guides/zvix6sg/revision/2	Shopping: Challenge your child to explain why different foods are stored in various sections. Can they identify high-risk foods? Encourage them to unpack the shopping and place items in the correct locations. Dinner Time: Support your child in planning and preparing dinner for the family. Ask them to demonstrate good hygiene by washing up and putting equipment away in the correct places. Encourage your child to use weighing scales and explain why accurate measurements are important in baking.	
Lesson 2	Fruit salad practical			
Lesson 3	Weighing and measuring			
Lesson 4	Cookies practical			
Lesson 5	Using the hob			
Lesson 6	Pasta salad practical			
Lesson 7	Small cakes			
Lesson 8	Assessment	https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3		