

Year 8 Learning Maps – Autumn 1

The Gothic			
<p>Prior Learning This topic builds on the description skills which you developed at the beginning of Year 7, particularly the Heroes topic. It also links with the descriptive writing you will have completed in Year 6.</p> <p>We will be continuing to develop your ability to communicate clearly, effectively and imaginatively; selecting and adapting tone and style for different forms, purposes and audiences. You will have further opportunities to practice organising information and ideas, using structural and grammatical features to support clarity of writing.</p> <p>We will also continue to use a range of vocabulary and sentence structures for effect in your writing, with accurate spelling and punctuation.</p>	<p>Current Learning In this topic you will extend your knowledge of how to effectively create a detailed piece of descriptive writing. You will also learn how to structure your ideas in engaging and well organised paragraphs, as will be required throughout your study of English.</p> <p>This topic will also allow you to develop your knowledge of effective creative writing as it will enhance your understanding of how to use a range of descriptive techniques for success in your own writing. You will look at how to include a range of figurative language devices: similes, metaphors, personification, pathetic fallacy, etc.</p> <p>In addition to this, you will look at how to develop your understanding of the structure of a piece of writing with varying punctuation, sentence lengths and paragraphing for success and impact.</p>	<p>Subsequent Learning This topic will prepare you for further creative writing in Year 9 as part of the Modern Texts topic, as you continue to use these skills to create detailed descriptions or narratives, inspired by a range of stimuli. It will also help equip you with the skills to be successful in Year 10 and Year 11, as you continue to explore and develop creative writing skills.</p> <p>You will be required to demonstrate the ability to write for a specific purpose with a clear form in your English Language exams in Key Stage 4. This unit will be particularly important to supporting your preparation for English Language Paper 1 Section B. The structural skills you develop will also be useful for English Language Paper 2, Section B: creating a piece of transactional writing.</p>	
<p>Lesson Sequencing</p>	<p>Tier 3 Vocabulary</p>	<p>Wider Reading Opportunities</p>	<p>Parental/carer support:</p>
<p>Week 1: Introduction to Gothic and recapping descriptive skills. This is coupled with reading of an extract from Dracula.</p>	<p>Gothic Genre Horror</p>	<p>You can engage with the following novels to further develop your knowledge of Gothic features and how they are used by authors:</p>	<ul style="list-style-type: none"> • WATCH: BBC Library - Features of the Gothic
<p>Week 2: Descriptive writing and varying punctuation practice: writing a piece of description about an abandoned house.</p>	<p>The Supernatural Atmosphere Mood</p>	<ul style="list-style-type: none"> • The Red Room by H. G. Wells • Coraline by Neil Gaiman 	<ul style="list-style-type: none"> • Explore BBC Bitesize: Gothic Literature
<p>Week 3: Practicing 'zooming-in' skills, focusing on small features of an image to develop detail.</p>	<p>Drop Shift</p>	<ul style="list-style-type: none"> • Brothers Grimm Fairy tales • Poetry by Edgar Allen Poe 	
<p>Week 4: Analysing a writer's methods (extract from Rebecca) and practicing 'zooming-out' in a description.</p>	<p>Zoom-in Zoom-out</p>		
<p>Week 5: Practicing 'show, not tell' and identifying how this is used in Gothic stories. This is couple with reading of an extract from The Strange Case of Dr Jekyll and Mr Hyde.</p>	<p>Pathetic Fallacy Personification Monepic Sentences</p>		
<p>Week 6: Assessment week: Plan and write a piece of descriptive writing inspired by a Gothic image.</p>			

Ratio and Proportion			
<p>Prior Learning</p> <p>This topic is a very key theme running through all of your Mathematics study - you will have seen ratio in Year 7 and at Key Stage 2.</p>	<p>Current Learning</p> <p>In this topic you will learn how to use ratio and proportional reason to solve a range of problems.</p>	<p>Subsequent Learning</p> <p>Ratio and proportion is the basis to much of mathematics – having rich knowledge and understanding of this topic will ensure you are prepared to apply proportional reasoning to all subsequent learning.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
<p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> • Writing ratios • Simplifying ratios • Equivalent ratios • Sharing in to a ratio • Finding missing values given a ratio and information • Finding a 'best buy' 	<p>Ratio Proportion Simplify Equivalent</p>	<ul style="list-style-type: none"> • The Number Devil by Hans Magnus Enzensberger • Murderous Maths by Kjartan Poskitt • The Adventures of Penrose the Mathematical Cat by Theoni Pappas <p>Recommended revision guides can be purchased. Please ensure you purchase according to the following information: Students in Set 1- Higher level Students in Set 2 and 3 - Foundation level Students in Set 4 - Catch up</p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> • Maths Watch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Accessing their Microsoft Teams for directed exercises on current topics.

Algebra			
<p>Prior Learning You have recently studied algebra at the end of Year 7. The aim is to ensure you revisit your knowledge and skills to consolidate and embed this, challenging yourself with more complex problems.</p>	<p>Current Learning As this is a very key topic, we revisit algebra early in Year 8 to recap and deepen knowledge and embed skills so you can confidently apply algebra to a range of problems later in the year.</p>	<p>Subsequent Learning This topic will prepare you for all further learning. Successful mathematicians are able to use algebra to support them in solving mathematical problems in the future.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
<p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> Understanding algebraic notation Forming expressions Simplifying expressions by collecting like terms Simplifying expressions by multiplying and dividing Expanding brackets Factorising expressions Evaluating expressions using substitution Apply algebra to higher order problems including perimeter and area 	<p>Simplify 'Like term' Expand Factorise Evaluate Substitute Expression</p>	<ul style="list-style-type: none"> A Gebra Named AI by Wendy Isdell <p>Recommended revision guides can be purchased. Please ensure you purchase according to the following information: Students in Set 1- Higher level Students in Set 2 and 3 - Foundation level Students in Set 4 - Catch up</p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> Maths Watch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Accessing their Microsoft Teams for directed exercises on current topics.

SCIENCE

P1 - Contact Forces and Pressure					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on the Year 7 curriculum topic P1 where you studied different forces and their effects.		In this topic you will learn how forces are exerted when objects are touching each other. You will also learn how pressure is exerted and learn how to calculate pressure from force and surface area.		This topic will prepare you for further Physics study where in P5 you will study forces and motion.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities		Ways in which parents/carers can support
Lesson 1	Resultant forces	Equilibrium	KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Physics Study & Question Book - Higher (CGP KS3 Science) by CGP Books Deep: Freediving, Renegade Science and What the Ocean Tells Us About Ourselves by James Nestor		Encourage students to use their course home learning booklets to revise their knowledge after each lesson. Ensure students are accessing Microsoft Teams to complete work directed by their teachers.
Lesson 2	Effects of forces	Deformation			
Lesson 3	Pressure in fluids	Newton			
Lesson 4	Calculating pressure	Friction			
Lesson 5	Applications of pressure	Compression			
Lesson 6	Investigating force and extension	Pressure			
Lesson 7	Investigating pressure	Upthrust			
Lesson 8	Evaluating the effect of drag	Atmospheric pressure			
Lesson 9	Directed improvement and reflection time	Contact force			

SCIENCE

C1 - Periodic Table and Elements				
Prior Learning This topic builds on C1 in Year 7 where you learned about the particle model and used this to identify, solids, liquids, gases, and elements, mixtures and compounds.		Current Learning In this topic you will learn how the periodic table contains all of the known elements. You will learn why they are arranged based on their chemical properties. You will also be able to write chemical formula for common compounds.		Subsequent Learning This topic will prepare you for further Chemistry study where later in C1 you will learn about the periodic table, the electronic structure of elements, and link this to the arrangement of the periodic table and their chemical properties.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Periodic table	Periodic table Physical properties Chemical properties Groups Periods Elements Atom Molecules Compound Chemical formula Polymer	KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon	Encourage students to use their course home learning booklets to revise their knowledge after each lesson. Ensure students are accessing Microsoft Teams to complete work directed by their teachers.
Lesson 2	Patterns in properties on the periodic table			
Lesson 3	Elements compounds and mixtures			
Lesson 4	Chemical formula			
Lesson 5	Properties of elements, compounds, and mixtures			
Lesson 6	Balancing equations			
Lesson 7	Design a periodic table			
Lesson 8	Presentation of periodic table design			
Lesson 9	Directed improvement and reflection time			
Lesson 10	P1/B1 assessment			
			KS3 Physics Study & Question Book - Higher (CGP KS3 Science) by CGP Books	
			The Periodic Table Book: A Visual Encyclopaedia of the Elements Hardcover – 30 Mar. 2017 by DK	

HISTORY

Age of Revolutions			
<p>Prior Learning</p> <p>In Year 7, you learned about the history of Britain. The Year 8 history curriculum widens your knowledge by studying European history.</p> <p>This topic builds upon your knowledge of political and social revolutions. In Year 7, you studied the causes and impacts of the English Civil War. You will use this content to draw contrasts between that event and others across different European countries.</p> <p>Finally, it builds upon the writing and source skills you have been developing throughout your time at Ridgewood so far.</p>		<p>Current Learning</p> <p>In this topic you will consider the causes, events and consequences of political revolutions across four major countries – France, Russia, Spain and Italy. You will consider how these revolutions affected the social lives of citizens in those countries, and the wider political landscape across Europe.</p> <p>This topic is important for you to continue to develop your historical knowledge and skills because it will help you hone your ability to analyse sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.</p>	
		<p>Subsequent Learning</p> <p>During your Year 8 history lessons, you will see how the social and political landscape of Europe changed throughout the 19th and 20th Centuries.</p> <p>You will continue to discover how the actions of individuals can shape the local, national and international landscapes.</p> <p>Additionally, you will continue to develop your use of the PFFE structure and literacy devices throughout Key Stage 3.</p> <p>Finally, your GCSE and A-Level exams all require you to be able to explain and justify your opinions, which you will be practising throughout this topic.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
What were the causes, and events of the French Revolution?	Alliance Bolshevik Monarchy Paramilitary Parliament Political Rebellion Revolution Tsar	<p>The following books are very engaging and interesting:</p> <p>The French Revolution by Robert Peal</p> <p>Marie Antoinette by Antonia Fraser</p> <p>This is a challenging, but fascinating read:</p> <p>The Rasputin Dagger by Theresa Breslin</p>	<p>You could watch the documentaries below with your son/daughter:</p> <p>Netflix:</p> <p>The Russian Revolution</p> <p>YouTube:</p> <p>The Secret Versailles of Marie Antoinette</p> <p>The Spanish Civil War (Episodes 3 and 4, in particular)</p>
What were the consequences of the French Revolution?			
Why did the Russian Revolution occur?			
How did the Russian Revolution affect Europe?			
What were the causes, and events of the Spanish Revolution?			
What were the consequences of the Spanish Revolution?			
What was the narrative of the Italian Revolution?			
What are the similarities between these Revolutions and the English Civil War?			

Coasts				
Prior Learning This topic builds on your Key Stage 2 knowledge from primary school. You are expected to understand key aspects of human and physical geography. This topic also links back to the Year 7 rock topic, linking to rock types at coastlines and how they are affected by a range of processes.		Current Learning In this topic you will learn about the processes, landforms and management of the coast. You will first look at the erosion, depositional and transportation processes that happen at coasts. Your knowledge will develop to understand how the processes create various coastal landforms. You will also gain knowledge of the causes and impacts of coastal erosion and how management strategies can reduce this. Finally, the topic highlights the cost and benefits to each management method looking at the case study of the Holderness coast.		Subsequent Learning This topic involves similar knowledge to the rivers topic that you will explore later in your study of Geography. This also links to studying coasts in the UK's physical landscape, if you choose to study GCSE Geography.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Holderness	Erosion Transportation Deposition Solution Hydraulic Action Attrition Abrasion Coastal management Hard engineering Soft engineering	Watch and read about the coastal processes, landforms and management on the Time for Geography – Coasts website. BBC Bitesize – Wider reading on coastal processes, landforms and management. This also includes tests and quizzes that can be taken to check knowledge and understanding of the topic.	Encourage accurate literacy and spelling during homework tasks. Watch/share any news reports on coastal areas. Recap key processes, landform creation and management using wider reading links.
Lesson 2	Where has the coast gone?			
Lesson 3	Coastal Landforms			
Lesson 4	Coastal Landscapes			
Lesson 5	Changes to the Holderness Coast			
Lesson 6	Managing the changes			
Lesson 7	Who Benefits?			
Lesson 8	End of Unit Assessment			
Lesson 9	Feedback			

SPANISH

La comida: Food			
Prior Learning		Current Learning	Subsequent Learning
Throughout Year 7, you learnt to give opinions on a number of topics and used the present tense. Skills using opinions and verb conjugations will be useful throughout Year 8.		In this topic, you will learn to write and talk about food in Spanish. You will be able to give your opinion on foods, order foods in a café, invite someone to a restaurant and complain at a restaurant. You will also learn about traditional Spanish cuisine.	This topic will prepare you for becoming a more confident speaker of Spanish, as the vocabulary we learn will be useful if you ever visit a Spanish speaking country and go to a restaurant. After this topic, we move on to look at holidays and so knowledge of opinions and structuring conversations will be crucial.
Lesson Sequencing		Vocabulary	Wider Reading Opportunities
Week 1	High frequency words	¿A qué hora? – at what time? El desayuno – breakfast La comida – food La cena – evening meal Me gusta(n) – I like No me gustan(n) – I don't like Quiero – I want Necesito – I need La carne – meat Las verduras – vegetables La fruta - fruit	Euroclub-Schools is a website where you can read about different aspects of Spanish history and culture. There are sometimes worksheets that you can complete too. There is a whole section on Spanish foods. Where possible, we would recommend having a small Spanish dictionary to support you in class.
Week 2	The time and meal times		
Week 3	Opinions on foods		
Week 4	Ordering food in a cafe		
Week 5	Invitations and complaints		
Week 6	Types of foods		
Week 7	Culture week – Spanish foods		
		Ways in which parents/carers can support	
		To build listening and speaking skills and to encourage more cultural awareness, parents can encourage pupils to visit the You Tube Blog 'Coffee Break Spanish'. There students can listen to native speakers of Spanish answering questions on a number of topics such as free time, ordering foods and giving opinions.	

Buddhism

Buddhism			
<p>Prior Learning This topic builds on your knowledge base from primary school, where you may have already learnt about Eastern religious traditions.</p> <p>You will build on key terms you have already learnt such as Atheist and Theist, and you will be able to compare and contrast Buddhism to other religious traditions such as Christianity.</p> <p>Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to moral issues and beliefs.</p>		<p>Current Learning In this topic, you will learn about a variety of Buddhist beliefs and practices from both Mahayana Buddhism and Theravada Buddhism.</p> <p>You will be introduced to a number of key Buddhist teachings such as the Four Noble Truths and the Eightfold Path, and how these teachings may influence Buddhists in the world today.</p> <p>You will also work on your skills of evaluation and debate by discussing whether Buddhist practices and beliefs are still relevant in the 21st Century.</p>	
		<p>Subsequent Learning This topic will initially introduce you to key Buddhist beliefs and practices that can then be applied to many other moral issues throughout RE in Key Stage 3 and 4 such as Medical Ethics, War and Crime. You will learn to contrast Buddhist views with those from other religions such as Christianity.</p> <p>You will also continue to develop your skills of explanation and evaluation that you will use throughout your time in RE at Ridgewood.</p> <p>In addition, this topic will help you to prepare for GCSE RE at Key Stage 4. Buddhism is one of the two religions that we study in more depth.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
<ol style="list-style-type: none"> 1. Introduction to Buddhism 2. The Buddha's birth and his life of luxury 3. The Four Sights and Ascetic life 4. Meditation and Enlightenment 5. The Four Noble Truths 6. The Eightfold Path 7. The Three Marks of Existence 8. The Three Jewels 9. The 5 Precepts and The 6 Perfections 	Meditation Luxury Ascetic Enlightenment Prophecy Monks Suffering Buddha Compassion (Karuna) Karma	You can use independent study opportunities to engage with the following websites, articles and books about religious views relating to Buddhism: Key Stage 3 – Buddhism – by Neil McKain Buddhism for beginners – including agnostic and secular Buddhism	Watching films such as 'The Life of the Buddha' (2007) together could help to increase students' understanding of Buddhist beliefs and practices. Attempt some guided mediation together to experience first-hand this core Buddhist practice. Discuss how you felt before, during and after meditating.

Business Enterprise				
Prior Learning You will be able to build on your knowledge of businesses around the world. You will make connections with key concepts from business enterprise to develop an understanding of how businesses operate.		Current Learning In this topic, you will learn about different types of business ownerships and the skills and qualities of an entrepreneur. You will also know how market research can have a big impact on a business and how good customer service impacts on the expansion of a business.		Subsequent Learning This topic will prepare you for the next topic of business finance and Excel. This will also prepare you for and provide you with and insight into Business Studies at GCSE.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Business ownerships	Sole trader Partnership Public limited company Franchise Primary Secondary Quantitative Qualitative Proximity Before sales After sales	Keep up to date with the news and what is happening: Business - BBC News Sole traders - Forms of business ownership - GCSE Business Revision - Other - BBC Bitesize What is market research? - Market research - GCSE Business Revision - Other - BBC Bitesize	Discuss what is happening in the economy and the world. Encourage your child to watch the news and speak about the impact that events around the world have on different businesses.
Lesson 2	Entrepreneurs			
Lesson 3	Market research			
Lesson 4	Primary and secondary			
Lesson 5	Customer service			
Lesson 6	Business location			

ART

Pop Art 1

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your knowledge and understanding of how everyday life can affect themes within Art. You will learn to develop your colour knowledge, drawing and use of materials and techniques.		In this topic, you will learn about the art movement - Pop Art. You will explore key artists linked with the movement and learn about how they worked. You will experiment with techniques they used and apply your knowledge to create a personal response.	This topic will increase you for understanding of how to create a final piece by layering your knowledge of individual artists in the movement to create one outcome. Knowing how to create a final piece is something you will continue to develop throughout your study of Art at Ridgewood.	
Week Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Art movement page	Culture Pop-Popular Consumerism Vibrant Mundane Mass media Abstract Observational	Read about the Pop Art Movement .	Visit Leeds/Doncaster Art Galleries to recognise and discuss how popular culture has affected subject matter in the Art works. Create and compare drawings of the work together.
Week 2	Art movement page			
Week 3	Roy Lichtenstein			
Week 4	The 'Ben Day Process'			
Week 5	Observed drawing			
Week 6	Observed drawing with colour experiments			
Week 7	Jasper Johns flags			
Week 8	Jasper Johns flags			

DRAMA

Missing			
<p>Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, and use of voice, reactions, status and eye contact from earlier topics, such as Matilda.</p>	<p>Current Learning In this topic you will learn a range of performance techniques apply these to a performance. These will include 'Unfolding Narrative' and 'Conscience Alley'. You will develop key terminology linked to these performance techniques and independently apply characterisation skills as part of the performance</p> <p>This topic is important for you to develop your knowledge of how to be a successful performance. You will consider your application and development of performance techniques and characterisation such as body language, gestures, vocal skills and facial expressions when creating a character.</p>		<p>Subsequent Learning This topic will prepare you for further performance technique development throughout Key Stage 3. It will equip you with the characterisation skills to produce an effective character that will assist you in Years 8 and 9 when exploring character development. It will also equip you with a range of Drama techniques to create and develop an original piece of drama effectively.</p> <p>You will be required to demonstrate the ability to describe and apply characterisation 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 and Component 3: Responding To A brief.</p>
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1: Responding To A Stimulus	Non-Verbal Communication Characterisation Proxemics Stimulus Dramatic Pause Unfolding Narrative Conscience Alley Narration Direct Address Cross-Cutting Dramatic Irony	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of the history of theatre: <ul style="list-style-type: none"> • National Theatre – All About Theatre • The Ultimate Drama Pot Collection: 100 Monologues for Young Performers – Joanne Watkinson • National Youth Theatre Monologues: 75 Speeches for Audition. Speeches for Young People - Michael Bryher 	Explore our Digital Theatre+ package: username: student.ridgewood password: dt123 All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following production: <ul style="list-style-type: none"> • The Railway Children You may also want to see some local live theatre at CAST . This regional theatre offers a range of productions throughout the year. The charity Centrepoint , provide a wealth of information on youth homelessness such as causes, impacts and how communities can support those made homeless.
Lesson 2: Unfolding Narrative			
Lesson 3: Developing Drama Techniques in Performance			
Lesson 4: Conscience Alley			
Lesson 5: Create a piece of original Drama			
Lesson 6: Perform a piece of original Drama			

MUSIC

African Drumming

Prior Learning		Current Learning	Subsequent Learning	
<p>This topic builds on your understanding of reading note values and performing and reading rhythmic patterns.</p> <p>The topic also builds on your understanding and awareness of traditional styles of music from around the world.</p>		<p>In this topic, you will learn about the social, historical and cultural context of this style. You will develop your understanding of common musical elements and techniques that feature in this style through a series of whole class performance activities on a Djembe drum.</p> <p>You will then create your own authentic, drumming inspired group composition.</p>	<p>This topic will support your rhythmic development both in performance and through composing. Your ensemble skills will develop, as you will feel more confident to perform in front of others.</p> <p>This topic will enhance your understanding of the area of study 'Traditional music' that includes styles such as Reggae, Blues and Latin, as world music terms are introduced. This will support your wider listening at later key stages.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	To develop an understanding of African Drumming techniques	Improvisation Djembe Polyrhythm Cross Rhythm Unison Syncopation Communication Cue Master Drummer	You have access to our subscription to Focus on Sound . Click on and then log in using your Microsoft Teams account. Alternative reading opportunities: BBC Bitesize The Music of Africa	Watch a live African drumming performance. Go to BBC iPlayer or search on BBC Sounds or YouTube. Join a local drumming ensemble. Contact Doncaster Music service who offer a range of children musical activities and ensembles. Encourage children to improvise on their own instrument/s.
Lesson 2	To be able to understand polyrhythm and cross rhythm			
Lesson 3	To apply different African techniques to a composition			
Lesson 4	To develop an understanding of African drumming techniques To be able to apply these in a performance			
Lesson 5	To understand structure in African Drumming			
Lesson 6	To develop an understanding of the assessment criteria for your African Drumming piece			
Lesson 7	To be able to complete and make final improvements to African Drumming piece			

Human Rights

<p>Prior Learning This topic builds on learning that you did in Religious Education and PSHCE in Year 7. This topic will build on your knowledge and understanding of the treatment of others and what laws are in place to help support and ensure equality</p>	<p>Current Learning In this topic you will learn what the Universal Declaration of Human Rights (UDHR) is, why it came into effect and how this impacts you personally. You will develop an understanding of the consequences of the UDHR are and why they differ for children and adults. You will develop key skills to reason and argue, forming your own opinions but listening to others to make informed judgements.</p>	<p>Subsequent Learning This topic will prepare you for further learning in PSHCE and RE right through to the end of Year 11. It will expose you to key concepts such as equality, prejudice and discrimination. You will develop the skills to reflect on and understand how actions have consequences and how to manage these positively. You will begin to establish skills to learn how to effectively make informed judgements and present these in a coherent way.</p>
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Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	What are human rights?	Equality	You can use independent study opportunities to engage with the following websites. Look at the information provided and how things have changed over time. The Human Rights Act Equality and Human Rights Commission (equalityhumanrights.com) Universal Declaration of Human Rights United Nations	Discuss the creation of the Universal Declaration of Human Rights and why this was created - look into accounts of how the UDHR has changed peoples' lives. Look at local and national news stories and discuss the difference in living for those whose human rights are protected vs those whose are not.
Lesson 2	What is the most important human right?	Declaration Human Rights Act		
Lesson 3	Children's human rights 1	Wellbeing		
Lesson 4	Children's human rights 2	United Nations		
Lesson 5	Equality	Prejudice		
Lesson 6	Does everyone deserve human rights?	Discrimination Rights		
Lesson 7	Assessment – Speech on the importance of Human Rights.			