

Year 9 Learning Maps – Autumn 1

Modern Texts					
<p>Prior Learning Building on creative reading and writing skills from Year 7 and 8, you will enhance your ability to analyse an unseen fiction extract by identifying techniques used by a writer and commenting on the effect they have on the reader.</p> <p>Furthermore, you will continue to develop the creative writing skills generated through the Gothic Horror topic you studied in Year 8. It is important that you draw upon your ability to use a range of sophisticated vocabulary, punctuation for effect and varied sentence structures within your writing.</p>		<p>Current Learning During this topic, you will explore extracts from a range of engaging modern texts to help you prepare you for your GCSE English Language Paper 1 exam at the end of Year 11.</p> <p>English Language Paper 1 consists of two sections: reading and writing. Section A consists of four questions on the reading of an extract from an unseen fictional text, while Section B is one question testing creative writing skills. The extracts studied on this topic are from popular modern texts and will provide a stimulus for your own piece of creative writing.</p>		<p>Subsequent Learning You will continue to prepare for your GCSE English Language exams in Year 10 and 11. While Paper 1 focuses on the reading and writing of fiction, Paper 2 explores the reading and writing of non-fiction texts but the skills required to be successful are transferable.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support		
<p>Week 1: Introduction to GCSE English Language Paper 1, and reading questions on an extract from <i>Dear Amy</i> by Helen Callaghan.</p> <p>Week 2: Planning and writing a narrative.</p> <p>Week 3: Reading questions on an extract from <i>Queenie</i> by Candice Carty-Williams.</p> <p>Week 4: Planning and writing a description.</p> <p>Week 5: Reading questions on an extract from <i>The Hate U Give</i> by Angie Thomas.</p> <p>Week 6: Reading questions on an extract from <i>Are We All Lemmings and Snowflakes?</i> by Holly Bourne.</p> <p>Week 7: Assessment Week (Narrative Writing)</p>	<p>Metaphor Simile Imagery Personification Narrative perspective Alliteration Repetition Analepsis (flashback) Prolepsis (flash-forward) Asyndeton Polysyndeton Juxtaposition Imperative Exclamatory Interrogative Declarative</p>	<p>For GCSE English Language Paper 1, you can practise the reading section with any fiction text. Pick a page from a book, or find a short story and analyse how the writer has used language and structure to create specific effects and engage the reader.</p> <p>Useful revision websites:</p> <ul style="list-style-type: none"> • AQA • Mr Bruff • BBC Bitesize 	<ul style="list-style-type: none"> • YouTube is a wonderful resource for English revision. There are thousands of videos based on English Language — just make sure you are watching the right exam board and specification! Ours is AQA, and it should say NEW specification, grades 1-9. Mr Bruff is a great starting point, as is AQA's own channel. • Purchase an AQA GCSE English Language revision guide – these are available to order on ParentPay. • Help your child to create flashcards of tier 3 vocabulary. Write definitions of terms like 'simile', 'metaphor' and 'personification' - and challenge them to create examples. 		

Foundation - Number Skills and Number Properties

<p>Prior Learning This topic builds on your prior knowledge from Key Stage 2 using four operations, negative numbers and number properties. You will have continuously used number skills throughout Years 7 and 8, especially in Unit 1 of Year 7.</p>	<p>Current Learning In this topic, you will revisit a range of number skills including BIDMAS, rounding and estimating. You will also study prime decomposition.</p>	<p>Subsequent Learning This topic will prepare you for all subsequent topics in your Maths study. These skills will be used in all your work, for example rounding when finding using Pythagoras in Year 9 Unit 6 when we explore angles.</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"> • Apply order of operations (BIDMAS) • Round numbers to decimal places • Round number to significant figures • Estimate calculations by rounding • Write a number as a product of its prime factors • Find HCF and LCM of two or more numbers 	<p>Prime Factor Multiple Round Significant Estimate Product HCF - Highest Common Factor LCM - Lowest Common Multiple</p>	<ul style="list-style-type: none"> • The Code Book by Simon Singh • Mathematics: The New Golden Age by Keith Devlin <p>Recommended revision guides can be found here:</p> <p>Edexcel Revision Guide</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. • Maths Genie - for exam questions, videos and solution on the topics stated • Accessing their Microsoft Teams work for directed exercises on current topics

Higher - Number (including Standard Form and Surds)			
Prior Learning This topic builds on students' prior learning from Key Stage 2 and Years 7 and 8, using your skills in the four operations and types of number.		Current Learning In this topic you will learn a range of number skills including using prime decomposition, standard form and working with surds.	
		Subsequent Learning This topic will prepare you for most subsequent topics in your Maths study. Your number skills will appear in a range of topics, for example, surds will be useful in Unit 5 with Pythagoras.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> • Write a number as a product of its prime factors • Find two or more numbers' HCF and LCM • Covert in standard form • Add, subtract, multiply and divide in standard form • Simplify surds • Add, subtract, multiply and divide surds • Rationalise the denominator 	Prime Product HCF - Highest Common Factor LCM - Lowest Common Multiple Surd Rationalise Standard form	<ul style="list-style-type: none"> • Mathematics: The New Golden Age by Keith Devlin Recommended revision guides can be found here: CGP Revision Guides	Support your child's progress through: <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. • Maths Genie - for exam questions, videos and solution on the topics stated • Accessing their Microsoft Teams work for directed exercises on current topics

Higher - Algebra			
Prior Learning 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.		Current Learning In this topic, you will learn how to manipulate algebraic expressions and formulae. You will be able to solve various equations.	
		Subsequent Learning 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	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> Collecting like terms Expanding brackets Factorising (inc quadratics) Substitute into formulae Solve equations Re-arranging formulae Index laws Completing the square Generating sequences (arithmetic and geometric) Finding the nth term of sequences. 	Variable Expand Factorise Solve Equation Expression Identity Formula Indices	<ul style="list-style-type: none"> Why Do Buses Come in Threes? By Rob Eastaway and Jeremy Wyndham Mathematics: The New Golden Age by Keith Devlin Recommended revision guides can be found here: CGP Revision Guides	Support your child's progress through: <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. Maths Genie - for exam questions, videos and solution on the topics stated Accessing their Microsoft Teams work for directed exercises on current topics

B1 - Cell Biology & Cell Transport																																																										
Prior Learning This topic builds on your prior knowledge from Key Stage 3. You will recap cells, specialised cells and their adaptations. You will then use your knowledge understanding of cell structures and organelles to describe diffusion, osmosis and active transport.		Current Learning In this topic you will learn the structure and function of different organelles found in eukaryotic and prokaryotic cells. You will learn about diffusion, osmosis and active transport and their importance in single and multicellular organisms. You will also learn the importance of microscopes in science and how to use one correctly.																																																								
		Subsequent Learning This topic will prepare you for every subsequent Biology topic and will form the foundations that your Biology knowledge is built upon.																																																								
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<table border="1"> <thead> <tr> <th>Lesson</th> <th>Spec</th> <th>Lesson title</th> </tr> </thead> <tbody> <tr><td>1</td><td>4.1.1.1</td><td>Eukaryotic and prokaryotic cells</td></tr> <tr><td>2</td><td>4.1.1.2</td><td>Animal and plant cells</td></tr> <tr><td>3 & 4</td><td>4.1.1.3</td><td>cell specialisation and differentiation</td></tr> <tr><td>5</td><td>4.1.1.5</td><td>Microscopy</td></tr> <tr><td>6</td><td>RP 1</td><td>Microscopy RP 1</td></tr> <tr><td>7</td><td>4.1.1.6</td><td>Culturing microorganisms</td></tr> <tr><td>8 & 9</td><td>RP 2</td><td>Culturing microorganisms RP 2</td></tr> <tr><td>10</td><td>4.6.1.4</td><td>DNA and DNA structure</td></tr> <tr><td>11</td><td>4.1.2.1</td><td>Chromosomes</td></tr> <tr><td>12</td><td>4.1.2.2</td><td>Mitosis and the cell cycle</td></tr> <tr><td>13</td><td>4.1.2.3</td><td>Stem cells</td></tr> <tr><td>14</td><td>4.1.3.1</td><td>Diffusion</td></tr> <tr><td>15</td><td>4.1.3.1</td><td>Diffusion examples</td></tr> <tr><td>16 & 17</td><td>4.1.3.2</td><td>Osmosis & RP3</td></tr> <tr><td>18</td><td>4.1.3.3</td><td>Active transport</td></tr> <tr><td>19</td><td></td><td>Test</td></tr> <tr><td>20</td><td></td><td>Check point lesson</td></tr> </tbody> </table>		Lesson	Spec	Lesson title	1	4.1.1.1	Eukaryotic and prokaryotic cells	2	4.1.1.2	Animal and plant cells	3 & 4	4.1.1.3	cell specialisation and differentiation	5	4.1.1.5	Microscopy	6	RP 1	Microscopy RP 1	7	4.1.1.6	Culturing microorganisms	8 & 9	RP 2	Culturing microorganisms RP 2	10	4.6.1.4	DNA and DNA structure	11	4.1.2.1	Chromosomes	12	4.1.2.2	Mitosis and the cell cycle	13	4.1.2.3	Stem cells	14	4.1.3.1	Diffusion	15	4.1.3.1	Diffusion examples	16 & 17	4.1.3.2	Osmosis & RP3	18	4.1.3.3	Active transport	19		Test	20		Check point lesson	Specialised cell Palisade cell Root hair cell Muscle cell Neuron Mitochondria Cell membrane Cell wall Chloroplasts Ribosomes Cytoplasm Osmosis Active transport Diffusion	<ul style="list-style-type: none"> • CGP Science Revision Guides available to order via ParentPay • Phillip Ball – A Biography of Water • Women in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignotofsky 	Ways in which parents/carers can support Support your child's progress through: <ul style="list-style-type: none"> • Educake - to complete homework and access further revision. • myGCSE science - for extra support videos and work on the topics stated. • Accessing their Microsoft Teams work for directed exercises on current topics.
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Fundamental Chemistry				
Prior Learning		Current Learning		Subsequent Learning
This topic builds on your prior knowledge from Key Stage 3, deepening your knowledge and 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 the rest of your Chemistry study, giving you core knowledge about the atoms you will come across and the basics of what a reaction is.
Lesson Sequencing (Lessons highlighted in green represent subject content for specific students)		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
1	Atoms, elements and compounds	Atom	<ul style="list-style-type: none"> • CGP Science Revision Guides available to order via ParentPay • SuperSimple Chemistry: The Ultimate Bitesize Study Guide • Science Encyclopedia: Atom Smashing, Food Chemistry, Animals, Space, and More! 	Support your child's progress through: <ul style="list-style-type: none"> • Educake - to complete homework and access further revision. • myGCSE science - for extra support videos and work on the topics stated. • Accessing their Microsoft Teams work for directed exercises on current topics.
2	Mixtures	Nucleus		
3	Electronic structure	Proton		
4	The development of model of the atom	Neutron		
5	The development of the periodic table	Electron		
6	Metals and Non-metals	Metal		
7	Noble gases	Non-metal		
8	Group 1 metals	Rate of reaction		
9	The Halogens	Collision theory		
10 (T)	Properties of transition metals comparison with group 1 elements	Catalyst		
11 (T)	Properties of transition metals	Halogen		
12	Calculating the rate of reactions	Concentration		
13	Collision theory and activation energy			
14	Effect of temperature and surface area on rate			
15	Effect of concentration and pressure on rate of reaction			
16	Required Practical 11			
17	Required Practical 11			
18	Catalysts			

British Empire			
<p>Prior Learning</p> <p>In Year 7, you looked at the history of the people within the British Isles. In this unit, you will see how British people affected other countries around the world.</p> <p>In Year 8, you began to see how certain social and religious groups faced discrimination. You will draw on that knowledge in this unit.</p> <p>Finally, this topic builds upon the writing and source skills you have been developing throughout your time at Ridgewood.</p>	<p>Current Learning</p> <p>In this topic you will discover how Britain had an enormous and important impact on the global stage. You will see how multiple countries across different continents were affected by the British Empire. You will reach a judgement about whether you believe the Empire had a positive or negative impact on the world.</p> <p>This topic is important for you to continue to develop your historical skills and knowledge because it will help you hone your ability to analyse sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.</p>	<p>Subsequent Learning</p> <p>The Year 9 curriculum aims to develop your knowledge of global history. During your Year 9 history lessons, you will see how other native groups were mistreated and discriminated against.</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 TR-ADE-C structure and literacy devices used throughout Key Stage 3, 4 and 5.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
What is an empire, and why are we studying the British Empire?	Colony Conquest Divide and Rule Empire Independence Indigenous Native Settlement Trade	<p>The following books are very engaging and interesting:</p> <p>The British Empire by Robert Peal</p> <p>The Hungry Empire by Lizzie Collingham</p> <p>This is a challenging, but fascinating read:</p> <p>The Silk Roads by Peter Frankopan</p>	<p>You could watch the documentaries below with your son/daughter:</p> <p>YouTube:</p> <p>BBC Empire: A taste for Power</p> <p>Empire: How Britain made the Modern World</p>
Why did the British build an empire?			
How did the British affect America?			
Why did the British build an empire in India, and what were the consequences?			
How did the British affect Australia?			
Why did the British join the scramble for Africa?			
What were the causes and consequences of the Zulu Wars?			
How should the British Empire be remembered?			

Development Dynamics - Nigeria

Prior Learning		Current Learning	Subsequent Learning	
<p>The Key Stage 2 National Curriculum requires you to learn economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. This topic ties into all of these elements.</p>		<p>In this topic, you will learn how to determine what is sustainable development, and some of the reasons why development in the past has not been sustainable. We look at Nigeria as an example of a country that is developing rapidly. We explore the reasons for this rapid development and the social, economic and environmental impacts. From this, we will determine whether developments in Nigeria are sustainable, in line with the United Nations Sustainable Development Goals.</p>	<p>In your GCSE learning you will study development in detail both within the UK in Paper 2, and globally in Paper 1, identifying causes of unequal development, the growth of Transnational Corporations (TNCs) and their role in the social, economic and environmental impacts of development.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	What is development?	<ul style="list-style-type: none"> • Sustainability • Development • Transnational Corporation (TNC) • Local, regional and global scales • Producer • Consumer • Fossil fuels – coal, oil, gas • Renewable • Environmental impacts 	<p>BBC Bitesize link – Nigeria</p> <p>UN Sustainable Development Goals</p> <p>Royal Geographical Society</p>	<p>Watch the news for any issues relating to different levels of global development, highlighting the differences between countries in Africa and Europe. Discuss the reasons for any inequalities between countries, and potential solutions.</p> <p>Research the impacts of conflict, climate change and resource management in northern Nigeria.</p>
Lesson 2	Where is Nigeria?			
Lesson 3	Nigeria – local, regional, global			
Lesson 4	Nigeria’s growth and mini assessment			
Lesson 5	Lagos – a tale of two cities			
Lesson 6	Producers and consumers			
Lesson 7	Oil, gas and TNCs			
Lesson 8	TNCs – good or bad?			
Lesson 9	Environmental issues			
Lesson 10	Nigeria – the future			

FRENCH

C'est quoi la France? - What is it like to be French?

Prior Learning Throughout Years 7 and 8 you learnt to give opinions on a number of topics and used the present tense, near future and perfect tenses. Skills using opinions and verb conjugations will be used in this new topic of Year 9.		Current Learning In this topic, you will learn to write and talk about France and famous French people. You will recap the key vocabulary and grammar points from Year 8 and build on these to compare England with France.	Subsequent Learning This topic will prepare you for becoming a more confident speaker of French as the vocabulary and grammar that we learn will be used in other topics. After this we move on to media and technology and so knowledge of how to give opinions and talking in different tenses will be crucial.	
Lesson Sequencing		Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	High frequency words	La france – France La Grande-Bretagne – Great Britain plus – more moins – less artiste – artist chanteur/chanteuse- singer auteur – author acteur/actrice – actor/actress La BD – cartoon	Wider reading opportunities could focus on researching French music, film, geography, history or culture. The following websites are recommended: News in French France Info French Radio France Culture	To build listening and speaking skills, encourage your child to listen to French. There is a great website called Lyrics Training that will support with this. Using lyrics training you and your child can listen to songs from French speaking artists and complete activities based on what they hear.
Week 2	Grammar – using 3 tenses			
Week 3	Comparing France and England			
Week 4	The Geography of France			
Week 5	Famous French people			
Week 6	Francophone Cartoons			
Week 7	Le Petit Prince			

Medical Ethics: Abortion and Euthanasia

<p>Prior Learning This topic builds on your knowledge base of key religious beliefs and teachings from Year 7 and 8 and allows you to apply this knowledge to moral issues surrounding medical ethics and the issues of life and death. You will also use key teachings and ideas such as the sanctity of life, which you studied in the Year 7 topic on animal rights, and apply this to issues such as abortion and euthanasia.</p> <p>Throughout this topic, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to the explanation of moral issues and beliefs. You will continue to practise your skill of evaluation.</p>		<p>Current Learning In this topic you will learn about a variety of religious and non-religious beliefs about issues such as when life begins, how this affects decisions about abortion and also issues surrounding the end of life and who has the authority to take life. You will learn about the different social and moral implications of these issues.</p> <p>You will debate controversial issues such as whether humans should have the choice what to do with their own bodies e.g. through allowing abortions or permitting euthanasia for those who feel they need it. You will also discuss the moral and ethical issues associated with humans taking control of the natural course of life. These debates will support the development of your evaluative skills.</p>		<p>Subsequent Learning This topic will develop your understanding of key religious beliefs and teachings such as the sanctity of life that you will use in both further Key Stage 3, and Key Stage 4 RE topics. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood.</p> <p>Throughout the topic you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers - this is a skill that will continue to be developed throughout your RE studies.</p>			
<p>Lesson Sequencing</p> <ol style="list-style-type: none"> 1. Value of Life: Sanctity of life 2. Value of Life: Quality of Life 3. What is Abortion, Abortion and the Law 4. Pro Life vs Pro Choice 5. Religious Views on abortion – part 1 6. Religious Views on abortion – part 2 7. Euthanasia 8. Arguments for and against Euthanasia 9. Euthanasia case studies 10. Euthanasia religious views 		<p>Tier 3 Vocabulary</p> <p>Sanctity of life Quality of life Abortion Viability Pro Life Pro Choice Euthanasia Dignity Conception Hospice</p>		<p>Wider Reading Opportunities</p> <p>You can use independent study opportunities to engage with the following websites about religious views relating to;</p> <p>Abortion: What is an abortion? - Abortion - GCSE Religious Studies Revision - BBC Bitesize</p> <p>Arguments for and against abortion - Abortion - GCSE Religious Studies Revision - BBC Bitesize</p> <p>Euthanasia: What is euthanasia? - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize</p> <p>Types of euthanasia - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize</p>		<p>Ways in which parents/carers can support</p> <p>Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society, to issues within medical ethics.</p>	

Computer Hardware			
Prior Learning This topic builds on your knowledge and understanding of computers and how they work. So far, in Key Stage 3 we have learned how computer work with inputs and outputs. You will now be able to expand your knowledge of computer hardware even further.		Current Learning In this topic, you will learn more about the complexities of how computers work. You will be gain knowledge of networks, the different components within a computer and how all the components work together.	
		Subsequent Learning This topic will prepare you for future studies in GCSE Computer Science. It will give you an understanding of the basic knowledge for the GCSE, but also allow you can explore computers in more depth in your own time.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities
Lesson 1	Inputs and outputs	Inputs Outputs Hard drive RAM ROM Star network Bus Network WAN LAN Cache Clock speed Cores	What is the purpose of the CPU? - The CPU and the fetch-execute cycle - KS3 Computer Science Revision - BBC Bitesize Networks - Networks - Edexcel - GCSE Computer Science Revision - Edexcel - BBC Bitesize
Lesson 2	Inside a computer		
Lesson 3	Storage and the cloud		
Lesson 4	Internet and networks		
Lesson 5	Networks, WAN and LAN		
Lesson 6	The CPU		
Lesson 7	Assessment		
Lesson 8	DIRT		
		Ways in which parents/carers can support Work together to complete some of the badges in iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards.	

ART

Text in Art

Prior Learning		Current Learning	Subsequent Learning	
This topic builds on your knowledge and understanding of using composition, pattern and a limited colour palette to create visual striking artwork. These concepts will be explored further as they become more of a focus in your work.		In this topic, you will learn how to use yourself as a theme for creating work. You will learn about using typography to create striking and dynamic work using adjectives based on you and your character.	This topic will prepare you for demonstrating how to use written word and images together. You will have a greater understanding of concepts and know how to apply them to new work and project themes.	
Week Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Word shower - Describing Myself	Adjective	Explore the following: Dada Kurt Schwitters Avant Garde	Discuss positive adjectives to describe one another physically, emotionally and personally. Explore the work of the Dada art movement together - what is anti-art?
Week 2	Word shower	Font		
Week 3	Inventive Font use	Typography		
Week 4	Dadaism Artist Page	Conceptual		
Week 5	Dada response using subject specific vocab	Layout		
Week 6	Composition and letter fill/weighting experiments	Weight		
Week 7	Dada inspired final piece	Fill		
Week 8	Dada inspired final piece	Composition Avant-Garde		

DRAMA

Tell Me Why

Prior Learning This topic builds on previous knowledge of performance styles and techniques (Pantomime in Year) and introduces you to new techniques that can be used to create effective performance pieces. You will build on your knowledge of non-naturalistic and naturalistic performance styles and apply key features of these performance styles to new material.	Current Learning In this topic you will learn about the key features of various performance styles, including naturalistic and non-naturalistic, to stimuli related to the song 'Tell Me Why'. You will know and understand key terminology linked to these performance styles and independently explore a range of factors that would motivate different characters and their decision-making. This topic is important for you to develop your knowledge of how to create effective, original drama in preparation for Key Stage 4. You will consider the impact of different performance styles on your ability to communicate a message to an audience. You will also consider your application of performance techniques and characterisation such as body language, gestures, vocal skills and facial expressions when creating a character.	Subsequent Learning This topic will prepare you for further performance style exploration throughout Year 9 as we explore Physical Theatre and other performance styles. It will equip you with the skills to be successful at future exploration and development of original drama. You will be required to demonstrate the ability to create original drama work if you go on to study Performing Arts in Key Stage 4.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1: Responding To Stimuli	Flashback Split Screen Montage	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 Theatre: A Concise History of – Phyllis Hartnoll • Theatre In Practice: A Student's Handbook – Nick O'Brien and Annie Sutton 	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"> • Things I Know To Be True – Frantic Assembly • 15 Heroines: The War • 15 Heroines: The Labyrinth You may also want to go and see some local live theatre at CAST . This regional theatre offers a range of productions throughout the year.
Lesson 2: Stimulus: Child alone in the classroom	Juxtaposition Mime Marking The Moment		
Lesson 3: Experiential Drama: The child in the classroom	Hot-Seating Thought-Tracking		
Lesson 4: "Tell Me Why I Don't Like Mondays"	Monologue Stimulus		
Lesson 5: Creation of original drama: The child in the classroom			
Lesson 6: Performance of original drama: The child in the classroom			

MUSIC

Song Writing				
Prior 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.		Current Learning 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.		Subsequent Learning This topic will support you to develop skills in both performance and composition, as you begin to understand the inner workings of a pop song. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. You will also enhance your understanding of the area of study 'Popular Music' that includes styles such as Rock, 90s Pop and Gaming Music. This will support your wider listening at later key stages.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	To develop an understanding of popular song structure and chords. Plus, the creation of bands.	Chords Chord Progression Melody Harmony Drum Fill Vocal Timbre Style Intro/Outro Verse Chorus Lyrics	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 - 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 Miss Claire Walker (Head of Performing Arts) via the Contact Us facility of our school website, for more information.
Lesson 2	To develop an understanding of song writing focusing on lyrical writing and apply this in your band.			
Lesson 3	To develop an understanding of song writing considering song structure and apply this in your band.			
Lesson 4	To deepen an understanding of popular instruments and understand what makes an effective rehearsal.			
Lesson 5	To continue to deepen an understanding of popular instruments and understand what makes an effective rehearsal.			
Lesson 6	To develop an understanding of the assessment criteria to provide peer feedback.			
Lesson 7	To complete a listening assessment using practical knowledge from rehearsals and respond to peer feedback from Lesson 6.			
Lesson 8	To perform to a live audience and review the outcomes based on the assessment criteria.			

Money

Prior Learning		Current Learning		Subsequent Learning	
<p>This topic builds on the knowledge gained in Years 7 and 8. You will develop your understanding of adult life and life beyond Ridgewood to ensure you can live a happy, healthy, balanced lifestyles.</p>		<p>In this topic, you will learn key concepts that will support you to manage your money effectively.</p> <p>You will also gain knowledge and understanding of specific terms that relate to money management to help you make informed decisions regarding mortgages, bank accounts and personal finance.</p> <p>You will acquire knowledge and understanding of how money might be mismanaged e.g. through gambling, and how to seek help for this to ensure you live a happy and healthy lifestyle.</p>		<p>This topic will prepare you for further learning in PSHCE right through to the end of Year 11. You will gain a foundation level of knowledge and understanding on key terms that link to managing your finances. The understanding you gain in this topic will be built upon in your careers modules, studying different career paths available and how this can influence further adult life.</p> <p>You will go on to develop your ability to use your knowledge and understanding accurately to make informed choices about financial options available to you.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Lesson 1	Spending your salary	Addiction	<p>You can use independent study opportunities to engage with the following websites.</p> <p>School Money Skills Barclays LifeSkills</p> <p>Help for problem gambling - NHS (www.nhs.uk)</p>	<p>Discuss and have conversations with young people at home about money, money management and the different terms that are associated with this.</p> <p>Use the Barclays life Skills website to engage with the different activities and clips they have to help learn about money, money management and account safety.</p>	
Lesson 2	Opening a bank account	Debt			
Lesson 3	Paying Taxes	Overdraft			
Lesson 4	Personal finance	Direct debit			
Lesson 5	Gambling	Salary			
Lesson 6	Gambling Addiction	Tax			
Lesson 7	Assessment – Group drama presentation	National Insurance Gambling Finance			