

## Year 7 Learning Maps – Autumn 1

Transition: Go Big! Be Awesome!				
<p><b>Prior Learning</b> This topic aims to build on the creative writing skills you established in primary school, where you will have been given a topic to study for an extended period of time before writing a range of texts (either fiction or non-fiction) based on these.</p> <p>This topic also supports your transition to Ridgewood School. We will teach you the knowledge and skills required to be successful in the fast-paced environment of Secondary English, as well as the wider school.</p>		<p><b>Current Learning</b> In this topic you will learn about how to effectively plan and write a range of non-fiction texts such as: letters, diary entries, articles and speeches. You will also learn how to use comprehension skills and analysis skills to pick out key information from a text to inspire and use within your own writing.</p> <p>This topic is important for you to develop your knowledge of English because it will enhance your ability to produce extended, informative responses that are effectively structured, using a range of punctuation and high level vocabulary.</p> <p>As part of developing your non-fiction writing skills you will be taught the PERSUADE, MADFOREST and HAIRS acronyms to support with developing detail and purpose when producing a non-fiction text.</p>		<p><b>Subsequent Learning</b> This topic will prepare you for further creative writing in Year 7 as part of the Ghost Boys unit, which looks at writing to persuade rather than inform your reader. It will also equip you with the skills to be successful in your study of Literature Through the Ages later in Year 7, as we focus on fictional writing. Further non-fiction writing topics such as social and political poetry are included in Year 8 along with fictional writing in the Gothic genre.</p> <p>You will be required to demonstrate the ability to write extended pieces in both GCSE English Language Paper 1 Section B and GCSE English Language Paper 2 Section B. Both of these involve planning and creating your own fiction/non-fiction text based on a prompt relevant to the text studied.</p>
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Parental/carer support:
<p>Week 1: <b>The Big Step</b> Letter to Year 6 about their first week and what it was like.</p>	<p>Week 4: <b>Friendship and Fallouts</b> Agony Aunt Article resolving a friendship issue.</p>	<p>Transition Resilience Transactional TriPLICATION Hyperbole  Imperatives Anecdote Emphasise Purpose Audience Format</p>	<p>You can engage with the following novels to further develop your knowledge of important contemporary social and political issues:</p> <ul style="list-style-type: none"> <li>• 'Fall Off, Get Back On, Keep Going' by Clare Balding</li> <li>• You are a Champion by Marcus Rashford</li> <li>• Good Enough by Jen Petro-Joy</li> <li>• A Boy Called Hope by Lara Williamson</li> <li>• Lies We Tell Ourselves by Robin Talley</li> </ul>	<ul style="list-style-type: none"> <li>• Create a homework timetable to support students to manage their time outside of school.</li> <li>• Encourage students to keep a weekly diary tracking their first few months at Ridgewood for them to look back on.</li> <li>• <b>Read this <a href="#">article</a></b> about helping your child with transition.</li> <li>• Follow: 'The Conscious Kid' on Twitter.</li> <li>• Create a photo album together of their summer and first year at school.</li> </ul>
<p>Week 2: <b>Conquering Challenges</b> Diary extract for their first lesson in their 'least favourite' subject.</p>	<p>Week 5: <b>Tools for School</b> Leaflet Writing, a guide to surviving school. What to do and what not to do.</p>			
<p>Week 3: <b>Embracing your Weirdness</b> Speech to motivate students to be themselves.</p>	<p><b>ASSESSMENT WEEK</b></p>			

Number Skills and Number Properties			
<b>Prior Learning</b> This topic builds on your prior knowledge from Key Stage 2 using four operations, negative numbers and number properties.		<b>Current Learning</b> In this topic you will revisit and be introduced to a range of number skills including BIDMAS, rounding and estimating.	
		<b>Subsequent Learning</b> This topic will prepare you for all topics up to Year 11. These skills will be used in all work for example rounding when finding the area of circles in Year 8.	
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"> <li>Recap the four operations</li> <li>Order negative numbers</li> <li>Add, subtract, multiply and divide with negative numbers</li> <li>Apply order of operations (BIDMAS)</li> <li>Round numbers to decimal places</li> <li>Round number to significant figures</li> <li>Estimate calculations by rounding</li> </ul>	Prime Factor Multiple Round Significant Estimate	<ul style="list-style-type: none"> <li>The Number Devil by Hans Magnus Enzensberger</li> <li>Murderous Maths by Kjartan Poskitt</li> </ul> <p><a href="#">Recommended revision guides</a> 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>	Support your child's progress through: <ul style="list-style-type: none"> <li><a href="#">Maths Watch</a> - to complete homework and access further revision.</li> <li><a href="#">Corbett Maths</a> - for extra support videos and work on the topics stated.</li> <li>Accessing their Microsoft Teams for directed exercises on current topics.</li> </ul>

# SCIENCE

P1 - Speed and gravity				
<b>Prior Learning</b> This topic builds on the Key Stage 2 science curriculum, looking at how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.		<b>Current Learning</b> In this topic you will learn how to calculate the speed of objects and interpret information from distance time graphs. You will also learn the difference between mass and weight and how to calculate weight on different planets.		
<b>Subsequent Learning</b> This topic will link to P2 in Year 8 where you will study resultant forces and pressure. It will prepare you for further Physics study, where in P5 you will learn about forces and speed, and in P6 you will look at forces and momentum.				
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Forces	Speed	KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon  KS3 Physics Study & Question Book - Higher (CGP KS3 Science) by CGP Books  Quest For Speed: The Epic Saga of Record-Breaking On Land by Barry John	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	Speed	Average speed		
Lesson 3	Distance time graphs	Relative motion		
Lesson 4	Gravity	Acceleration		
Lesson 5	Mass and weight	Weight		
Lesson 6	Planning an investigation into the speed of a toy car on a ramp	Non-contact force		
Lesson 7	Investigating the speed of a toy car on a ramp	Mass		
Lesson 8	Using data to on gravitational field strength of planets to plot a graph.	Gravitational field strength		
Lesson 9	Directed improvement and reflection time	Field		

# SCIENCE

<b>C1 - Particle Model and Separation Techniques</b>					
<b>Prior Learning</b> This topic builds on the Key Stage 2 science curriculum and the knowledge that some materials will dissolve in liquid to form a solution and how to recover a substance from a solution. You will also use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.		<b>Current Learning</b> In this topic you will learn about the particle model of matter and use diagrams to represent solids, liquids and gases. You will also learn the difference between mixtures and elements and compounds and methods, to separate these from each other.			
		<b>Subsequent Learning</b> This topic will link to C1 in Year 8 where you will study the periodic table and use the particle model to see how compounds are structured. It will prepare students for further Chemistry study, where later in C1 you will study the periodic table and chemical reactions. It will also prepare you for C2, which will look at separation methods used on crude oil.			
<b>Lesson Sequencing</b>		<b>Tier 3 Vocabulary</b>	<b>Wider Reading Opportunities</b>	<b>Ways in which parents/carers can support</b>	
Lesson 1	Particle model	Solvent Solute Sublime Solvent Solubility Filtration Density Diffusion Evaporation Chromatography	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	Changes of state				
Lesson 3	Pure substances and mixtures		KS3 Chemistry Study & Question Book - Higher (CGP KS3 Science) by CGP Books		
Lesson 4	Theory of separation chromatography and filtration				
Lesson 5	Theory of separation evaporation and distillation				
Lesson 6	Planning a separation method				
Lesson 7	Carrying out a separation method				Particle Physics: A Beginner's Guide (Beginner's Guides) by Brian R. Martin
Lesson 8	Evaluating a separation method				
Lesson 9	Directed improvement and reflection time				
Lesson 10	P1/C1 assessment				

# HISTORY

Romans			
<p><b>Prior Learning</b> This topic builds on the content you learned about in primary school when you looked at the impact of the Roman Empire on Britain.</p> <p>It also builds upon your knowledge of the chronological history of Britain.</p> <p>Finally, it builds upon the source analysis and extended writing skills you began to master in primary school.</p>		<p><b>Current Learning</b> In this topic you will learn about the religious, political, social and cultural experiences of Romans and Britons. You will learn about how the Romans affected the people of Doncaster.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to use precise evidence in written responses and develop your ability to make inferences from sources.</p>	
		<p><b>Subsequent Learning</b> This topic provides the basis/starting point for the Year 7 history curriculum which assesses the chronological development of Britain from 55BC-1658. In future topics, you will see how Britain changed throughout this period.</p> <p>You will continue to develop your use of the PFFE structure in extended writing throughout your time at Ridgewood, from Key Stage 3 to Key Stage 5.</p> <p>The topic will also equip you with the skills you need to be successful in source-based assessment.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Why did Caesar want control of Britain?	Abolished Amphitheatre Aqueducts Briton Chariot Emperor Empire Invasion Legion Tribe	<p><b>These books are engaging and fascinating reads:</b></p> <p>Blood Oath by Dan Scott</p> <p>Rotten Romans by Terry Deary</p> <p><b>These are challenging, but captivating reads:</b></p> <p>The Eagle of the Ninth by Rosemary Sutcliff</p> <p>Beyond the Wall by Tanya Landman</p>	<p>You could watch the following documentaries with your son/daughter:</p> <p><b>Netflix:</b></p> <p>Roman Empire</p> <p><b>YouTube:</b></p> <p>Meet the Romans</p> <p>Mary Beard's Ultimate Rome</p>
Was it better to be a Roman or Briton?			
How did religion change under the Romans?			
What was life like for Roman women?			
Why did Boudicca kill herself?			
Should the Gladiatorial Games have been abolished?			
What was Doncaster like during the Roman era?			

Important Places				
<p><b>Prior Learning</b> This topic builds on your learning at primary school where you learned knowledge of different countries.</p> <p>You will also focus on physical and human geography learning about different climates, types of settlements and natural resources.</p> <p>Previous geographical skills using maps will also be included to look at the locations of the important places we will study.</p>		<p><b>Current Learning</b> In this topic you will learn what sustainability means and how different important places try to achieve this, dependent on the issue affecting that place.</p> <p>This topic is important to develop your locational and place knowledge of the different important places covered, whilst also learning key geography themes and vocabulary that you will apply throughout your time at Ridgewood and beyond.</p>		
		<p><b>Subsequent Learning</b> This topic will prepare you to know how and understand why human processes happen in different locations globally that make particular places important and unique.</p> <p>This will also prepare you to look at some countries, such as India, in more detail in future topics.</p>		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	<b>Easter Island</b>	Sustainability Population Economy Causes Impacts Social Economic Environmental Urban Overcrowded	Read about <a href="#">Easter Island</a> .  Complete extra reading/lessons looking at <a href="#">Dubai</a> .  Explore news coverage of the <a href="#">Australian Bush/Wildfires</a> .  Explore information about <a href="#">Svalbard Seed Vault</a> .	Watch the news for any places relating to different important covered in the topic.  Discuss and help research solutions with sustainability with resources and population linked to the wider reading.
Lesson 2	<b>Dubai</b>			
Lesson 3	<b>Svalbard</b>			
Lesson 4	<b>Wildfires</b>			
Lesson 5	<b>Mid-Unit Assessment</b>			
Lesson 6	<b>Favelas</b>			
Lesson 7	<b>Jobs in Japan</b>			
Lesson 8	<b>Las Vegas</b>			
Lesson 9	<b>End of Unit Assessment</b>			

# SPANISH

## Me presento: All about me

<p><b>Prior Learning</b> This topic will allow us to assess how much Spanish you already know, if any. If you haven't studied Spanish before then there is no need to worry. This topic will form the foundations for your Spanish to develop throughout your time at Ridgewood School.</p>	<p><b>Current Learning</b> In this topic you will learn to write and talk about yourself in Spanish. You will be able to say greetings, your name, the alphabet, numbers, your birthday and who is in your family. You will also learn about Spain in this topic.</p>	<p><b>Subsequent Learning</b> This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary we learn, such as pronunciation of letters and using numbers, can be applied to any topic. After this topic we move on to describing ourselves and others so knowledge of introducing yourself will be crucial to later learning.</p>
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Lesson Sequencing		Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Introduction to Spain	Hola – Hello	Reading opportunities could focus on researching Spanish cities.  Below are some suggestions: Madrid Barcelona Valencia Sevilla Pamplona Zaragoza Granada Alicante Santiago de Compostela	To build listening and speaking skills and to encourage more cultural awareness, parents can support students to visit the YouTube Blog 'Coffee Break Spanish'. Here students can listen to native speakers of Spanish answering questions on a number of topics such as introductions, free time and family.
Week 2	Greetings and classroom instructions	¿Cómo te llamas? – what's your name?		
Week 3	The alphabet	Me llamo – my name is		
Week 4	Family members	¿Cómo estás? – How are you?		
Week 5	Numbers	Bien – Good		
Week 6	Dates and birthdays	Gracias – Thank you		
Week 7	Assessment week	Adiós – goodbye Hasta luego – see you later Mi cumpleaños – my birthday		

# RE

Belief Systems: Christianity					
<p><b>Prior Learning</b> This topic builds on your knowledge base from primary school, where you may have already learnt about religious traditions particularly Christianity. This is useful as it helps us to develop knowledge and understanding of how a religious belief can influence a person's life.</p> <p>Throughout this topic you will also continue to develop your skills of explanation which you will have started to develop in primary school. Furthermore, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to the life of a Christian.</p>		<p><b>Current Learning</b> In this topic you will initially learn about what it means to be religious; how it influences and affects the lives of believers and also how religious believers show that they belong to their own religious community.</p> <p>You will also consider why people hold their beliefs about God and look at varying views about how the world was created. You will be encouraged to consider your own opinion on religious belief and debate the different beliefs relating to the creation of the world.</p> <p>This topic is important for you to develop your knowledge of specific Christian beliefs and teachings. For example, you will look at key events in Jesus' life and why they are important for Christians today.</p>		<p><b>Subsequent Learning</b> This topic will initially introduce you to key concepts and beliefs within Christianity which will help you in many subsequent topics in RE. For example, by studying the teachings about Jesus' death and resurrection it will help you to understand more about what Christians believe about life after death which you will study in both Key Stage 3 and 4. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>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 in all subsequent RE topics, all of which are developed in this topic.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support		
<ol style="list-style-type: none"> <li>Community, identity and belonging</li> <li>What do Christians believe about God?</li> <li>Why do Christians believe in God?</li> <li>What do Christians believe about creation?</li> <li>Incarnation and Nativity</li> <li>Teachings- Parables - Good Samaritan</li> <li>Teachings – Parables - Sheep and the Goats</li> <li>Holy Week</li> </ol>	<ul style="list-style-type: none"> <li>Belief</li> <li>Atheist</li> <li>Theist</li> <li>Agnostic</li> <li>Creation</li> <li>Incarnation</li> <li>Nativity</li> <li>Parable</li> <li>Resurrection</li> <li>Crucifixion</li> </ul>	<p>You can use independent study opportunities to engage with the following websites and articles about Christianity.</p> <p><a href="#">Facts about Christianity – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</a></p> <p><a href="#">Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</a></p> <p>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.</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 why people may believe or not believe in God.</p> <p>Discussing and debating your own views with your children regarding religious belief would also be beneficial.</p>		

# ICT

Office Skills					
<b>Prior Learning</b> This topic builds on prior knowledge of how to use computers from Key Stage 2.		<b>Current Learning</b> In this topic, you will learn about a range of Microsoft Office functions, including Teams, PowerPoint and Excel. You will understand how to apply more efficiency when working with Microsoft Office.		<b>Subsequent Learning</b> This topic will prepare you for future work in ICT and business by preparing you to use Microsoft Office efficiently in a variety of different subjects. It will also support you to present your work appropriately and effectively when working on the computer.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support	
Lesson 1	Introduction to ICT	Slide master	<a href="#">How to give a presentation - BBC Bitesize</a>  <a href="#">How spreadsheets work - Spreadsheets - KS3 ICT Revision - BBC Bitesize</a>	Support your child to use the following website below.  <a href="#">Free Computer Lessons for Kids - TechnoKids</a>	
Lesson 2	Email, Teams and Office online	Carbon copy			
Lesson 3	PowerPoint presentation	Blind carbon copy			
Lesson 4	PowerPoint presentation	Hyperlink			
Lesson 5	PowerPoint presentation	SUM			
Lesson 6	Excel	Formulae			
Lesson 7	Excel Graphs	Cells			
Lesson 8	Excel	Rows If Statement			

# Art

Baseline				
Prior Learning		Current Learning		Subsequent Learning
This topic builds on knowledge of colour, tone, texture, mark making, being influenced by the work of others and creating a personal response. All of these aspects are in the Key Stage 2 National Curriculum.		In this topic, you will learn the formal elements of art including colour, tone, texture, mark making, designing and testing for a final piece, and the creation of the work.		This topic will prepare you for how to plan and structure future pieces of work. It also provides a grounding for further development in the three main areas of art: colour and pattern, line and tone and shape and form.
Week Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Colour wheel	Primary	Read the information on the Tate Modern website:  <a href="#">Patrick Caulfield</a>	Visit Leeds/Doncaster Art Gallery and identify any works by Patrick Caulfield.  Try to identify how the work has been made and the level of simplification.
Week 2	Introduction to tone	Secondary		
Week 3	Mark making	Palette		
Week 4	Observed drawing	Design		
Week 5	Patrick Caulfield artist page	Medium/media		
Week 6	Designing using prior learning	Tone		
Week 7	Media development	Texture		
Week 8	Final Piece	Observational		

# DRAMA

## Darkwood Manor

<b>Prior Learning</b> This topic builds on any knowledge you already have of skills such as facial expressions, body language, use of voice, reactions, status, and eye contact. You will now develop and begin to apply these skills in practical tasks, as you embark on your study of drama at Ridgewood.		<b>Current Learning</b> In this topic you will learn to apply a range of performance techniques. You will develop key terminology linked to performance techniques and independently apply characterisation skills as part of the performance.  This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.		<b>Subsequent Learning</b> 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, which will help you in Year 8 and Year 9 when exploring character development.  You will be required to demonstrate the ability to explore, 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.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support		
Lesson 1: Welcome to Darkwood Manor. Teacher in Role and Hot-Seating	Hot-Seating Teacher in Role Character Profile Atmosphere Freeze Frame Characterisation Mime Exaggeration Thought Tracking Non-Verbal Communication	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques: <ul style="list-style-type: none"> <li>• All About Theatre – National Theatre</li> <li>• National Theatre Connections Monologues: Speeches for Young People – Anthony Banks</li> <li>• 50 Best Plays for Young Audiences: A celebration of 50 years of theatre-making in England for children and young people – Sir Ken Robinson</li> </ul>	Explore the <a href="#">National Theatre's</a> streaming service – this has a range of professional pieces, performed for live audiences, recorded live, which you can watch to see professional actors applying characterisation skills. You could also watch Shakespearean productions such as Othello.  You may also want to see some local live theatre at <a href="#">CAST</a> . This regional theatre offers a range of productions throughout the year.		
Lesson 2: Who are you? – Character Profile and Hot-Seating					
Lesson 3: The Pub Scene: Atmosphere and Tension					
Lesson 4: Development of Tension and Atmosphere					
Lesson 5: Approaching Darkwood Manor – Mime and Characterisation					
Lesson 6: A Night in Darkwood Manor – Application of performance skills					

# MUSIC

The Outstanding Orchestra				
<b>Prior Learning</b> This topic builds on your knowledge of notation and rhythm.  The topic also builds on your understanding and awareness of the instruments associated with the orchestral ensemble that you may have covered in primary school.		<b>Current Learning</b> In this topic, you will learn about the instruments and their associated families of the orchestra. You will develop your visual and aural awareness of these instruments.  You will learn about the development of the orchestra since the period of 1650 and gain a better understanding of how to read an orchestral score. You will also undertake the role of a conductor and develop your theoretical and practical understanding of this role.		<b>Subsequent Learning</b> This topic will prepare you for understanding a range of ensembles in various contexts. It will allow you to understand the role of these instruments in alternative contexts.  Later in your study of Music, this topic will also support your understanding of Area of study 1 and 4 of the GCSE Music specification and Unit 2 of the NCFE Music Technology specification.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	The overview of the orchestra	Orchestra Ensemble Percussion Strings Brass Sonority Timbre Conductor	You have access to our subscription to <a href="#">Focus on Sound</a> . Click on the link: and then log in using your Microsoft Teams account.  Alternative wider reading opportunities: <a href="#">Classics for Kids</a> <a href="#">Classic FM Discover Music</a> <a href="#">Classic FM Discover Musical Instruments</a>	Watch a live orchestral performance. Go to BBC iPlayer and search 'The Proms 'or listen or watch BBC Radio 4.  Alternatively, you can search 'The Orchestra- Live performance' on YouTube.  Visit a symphony hall and watch a live symphony concert.
Lesson 2	The layout and families of the orchestra.			
Lesson 3	The role of the conductor and listening assessment			
Lesson 4	The development of the orchestra			
Lesson 5	Performance of orchestral music			
Lesson 6	Final orchestral performance			

## Transition to Ridgewood – Who am I and what are my personal qualities?

<b>Prior Learning</b> This topic builds on knowledge and understanding that you developed at primary school when considering your personal qualities and how to manage friendships.		<b>Current Learning</b> In this topic you will learn about what is meant by ‘personal qualities’ and the importance of being able to identify areas you wish to focus and develop on. You will develop an understanding of what constitutes a healthy friendship and how to manage these.  You will develop knowledge and understand of how to maintain good habits, relating to self-esteem and self-respect as well as good physical habits such as having adequate sleep.		<b>Subsequent Learning</b> This topic will prepare you for further learning in PSHCE right through to the end of Year 11. It will introduce you to concepts such as health and wellbeing and the various things that can impact this. You will begin to understand healthy relationships and the features of positive relationships from those that care about you. It will also help you to develop various coping mechanisms to manage aspects of your life both in Ridgewood and beyond, to maintain a happy and healthy lifestyle.	
<b>Lesson Sequencing</b>		<b>Tier 3 Vocabulary</b>	<b>Wider Reading Opportunities</b>	<b>Ways in which parents/carers can support</b>	
Lesson 1	What makes me, me? Personal strengths	Cyberbullying Attributes Friendships Self-respect Respect Melatonin Blue light Deprivation	You can use independent study opportunities to engage with the following websites.  <a href="#">Home - The Sleep Charity</a>  <a href="#">Anti-Bullying Alliance</a>	Discuss together different personal qualities you each have in the family and the positive impact these have on others around you.  Take part in creating sleep journals and track the impact it has following certain routines to ensure the adequate amount of sleep is received – e.g. 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				