

**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**English: Non-Fiction ‘Titanic’**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Transition unit**  Reading skills:   1. To identify the features of different styles of non-fiction writing in modern and older texts. 2. To identify and explain how texts have been adapted for specific audiences. 3. To understand and analyse how a writer’s perspective can influence the style and content of their writing. 4. To identify and analyse the methods and techniques used by a writer through annotation of a text. 5. To answer questions using inference. 6. Revise, identify a range of word classes and comment on their specific effect. 7. Identify and comment on the effect of a range of persuasive methods.   Writing skills   1. Write for a specific purpose, using the appropriate format and formality. 2. Write for a specific audience, ensuring that the text is targeting their interests and needs. 3. Develop your own perspective and viewpoint within non-fiction writing. 4. Use a range of persuasive methods to support your own viewpoint. 5. Experiment with a wider range of ambitious vocabulary. | **Inference:** <https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1>  <https://www.bbc.co.uk/bitesize/topics/z43g87h/articles/z6h6wnb>  **Fiction & Non-Fiction:** <https://www.bbc.co.uk/bitesize/articles/z7n4ydm>  **Persuasive language:** <https://www.bbc.co.uk/programmes/p08c9y4j>  **Persuasive language:** <https://www.bbc.co.uk/bitesize/articles/zvghqfr>  **Persuading a reader:** <https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zr8cmfr>  **Purpose & audience:** <https://www.bbc.co.uk/bitesize/articles/znn9vwx>  **Adjectives:** <https://www.bbc.co.uk/bitesize/articles/zf6c47h>  **Word classes:** <https://www.bbc.co.uk/programmes/p08b5llk>  **Prepositions:** <https://www.bbc.co.uk/bitesize/articles/zh8nscw>  **Tenses:** <https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/1963ed30-c95a-426c-9e54-9d660ecfad56/session>  **Verbs & tenses:** <https://www.bbc.co.uk/bitesize/articles/zh4thbk>  **Verbs:** <https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c>  **The Titanic:** <https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zng8jty>  **Passive voice:** <https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zkttng8>  **Active & passive voice:** <https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/f42b9d3b-2f45-4bea-bddd-9f24fb989960/session>  **Ambitious vocabulary:** <https://www.bbc.co.uk/bitesize/guides/zc4sk7h/revision/1> | **Sets 1,2,3: Kerboodle - Ignite 1: Unit 2- The Identity Kit**  **Sets 4,5,6: Kerboodle - Catapult 1: Chapter 4- Opinion and Persuasion**  **CGP Key Stage Three English Study Guide:**  Reading sections 1-4  Writing sections 6-9  **CGP Key Stage Three English Workbook:**  Reading sections 1-3  Writing sections 6-9  **Oxford AQA KS3 English Language Year 7: Preparing for Paper 1 & Paper 2**  **CGP Key Stage Three Spelling, Punctuation & Grammar Guide: The Work Book** |
| **Additional Resources:**   * Seneca Learning online learning platform; BBC Bitesize website, Young Writers online website; Jumpmag website (etymology for children); Kerboodle online learning platform – English Ignite 1 and Catapult 1. | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Maths**

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| **You will learn** | **Online Resources** | **Textbook Links** | **Teaching Resources/Links** |
| **Decimals and Measure**   1. Measure and draw lines to the nearest millimetre. 2. Write numbers in order of size. 3. Round decimals to the nearest whole number and to 1 decimal place. 4. Multiply and divide by 10, 100 and 1000. 5. Convert measurements. 6. Solve simple problems involving units of measurement in the context of length, mass and capacity. 7. Write decimal measures as two related units of measure. 8. Interpret metric measures displayed on a calculator. 9. Multiply decimals by multiples of 10, 100 and 1000. 10. Use four operations. 11. Work out the perimeters of composite shapes and polygons. 12. Solve problems involving area. 13. Use units of measure to solve problems.   **Fractions & Percentages**   1. Use fraction notation to describe parts of a shape. 2. Compare and order fractions. 3. Change an improper fraction to a mixed number. 4. Identify equivalent fractions. 5. Simplify fractions by dividing numerator and denominator by common factors. 6. Add and subtract simple fractions. 7. Calculate simple fractions of quantities. 8. Write one quantity as a fraction of another. 9. Work with equivalent percentages, fractions and decimals. 10. Use different strategies to calculate with percentages. 11. Express one quantity as a percentage of another. | Hegarty Maths Clips:  N  46  56  15  691  N  864  N  48  47  551  551  N  N  58  60  N  61  65  77  73  149  98  N | KS3 CGP Book 1 textbook pages:  Unit 7.3 page 114  Unit 1.3 page 4  Unit 2.1 page 32-35  Unit 1.3 page 14-17  Unit 7.3 page 116-120  Unit 7.4 page 121  N  N  N  Unit 1.5 page 27-29  Unit 15.1 page 187  Unit 15.2 page 193-194  N  Unit 5.1 page 52  Unit 5.1 page 61  N  Unit 5.1 page 53  Unit 5.1 page 56  Unit 5.2 page 63  Unit 5.7 page 60  Unit 5.4 page 73  Unit 5.4 page 73-76  Unit 5.4 page 77  Unit 6.1 page 89 | KS3 Pearson Progress in Mathematics book 1:  Unit 4.1 page 88  Unit 4.1 page 89  Unit 4.1 page 90  Unit 4.2 page 91  Unit 4.2 page 92  Unit 4.3 page 94  Unit 4.3 page 95  Unit 4.3 page 96  Unit 4.4 page 97-100  Unit 4.5 page 103-105  Unit 4.6 page 106-110  Unit 4.7 page 106-110  Unit 5.1 page 122  Unit 5.1 page 123-124  Unit 5.2 page 125  Unit 5.2 page 126  Unit 5.3 page 127-128  Unit 5.3 page 129  Unit 5.4 page 130  Unit 5.5 page 131-133  Unit 5.6 page 134  Unit 5.6 page 137-139 |
| **Additional Resources:**  CGP – Mathematics for Key Stage Three Book One (Product code: M1NN31)  KS3 Revision - <https://www.bbc.co.uk/bitesize/subjects/zqhs34j>  <https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/> | | | |

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Energy**   * To be able to state the unit of energy content of food. * To compare the energy values of food and fuels. * To be able to describe the energy resources used to generate electricity. * To explain the advantages and disadvantages of the different energy resources. * To be able to describe what you pay for when you pay your electricity bill and calculate the cost for home energy usage.   **Energy and Temperature**   * Be able to state the difference between energy and temperature. * Be able to state what the thermal energy of an object depends on. * Describe how energy is transferred by particles. * Describe how a thermal insulator can reduce energy transfer. * To be able to describe some sources of infrared. * To be able to describe how energy is transferred from the Sun to the Earth.   **Matter**   * To be able to describe the particle model of matter. * To be able to describe the properties of solids liquids and gases using the particle model. * To be able to describe how changes of temperature or state can be described in terms of particles transferring energy. * To recognise the state of a substance in relation to its melting and boiling point. * To be able to explain changes of state in terms of changes to the energy of particles. * To be able to use the particle model to explain diffusion. * To know what an atom is and the differences between compounds and elements. * To be able to state the properties of a pure substance and be able to describe solutions. * To be able to explain the meaning of solubility, filtration, evaporation and distillation. * To be able to describe how chromatography separates substances. | *Kerboodle text book Activate book 1*  *Pages*  *42 -47*  *76-93*  *94-105*  *Kerboodle text book Activate book 2*  *Pages*  *48-52*  <https://classroom.thenational.academy/subjects-by-year/year-7/subjects/science>  *Click on The Atom, Physical and chemical substances, Properties of substances*  *BBC Bitesize Daily lessons Y7*  <https://www.bbc.co.uk/bitesize/articles/zb6fxbk>  <https://www.bbc.co.uk/bitesize/articles/zbfq4xs>  <https://www.bbc.co.uk/bitesize/articles/z4s8qnb> | Kerboodle textbook Activate 1 pages 42-47,76-105.  Kerboodle textbook Activate 2 48-52  CGP Key Stage 3 Science book (green)  Pages 48-58  109 – 113  115 -117 |
| **Additional Resources:**   * <https://app.senecalearning.com/> ks3 science * <https://www.bbc.co.uk/bitesize/levels/z4kw2hv> * <https://www.teachitscience.co.uk/ks3-science> * <https://www.youtube.com/watch?v=rHCmWy5teVU&safe=active> | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7 Science**



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. School bag items – to say what there is and what there is not in your school bag; to say what you would like in your school bag; to say what colours your school bag items are. 2. Countries – to recognise a range of countries in French. To say where you live and where you come from. 3. Nationalities – to recognise a range of nationalities in the masculine and feminine form; to say what your nationality is in French. 4. Personal information – to say your age, birthday and where you were born. 5. 5. Culture and celebrations / Christmas – to 6. understand how Christmas is celebrated 7. in France; to identify the differences   between how Christmas is celebrated in  England and how it is celebrated in  France; to understand a range of  vocabulary relating to Christmas.  Linguascope Log in details:  Username: unity  Password: time4langs | 1. <https://quizlet.com/247229798/french-school-bag-items-flash-cards/>   [https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=pencilcase](https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=pencilcase%20)   1. [https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=countries](https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=countries%20)   <https://quizlet.com/4598005/countries-in-french-flash-cards/>   1. [https://quizlet.com/149981181/nationalities-in-french-flash-cards/](https://quizlet.com/149981181/nationalities-in-french-flash-cards/%20)   <https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=nationalities>   1. <https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zhryxyc>   <https://www.frenchlearner.com/phrases/how-old-are-you/>   1. <https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=christmas>   <https://www.whychristmas.com/cultures/france.shtml>  <https://quizlet.com/32435043/french-christmas-vocabulary-flash-cards/> | Work pack available upon request from the MFL Office. |
| **Additional Resources:**  Power Points on School Bag Items, Countries, Nationalities, Personal Information and Christmas available upon request.  CGP KS3 French Study Guide and CGP KS3 Workbook with answers. | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**German**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. School bag items – to say what there is and what there is not in your school bag; to say what you would like in your school bag; to say what colours your school bag items are. 2. Countries – to recognise a range of countries in German. To say where you live and where you come from. 3. Nationalities – to recognise a range of nationalities in the masculine and feminine form; to say what your nationality is in German. 4. Personal information – to say your age, birthday and where you were born. To understand ordinal numbers in German. 5. Culture and celebrations/ Christmas – to understand how Christmas is celebrated in Germany; to identify the differences between how Christmas is celebrated in England and how it is celebrated in Germany; to understand a range of vocabulary relating to Christmas. | 1. <https://quizlet.com/57228389/year-7-german-school-bag-items-flash-cards/>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=pencilcase>   1. <https://quizlet.com/gb/200561800/german-countries-flash-cards/>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=countries>   1. <https://quizlet.com/gb/214250910/german-nationalities-flash-cards/> 2. <https://www.bbc.co.uk/bitesize/guides/z96rk7h/revision/1>   <https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zh6jrj6>   1. <https://www.kids-world-travel-guide.com/christmas-in-germany.html>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=christmas>  <https://quizlet.com/251798730/german-christmas-vocabulary-flash-cards/>  Linguascope Log in details:  Username: unity  Password: time4langs | Work pack available upon request from the MFL Office. |
| **Additional Resources:**  Power Points on school bag items, countries, nationalities, personal information and Christmas available upon request.  CGP German KS3 Study Guide and CGP German Workbook with answers. | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. School bag items – to say what there is and what there is not in your school bag; to say what you would like in your school bag; to say what colours your school bag items are. 2. Countries – to recognise a range of countries in Spanish; to say where you live and where you come from. 3. Nationalities – to recognise a range of nationalities in the masculine and feminine forms; to say what your nationality is in Spanish. 4. Personal information – to say your age, birthday and where you were born. 5. Culture and celebrations/ Christmas – how Christmas is celebrated in Spain; to identify the differences between how Christmas is celebrated in England and how it is celebrated in Spain; to understand a range of vocabulary relating to Christmas. | 1. <https://quizlet.com/216495329/spanish-school-bag-items-flash-cards/>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=pencilcase>   1. <https://quizlet.com/171397536/countries-in-spanish-flash-cards/>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=countries>   1. <https://quizlet.com/102887457/nationalities-in-spanish-flash-cards/>   <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zhvpqp3>   1. <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zjh292p> 2. <https://www.whychristmas.com/cultures/spain.shtml>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=christmas>  <https://quizlet.com/112602976/spanish-christmas-vocabulary-flash-cards/>  Linguascope Log in details:  Username: unity  Password: time4langs | Work pack available upon request from the MFL Office. |
| **Additional Resources:**  Power Points on School Bag Items, Countries, Nationalities, Personal Information and Christmas available upon request.  CGP KS3 Spanish Study Guide and CGP KS3 Spanish workbook with answers. | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Digital Literacy**  Lesson 7 – Formal presentation tasks: create a formal presentation about Unity College for future Open Evening events.  Lesson 8 – Email etiquette: rules for sending emails within organisations.  Lesson 9 – Formal email writing tasks: writing emails in a formal business setting.  Lesson 10 – E-Safety: investigating the risks and dangers of online activity.  Lesson 11 – E-Safety: creating an informative poster about risks found from the previous lesson.  Lesson 12 – End of unit test: complete paper test and multiple-choice test. | Office 365  <https://www.office.com/?auth=2>  Year 7 > Content Library > Digital Literacy  Download and save the workbook in the ‘Lesson Tasks’ section to view and complete the activities.  Make use of the ‘Lesson Notes’ section to help support your learning.  <https://www.bbc.co.uk/bitesize/guides/zksk7ty/revision/1> | KS3 Computer Science CGP  P.46 – P.53 |
| **Additional Resources:**   * N/A | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Geography: Tectonics and Volcanoes**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * Understand how the structure of the Earth leads to volcanoes. * Explore the distribution of Volcanoes * Explore the dangers posed by different types of volcano. * Explore the hazards posed by violent eruptions. * Explore how volcanic eruptions effect people, property & livelihoods. * Explore how people respond to volcanic eruptions. | This links to BBC Bitesize, KS3 Geography, Natural Hazards, Plate Tectonics. It provides an overview of the structure of Earth, plate movement and boundaries.  <https://www.bbc.co.uk/bitesize/guides/zyhv4wx/revision/1>  This links to BBC Bitesize, KS3 Geography, Natural Hazards, Volcanoes. It provides an overview of Volcanoes including; formation, features, hazards/dangers and types of volcanoes. It also includes two case studies.  <https://www.bbc.co.uk/bitesize/guides/zvnbkqt/revision/1>  Both BBC websites have a ‘revise’ section and ‘test’ section. | Work pack with various worksheets and copies of booklets available from the Humanities Office upon request.  Geog.1 text book pages 86-91 and pages 100-101 |
| **Additional Resources:**   * [Mount St. Helens Eruption - Full Documentary](https://www.youtube.com/watch?v=forP1N1XwYE) (click on the link) | | |

**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**History**



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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The Norman Conquest**   * To describe what made a successful king. * To describe who had a claim to the English throne. * To describe what happened in 1066. * To explain why William won the Battle of Hastings. * To explain different ways that William controlled the English, including:   - Castles  - Feudalism  - The Domesday Book   * To describe and then explain the content of sources and to start to investigate why sources have been made and how useful they are. | <https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382>  An excellent series of animated videos that cover all of our key questions / objectives  <https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1/section/02d4297e-791d-46ef-8506-7862f33823fb/session>  A free online learning platform. Search for KS3 History and within this there is an entire program of work and tasks on the Norman Conquest.  <https://www.youtube.com/watch?v=oLy1LskT6Y8&safe=active>  A more detailed look at the actual Battle of Hastings | Work pack of tasks available from the Humanities Office upon request.  **“KS3 History All-in-One Complete Revision and Practice”** textbook / revision book published by Collins Pages 4-7 |
| **Additional Resources:**   * N/A | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**RE: The Island**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Identify your characters feelings.  Explain your characters feelings.  Explore positive and negative feelings.  Recognise what makes a community.  Make connections between community and responsibility.  Judge if being in a community brings responsibility.  Describe how religious ceremonies influence people.  Explain the impact of religious ceremonies.  Analyse the impact of / need for religious ceremonies.  Choose a relevant birth celebration.  Give reasons for my choice.  Explain my choices giving links to the community.  Analyse the impact of my ideas on the community.  Describe what might happen at a religious wedding.  Explain what happens at weddings and the meaning behind it.  Evaluate the importance of a marriage. | <https://www.youtube.com/watch?v=YNd53HuB7L8>  <https://www.bbc.co.uk/teach/class-clips-video/what-is-the-special-sikh-ceremony-taking-amrit/zj6d7nb>  <https://www.truetube.co.uk/film/sikh-naming-ceremony-naam-karan>  <https://www.youtube.com/watch?v=QYW10gv3jm0>  <https://www.truetube.co.uk/film/christian-baptism>  <https://www.youtube.com/watch?v=wNCJUdJXEKI>  [https://www.youtube.com/watch?v=U9oOuXjQ\_UA B881335F8B8552770EBDB881335F8B8552770&&FORM=VDRVRV](%20https://www.youtube.com/watch?v=U9oOuXjQ_UA%20B881335F8B8552770EBDB881335F8B8552770&&FORM=VDRVRV%20)  <https://www.truetube.co.uk/film/christian-marriage>  <http://www.sikhs.org/wedding> | Master packs available upon request from the Humanities Office. |
| **Additional Resources:**   * N/A | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**iD**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To be able to understand the term inclusive and why this is important for a well-rounded society. * To discuss what a healthy relationship should feel like, what are the signs of an unhealthy relationship? * To understand the term sexuality and know that everyone needs to learn to accept that everyone is an individual – not to stereotype. * To understand that the term gender is not as simple as it seems. * To discuss how to keep yourself safe Online. | Inclusive:  <https://www.youtube.com/watch?v=WTPwcTlLiow&safe=active>  <https://www.youtube.com/watch?v=JG0yqhzVuYA&safe=active>  https://www.youtube.com/watch?v=bJw3s85EcxM&safe=active  https://www.youtube.com/watch?v=PnDgZuGIhHs&safe=active  Healthy relationships:  <https://www.youtube.com/watch?v=Gn7ZQ2x0cOE&safe=active>  <https://www.youtube.com/watch?v=UB9anEZx9LU&safe=active>  Online Safety:  <https://www.youtube.com/watch?v=lB-sqbHSkpU&safe=active>  <https://www.youtube.com/watch?v=cvq3MB3ibok&safe=active> |  |
| **Additional Resources:**     * Place2Be: How to answer questions from children? - https://www.place2be.org.uk/ * POUT Burnley LGTBQ+ * [**POUTburnley@lancashire.gov.uk.**](mailto:POUTburnley@lancashire.gov.uk.) * Stone wall website - https://www.stonewall.org.uk/ * CEOPS - https://www.ceop.police.uk/safety-centre/ * Think you know website - https://www.thinkuknow.co.uk/11\_13/ | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Art and Design: Identity**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To develop subject specific vocabulary in relation to describing and creating artwork based on your identity. * To develop an appreciation of a range of artists and be able to articulate likes and dislikes in relation to them. * To research and present the work of one artist, including annotation, images, and an artist copy. * To continue to develop your observational drawing skills taking inspiration from chosen artists. | <https://www.youtube.com/watch?v=Z4lsy2SOm_A>  <https://www.youtube.com/watch?v=HghRXE8cbmE>  <https://www.youtube.com/watch?v=OezMavBqWXc> | Work pack available on request from Art Office. |
| **Additional Resources**   * [www.tate.org.uk](http://www.tate.org.uk) * [www.craftscouncil.org.uk](https://www.craftscouncil.org.uk/) * [www.textileartist.org](https://www.textileartist.org/) * [www.vam.ac.uk](https://www.vam.ac.uk/collections) * [www.theartstory.org](https://www.theartstory.org/artists/) * [www.thestudentartguide.co.uk](http://www.thestudentartguide.co.uk) * [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Performance skills, through devised performance**   * Developing leadership, teamwork and cooperation skills. * Developing audience awareness. * Demonstrate using voice to create meaning, * Demonstrating using physicality to communicate meaning. * Developing oracy and communication skills. * Developing and devising a performance. * Planning and time management skills. * Learning how to be an effective audience member offering. constructive and evaluative feedback. | Online Resources will be found on Satchel One. This will include   * A copy of the scenario “Purse Missing: Purse Found” * A role on the Wall template. * A Diary extract Template. * Hot Seating Template. * Costume Template. * Set Design Template. * A write your own scene Template. | Power points and work pack available  from the Arts Office upon request. |
| **Additional Resources:**   * N/A | | |

A picture containing drawing, food

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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Music**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: Rhythm**  In this unit of work, you will learn all about rhythm in music. You will begin by exploring beat vs rhythm before moving on to look at how rhythms are notated. You will then go on to apply this knowledge when performing and composing rhythms.  **Learning Objectives:**   * To distinguish between beat and rhythm. * To recognise note values and their associated rests. * To apply knowledge of rhythmic notation to composition. * To perform music accurately using rhythmic notation. | **UC Music Department YouTube Channel**  https://bit.ly/2FEtouh  **Focus on Sound**  unity-college.musicfirst.co.uk  School ID: unity-college (app only)  Username: Same as your college computer log in, e.g. JSmith20  Password: Unity123 (capital U) | Work pack available from the Arts Office upon request. |
| **Additional Resources:**   * www.bbc.co.uk/bitesize | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Design and Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Board Game – Papers, board and card:**   * Analysis of context, design brief and specification, how to write and understand. * Research into different cultures. * How to profile your client and why a client is central to the design process. * Developing ideas. * Final idea presentation * Making using found materials. Different categories of paper board and card. * Evaluation.   **Pen Pot - Polymers:**   * About the iterative design process: Design, feedback evaluate, refine – cycle. * To develop a design idea using card modelling. * To understand about polymers, their source, categories, properties and types. * How to plan, measure and mark out – ready for manufacture. * How to communicate your design ideas using isometric drawing. * Specific tools and equipment used in manufacture and how to use it skilfully. | **Using a try Square:** <https://www.youtube.com/watch?v=6MgDn4f7O4g&safe=active>  **Using a coping saw:**  <https://www.youtube.com/watch?v=aH1C98YYpFM&safe=active>  **Using a file:**  <https://www.youtube.com/watch?v=32FUysj-Lu4&safe=active>  **How to use a strip heater:**  <https://www.youtube.com/watch?v=u6JRELLcoXo&safe=active>  **Thermosets and thermoplastics:**  <https://www.youtube.com/watch?v=4Is5SOL8-9A&safe=active>  **Papers, cards and boards:**  <https://www.youtube.com/watch?v=XsqGq30uWXQ&safe=active>  **Drawing in isometric:**  <https://www.youtube.com/watch?v=biz81MlBFZo&safe=active> | Work packs available for both projects from Reprographics upon request. |
| **Additional Resources:**   * Watch the link videos above and using words and pictures complete step by step instructions on how to carry out the specific processes described. | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Food Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Food Safety & Food Hygiene**   * To know the ‘routines’ needed in the Food Technology rooms. * To understand the importance of good hygiene in food preparation. * To recognise the needs of bacteria and how to control food is safe.   **Healthy Eating**   * To understand the 8 healthy guidelines (BEEDKEED). * To recognise how ‘snack foods’ are made and their content. * To investigate how calories, work along with balancing energy consumption.   **Nutrition**   * To understand what nutrition is. * To recognise the two main areas; Macro and Micro Nutrients. * To understand the function and sources of the nutrients.   **Practical Work (optional)**  Encouragement of carrying out practical work at home linking homework to the practical activities – Fruit Fusion/ Coleslaw/ Scones/ Pizza. | [www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk/)  Section on 11-14yrs – use drop menu for healthy eating and nutrition.  [www.bbcteach.co.uk](http://www.bbcteach.co.uk)  Design & Technology – Food Technology – Food Preparation & Nutrition – class clips on energy balance, nutrition and healthy eating.  <https://royalrussell.planetestream.com>  (use of many videos on making of food – crisps, sweets, chocolate, pizza – Gregg Wallace BBC). | Work pack available upon request from Technology Office. |
| **Additional Resources:**   * Use of SMHWK for quizzes for homework | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 7**

**Core PE**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To know how to factor in exercise at home. * To know how to carry out your own exercise session at home using minimal equipment. * Plan and carry out your own exercise sessions at home. | <https://www.youtube.com/user/thebodycoach1>  Joe Wicks 30 minute PE lesson for everyone to have a go at – Fitness and fun  <https://www.youtube.com/channel/UCu-rJFVlr7ZAZ0en3RRALPw>  Max Whitlock gymnastics sessions at home. Every Tuesday & Friday at 3:30pm  <https://www.youthsporttrust.org/pe-home-learning>  PE activities that can be done individually or in pairs/small groups with a focus on the development of physical competence and actively learning the importance of personal skills to support social, emotional and mental wellbeing.  <https://www.youthsporttrust.org/60-second-physical-activity-challenges>  A fun ‘compete against yourself’ approach to physical activity with a focus on resilience and perseverance and the aim to achieve bronze, silver or gold medal aims. We have a range of activity cards and videos.  <https://www.youthsporttrust.org/active-learning>  Teaching wider school subjects such as English and Maths in a physical way so as to reduce children sitting for to long and making the learning fun e.g. timetable squats.  <https://burnleyleisure.co.uk/category/news/home-workouts/> | Unity College 5-day Fitness Challenge available upon request from the PE Office |
| **Additional Resources:**   * N/A | | |