

**Half Termly Overview 04/01/2021 to 12/02/2021**

**Year 7**

**English: Heroes and Villains**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **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.

**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. Experiment with a wider range of ambitious vocabulary.
 | **Sets 1,2,3: Kerboodle - Ignite 1: Unit 4 Traveller’s Tales (pages 86-105)****Sets 4,5,6: Kerboodle - Catapult 1: Chapter 1 Characters and Setting (pages 24-39)****Understanding Literary Heroes and Villains:** <https://www.youtube.com/watch?v=Hhk4N9A0oCA&safe=active> **Annotating Texts:** <https://www.bbc.co.uk/bitesize/guides/zgvxbk7/revision/1> **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>**Synonyms**: <https://learnykids.com/worksheets/ks3-synonym-and-antonym> **Decoding Words**: <https://app.senecalearning.com/classroom/course/7b3b0f4b-f88f-4123-8ebd-d218cf542029/section/24d9b3a7-c791-4dc9-8c55-4912522fb3ac/session> **Critical Reading:** <https://www.bbc.co.uk/bitesize/topics/zfwpd6f> **Harry Potter Exploration:** <https://app.senecalearning.com/classroom/course/b61331b7-514e-4f70-936f-40206952cb19/section/6b4c358f-ddfc-4cf3-956c-111794e83388/session> **Character**: <https://www.bbc.co.uk/bitesize/guides/z3vwq6f/revision/4> **Analysing Structure:** <https://www.bbc.co.uk/bitesize/guides/ztxbr82/revision/7> **How to use evidence from a text:** <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zdq8hbk> **Adjectives:** <https://www.bbc.co.uk/bitesize/articles/zf6c47h>**Word classes:** <https://www.bbc.co.uk/programmes/p08b5llk>**Verbs & tenses:** <https://www.bbc.co.uk/bitesize/articles/zh4thbk>**Ambitious vocabulary:** <https://www.bbc.co.uk/bitesize/guides/zc4sk7h/revision/1> | Master pack of resources are available from the English Office.**CGP Key Stage Three English Study Guide:**Reading sections 1-4Writing sections 6-9**CGP Key Stage Three English Workbook:**Reading sections 1-3Writing 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 04/01/21 to 12/02/21**

**Year 7**

**Maths**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Lines & Angles**1. Use a protractor to measure and draw angles.
2. Recognise acute, obtuse and reflex angles.
3. Estimate the size of angles.
4. Describe and label lines, angles and triangles.
5. Identify angle and side properties of triangles.
6. Use a ruler and protractor to draw triangles accurately.
7. Use the rules for angles on a straight line, angles around a point and vertically opposite angles.
8. Solve problems involving angles.
9. Use the rule for the sum of angles in a triangle.
10. Calculate interior and exterior angles.
11. Solve angle problems involving triangles.
12. Identify and name types of quadrilaterals.
13. Use the rule for the sum of angles in a quadrilateral.
14. Solve angle problems involving quadrilaterals.

**Probability**1. Use the language of probability.
2. Use a probability scale with words.
3. Understand the probability scale from 0 to 1.
4. Identify outcomes and equally likely outcomes.
5. Calculate probabilities.
6. Use a probability scale from 0 to 1.
7. Calculate more complex probabilities.
8. Calculate the probability of an event not happening.
9. Record data from a simple experiment.
10. Estimate probability based on experimental data.
11. Make conclusions based on the results of an experiment.
12. Use probability to estimate the expected number of times an outcome will occur.
13. Apply probabilities from experimental data in simple situations.
 | **Hegarty Maths Clips:**461455457823823461477-480477-480485-487485-487485-487824-826560560349349349351-353351-353351-353353-354353-354356356356355355N | **KS3 CGP Textbook 1 Pages:**Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 13 Page 163 - 177Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 - 220 | **KS3 Pearson Core Progress:**Unit 8. 1 Page 202-205Unit 8. 1 Page 206Unit 8. 2 Page 202-205Unit 8. 2 Page 206-208Unit 8. 3 Page 206-208Unit 8. 3 Page 209-211Unit 8. 4 Page 212-215Unit 8. 4 Page 215Unit 8. 5 Page 216-217Unit 8. 5 Page 216-217Unit 8. 5 Page 216-217Unit 8. 6 Page 218-219Unit 8. 6 Page 218-219Unit 8. 6 Page 218-219Unit 6.1 Page 151Unit 6.1 Page 152Unit 6.2 Page 152-153Unit 6.2 Page 154Unit 6.3 Page 154-156Unit 6.3 Page 151-153Unit 6.3 Page 157-158Unit 6.4 Page 157-158Unit 6.4 Page 159-162Unit 6.4 Page 159-162Unit 6.5 Page 159-261Unit 6.5 Page 163-165Unit 6.5 Page 163-165 |
| **Additional Resources:**Pearson Purposeful Practice 1: Chapter 8 Pages 91 – 101Pearson Purposeful Practice 1: Chapter 6 Pages 69 - 77 |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**Science**

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| **You will learn** | **Online resources**  | **Teaching Resources/Links**  |
| **Genes**1. State the causes of variation within a species.
2. Describe the differences between continuous and non-continuous variation.
3. Explain how variation helps species to survive and how they are adapted to their environment.
4. Describe the main changes that happen during puberty.
5. Name and describe the main functions of the male and female reproductive systems.
6. Describe what happens during fertilisation, gestation and birth.
7. Describe the main stages of menstruation.

**Speed**1. Describe what is meant by an interaction pair.
2. Understand what happens when the resultant force is not zero.
3. State and use the formula for speed.
4. Calculate speed from a distance time graph.

**Energy Transfer** 1. Show how energy is transferred between energy stores.
2. Describe what dissipation means.
 | Kerboodle online textbook Activate 1 pages 198 – 217Oak National Academy – variation <https://classroom.thenational.academy/lessons/variation> Kerboodle online textbook Activate 1 pages 12 – 21Oak National Academy – Speed <https://classroom.thenational.academy/lessons/speed>Oak National Academy – Distance time graphs <https://classroom.thenational.academy/lessons/distance-time-graphs>Kerboodle online textbook Activate 1 pages 48 – 51 | CGP Key Stage 3 Science (higher level) complete revision and practicePages 41-47CGP Key Stage 3 Science (foundation level) complete revision and practice Pages 42-48CGP Key Stage 3 Science (higher level) complete revision and practicePages 120-122CGP Key Stage 3 Science (foundation level) complete revision and practice Pages 114-117CGP Key Stage 3 Science (higher level) complete revision and practicePages 102-113CGP Key Stage 3 Science (foundation level) complete revision and practice Pages 97-104 |
| **Additional Resources:** [www.senecalearning.com](http://www.senecalearning.com)KS3 Science1.4.1 – DNA and natural selection3.1.4 – Energy stores3.2.1 – Speed[www.freesciencelessons.co.uk](http://www.freesciencelessons.co.uk)[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**Geography: People on the move**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. Understand how the population of people has changed over-time.
2. Understand the reasons why populations grow.
3. Understand that population growth is not equal.
4. Understand why people move from one place to another.
5. Understand why people move from rural locations.
6. Understand why people chose to live in a slum.
 | L1 – L5: This links to the BBC bitesize website on population and migration. It covers population distribution, density, growth, and structure, together with causes and effects of migration. There is a revision section and test section. <https://www.bbc.co.uk/bitesize/guides/zkg82hv/revision/2>Watch the video and make notes under the following headings:1. Population distribution
2. population density
3. Population growth
4. Population structure
5. Causes of migration
6. Effects of migration

L6: [Life in the favela of Rochina - KS3 Geography - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zrn9wmn)Watch the video and complete the following tasks:Make notes under the headings of Geraldo, Leandro and Clothilda. What do these characters think about living in Rochina? List the positives and negatives of living in Rochina.Next, sketch a typical slum dwelling seen in the video (pause a scene to help you with this task), label the key features. | Master pack of resources are available upon request from the Humanities Office.1-2 Geog.2 text book 4th edition pages 18-213 Geog.2 text book 4th edition pages 24-255 Geog.1 text book 4th edition pages 52-556 Geog.2 text book 4th edition pages 44-41 |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The Black Death**1. To describe how the Black Death arrived in Britain.
2. To describe the symptoms of the Black Death.
3. To explain what people though caused the Black Death.
4. To explain the real causes of the Black Death.
5. To explain the long term causes of the Black Death.
 | Seneca Learning – This is a free interactive online learning site. You simply create an account and then click onto “Classes and Assignments” then “Join Class”. You then enter this class code **nddogn0awz** this will then set you a series of assignments.[www.senacalearning.com](http://www.senacalearning.com)BBC Bitesize – read through the information in the revise section and then watch the video. There is then a test section with questions.<https://www.bbc.co.uk/bitesize/guides/z7r7hyc/revision/1>On this website there are a variety of fun games to play that are associated with the Black Death<http://ks3historygames.co.uk/the-black-death-ks3-history/>Consider everything you have studied and answer this question. You can then email the answer to your teacher, using your school email.g.hargraves@unity.lancs.sch.ukl.wroe@unity.lancs.sch.ukt.shaun@unity.lancs.sch.uka.rasul@unity.lancs.sch.uk**“The Black Death was a complete disaster” How far do you agree?**Paragraph 1 – Explain reasons why it was a disasterParagraph 2 – Explain some of the long-term improvements Conclusion – Sum up your own opinion | **KS3 History All-in-One Complete Revision and Practice** textbook / revision book published by Collins Pages 16 - 19 |



**Half Termly Overview 04/01/2021 to 12/02/2021**

**Year 7**

 **French**

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| **You will learn** | **Online Resources** | **Teacher Resources/Links** |
| 1. Nationalities – to recognise a range of nationalities in the masculine and feminine form; to say what your nationality is in French.
2. Personal information – to say your age, birthday and where you were born.
3. Family – to recognise family members and descriptions of family.
 | 1. <https://quizlet.com/149981181/nationalities-in-french-flash-cards/>

<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=nationalities><https://quizlet.com/5087629/french-nationalities-flash-cards/>1. <https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=physical>

<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=personality><https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=facedescriptions><https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/z7ftwty><https://mywordsearch.com/192185/Je-me-presente>1. <https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=family>

<https://www.thoughtco.com/la-famille-french-family-vocabulary-1368103><https://www.youtube.com/watch?v=rIyyk25l3MA><https://quizlet.com/6906811/french-la-famille-flash-cards/><https://www.languagesonline.org.uk/Quizlet/French/Famille.htm><https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zmvpqp3><https://www.youtube.com/watch?v=y1a_7-N3tvU>Linguascope: Log in detailsUsername: unityPassword: time4langs | Master pack of resources are available upon request from the MFL Office.  KS3 workbooks can be purchased from the MFL Office. |
| **Additional Resources:**Lesson PowerPoints are available upon request from the MFL Office. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**German**

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| **You will learn** | **Online Resources** | **Teaching Resources/** **Links** |
| 1. **Nationalities** – to recognise a range of nationalities in the masculine and feminine form; to say what your nationality is in German.
2. **Personal information** – to say your age, birthday and where you were born. To understand ordinal numbers in German.
3. **Family members** – to recognise a range of family members and say who is in your family.
4. **Pets** – to recognise a range of pets in German. To give your opinions on different animals.
 | 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://quizlet.com/12761019/german-family-members-flash-cards/>

<https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/znh747h><https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=family>1. <https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=pets>

<https://quizlet.com/133361209/german-pets-flash-cards/>Linguascope Log in details: Username: unity Password: time4langs  | Master pack of resources are available upon request from the MFL Office.  KS3 workbooks can be purchased from the MFL Office. |
| **Additional Resources:**PowerPoints on Nationalities, Personal Information, Family Members and Pets are available upon request from the MFL Office.  |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. **Nationalities** – to recognise a range of nationalities in the masculine and feminine form; to say what your nationality is in Spanish.
2. **Personal information** – to say your age, birthday and where you were born.
3. **Family members** – to recognise a range of family members and say who is in your family.
4. **Pets** – to recognise a range of animals in Spanish. To give your opinions on different animals.
 | 1. [Spanish nationalities Flashcards | Quizlet](https://quizlet.com/539769528/spanish-nationalities-flash-cards/)

Linguascope | Beginners | Spanish | Nationalities[How to introduce yourself in Spanish - YouTube](https://www.youtube.com/watch?v=Yo9KwQxh4T0&safe=active)[Spanish vocabulary || Nationalities - nacionalidades 1 - Bing video](https://www.bing.com/videos/search?q=spanish+nationalities&adlt=strict&view=detail&mid=DF7CBF8E586541522A88DF7CBF8E586541522A88&&FORM=VRDGAR)1. [Best Spanish 1 - Birthdays Flashcards | Quizlet](https://quizlet.com/525873615/spanish-1-birthdays-flash-cards/)

[Personal Information You'll Remember | Quizlet](https://quizlet.com/318051675/personal-information-flash-cards/)[Introducing yourself - KS3 Spanish - BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zhvpqp3)1. [Family Members in Spanish Flashcards | Quizlet](https://quizlet.com/186430278/family-members-in-spanish-flash-cards/)

[Linguascope | Beginners | Spanish | Family](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=family)1. [Best Spanish - Pets Flashcards | Quizlet](https://quizlet.com/243976352/spanish-pets-flash-cards/)

[Linguascope | Beginners | Spanish | Pets](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=pets)Linguascope Log in details: Username: unity Password: time4langs  | Master pack of resources are available upon request from the MFL Office.  KS3 workbooks can be purchased from the MFL Office. |
| **Additional Resources:**Lesson PowerPoints are available on request from the MFL office. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Scratch Programming**Lesson 1 – What is Scratch? Research the use of Scratch and how you can use it to build your own programs.Lesson 2 – Scratch challenges: practice your basic skills and familiarise yourself with the main tools and features.Lesson 3 – Maze plan: sketch and plan the maze background for your game.Lesson 4 – Creating a stage: develop your stage in Scratch using your maze plan.Lesson 5 – Creating sprites: create and add the main sprites required for your game.Lesson 6 – Using the ‘Control’ block: begin to add the main control blocks to your game.Lesson 7 – Using the ‘Sensing’ and ‘Motion’ blocks: begin to develop your main program by adding more complex blocks.  | Office 365<https://www.office.com/?auth=2>Year 7 > Content Library > ScratchDownload 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/zts8d2p/revision/1>  | KS3 Computer Science CGP - p.112 – p.116 |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**Art and Design: Portraits**

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| **You will learn** | **Online Resources** | **Teaching Resources/** **Links** |
| 1. You will learn about drawing proportions of the face.
2. You will be introduced to the grid system.
3. You will draw a family member, someone famous or selfie.
4. You will be asked to take photographs of family members, friends etc.
5. Digital development – use the editing software on your phone to change the colour, contrast and saturation.
6. Research portrait artists and present key features with images of their work.
 | <https://www.thedrawingsource.com/proportions-of-the-face.html><https://www.youtube.com/watch?v=Z4lsy2SOm_A><https://www.youtube.com/watch?v=HghRXE8cbmE><https://www.youtube.com/watch?v=OezMavBqWXc> | Master pack of resources are available upon 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 04/01/21 to 12/02/21**

**Year 7**

**Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Performance skills, through scripted performance**1. Developing leadership, teamwork and cooperation skills.
2. Developing Audience awareness.
3. Demonstrate using voice to create meaning.
4. Demonstrating using physicality to communicate meaning.
5. Developing oracy and communication skills.
6. Rehearsing a scripted performance.
7. Planning and time management skills.
8. Learning how to be an effective audience member offering. constructive and evaluative feedback.
 | Online Resources will be found on Satchel One. This will include1. A copy of the extract from “Blood Brothers”
2. A role on the Wall template.
3. A Diary extract Template.
4. Hot Seating Template.
5. Costume Template.
6. Set Design Template.
7. A write your own scene *Template.*
 | Master pack and PowerPoints available upon request from the Art Office. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**Music**

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| **You will learn:** | **Online Resources** | **Teaching Resources/ Links** |
| **Unit of Work: Melody and Chords**In this unit of work, you will learn how to read treble clef notation. You will also explore what makes a good melody before analysing and composing your own melody. You will also expand on this and begin to explore chords and how chords and melodies interact with one another. **Learning Objectives:** 1. To understand treble clef notation.
2. To recognise note of the treble clef.
3. To recognise the features of a good melody.
4. To compose an effective melody.
5. To understand how to construct a chord.
6. To notate ideas accurately.
 | **UC Music Department YouTube Channel**<https://bit.ly/2FEtouh> **Focus on Sound**[www.unity-college.musicfirst.co.uk](http://www.unity-college.musicfirst.co.uk) School ID: unity-college (app only)Username: Same as your college computer log in, e.g. JSmith20Password: Unity123 (capital U)**Musical Online Escape Room**<https://forms.gle/7N8bye2UfKWF7GBc9>  | Master pack of resources are available upon request from the Art Office.  |
| **Additional Resources:**[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**Food Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Food Safety & Food Hygiene**1. To recognise the ‘routines’ needed in the Food Technology rooms.
2. To understand the importance of good hygiene in food preparation.
3. To recognise the needs of bacteria and how to control food is safe.

**Healthy Eating**1. To understand the 8 healthy guidelines (BEEDKEED).
2. To recognise how ‘snack foods’ are made and their content.
3. To investigate how calories, work along with balancing energy consumption.

**Nutrition**1. To understand what nutrition is.
2. To recognise the two main areas; Macro and Micro nutrients.
3. 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. | Master pack of resources are available upon request from the Technology Office. |
| **Additional Resources:**Resources and homework on Show My Homework. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**Design and Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Board Game – Papers, board and card:**1. Analysis of context, design brief and specification, how to write and understand.
2. Research into different cultures.
3. How to profile your client and why a client is central to the design process.
4. Developing ideas.
5. Final idea presentation.
6. Making using found materials.
7. Different categories of paper, board and card.
8. Evaluation.

**Pen Pot - Polymers:**1. About the iterative design process: Design, feedback evaluate, refine – cycle.
2. To develop a design idea using card modelling.
3. To understand about polymers, their source, categories, properties and types.
4. How to plan, measure and mark out – ready for manufacture.
5. How to communicate your design ideas using isometric drawing.
6. 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> | Master pack of resources are available upon request for the Board Game and Pen Pot projects from the Technology Office. |
| **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 04/01/21 to 12/02/21**

**Year 7**

**Religious Education: Jesus**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| 1. To evaluate the importance of events in the life of Jesus.
2. Evaluate and consider reasons for different images.
3. Consider and evaluate reasons for differences in his identity.
4. Understand why Jesus used parables to teach.
5. Explain the importance of parables for Christians.
6. Explain the impact of ‘love your neighbour’ and evaluate if it is always possible to show love.
7. Identify and evaluate what miracles show about Jesus and lead to people believing.
8. Examine evidence in order to try and prove that Jesus was an historical figure and analyse the evidence and reach a conclusion.
 | <http://www.bbc.co.uk/programmes/articles/3>[lKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs](http://www.bbc.co.uk/programmes/articles/3lKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs)[Superhero + Jesus - I Need A Hero Music Video - YouTube](https://www.youtube.com/watch?v=qF5-mY-_fY4)[Parable of the Wise and Foolish Builders - YouTube](https://www.youtube.com/watch?v=CXWHLB1f6_U)[Parable of the Good Samaritan (animation) - KS1 Religious Education - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/z934wmn)[Love your neighbour as yourself - YouTube](https://www.youtube.com/watch?v=f_lA7J6r5xE&feature=emb_logo)[Dynamo walking on water HQ - YouTube](https://www.youtube.com/watch?v=qEc_jeGBVxs)[Jesus Turns Water into Wine - A Faith Kids Bible Story Video - YouTube](https://www.youtube.com/watch?v=XQwgCCfAJwk) | Master pack of resources are available upon request from the Humanities Office. |
| **Additional Resources:** [School Learning Zone - KS2 Who is Jesus? (school-learningzone.co.uk)](https://school-learningzone.co.uk/key_stage_two/ks2_religious_education/ks2_who_is_jesus_/ks2_who_is_jesus_.html) |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**iD**

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| **You will learn**  | **Online Resources** | **Teaching Resources/Links** |
| 1. You will learn the importance of keeping yourself clean.
2. You will understand the consequences of having poor personal hygiene.
3. You will look at the steps that you can use to maintain good health and hygiene.
4. You will look at the importance of a healthy lifestyle, and discuss obsessive eating habits.
5. You will explore what influences young people with regards to how they think they should look and how the media and peers influence this.
 | Hygiene<http://www.bbc.co.uk/education/clips/zfjkjxs>Periods<https://www.nhs.uk/Video/Pages/Menstrualcycleanimation.aspx/feed/index.php/help/volunteering/volunteering-vacancies/feed/rss2/www.nhs.uk/conditions/how-do-i-manage-a-fussy-eater.aspx?searchtype=Tag&searchterm=Information+Service+for+Parents__Toddlers&>[Always #LikeAGirl - YouTube](https://www.youtube.com/watch?v=XjJQBjWYDTs&safe=active)[Our Epic Battle #LikeAGirl (always.co.uk)](https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/our-epic-battle-like-a-girl/)Periods - NHS (www.nhs.uk)Germs<https://www.youtube.com/watch?v=7D0eIsuZC3w>Headlice<http://embarrassingbodieskids.channel4.com/video/clinic-consultations/clinic-consultation-headlice/>Body Image<https://www.bbc.co.uk/programmes/p012d8l4>Emergency Aid<https://www.youtube.com/watch?v=ygKaZP-ENYw&safe=active><https://www.youtube.com/watch?v=CNxNIsQ_SzY&safe=active> | Master pack of resources are available upon request. |
| **Additional Resources:**[What is a healthy diet? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmwvgdm)[Teenage pressures - acne - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/z4pjxnb)[Teenage pressures - appearances and beauty - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zwf2hyc) |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 7**

**Core PE**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To know how to factor in exercise at home.
2. To know how to carry out your own exercise session at home using minimal equipment.
 | <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/> | Master pack of resources are available upon request from the PE Office with examples of how you can exercise at home with minimal equipment. |