

**Half Termly Overview 22/02/21 to 26/03/21**

**Year 7 English: Out of this World**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Reading skills**1. To identify the features of different styles of fictional writing in modern and older texts. With a focus on Science fiction.
2. To identify and explain how writers use MASSIVE techniques to create exciting narratives.
3. To understand and analyse how a writer’s use of language looking at 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. To be able to write creatively using narrative structures.
2. Applying MASSIVE techniques to my own writing.
3. Write for a specific purpose, using the appropriate format and formality.
4. Write for a specific audience, ensuring that the text is targeting their interests and needs.
5. Experiment with a wider range of ambitious vocabulary.
 | Sets 1,2,3,4,5,6: Kerboodle - Ignite 1: Unit 3 Out of this World (pages 60-84).Examples of short Science-fiction stories**:** [Sci-fi - Literacy WAGOLL](https://www.literacywagoll.com/sci-fi.html)Fictional Writing – How to use language for effect:[Fiction writing - KS3 English - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zn8tkmn)Creative and Narrative writing: [Original ideas - Creative and narrative writing - KS3 English Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1)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>Critical Reading: <https://www.bbc.co.uk/bitesize/topics/zfwpd6f> 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> Ambitious vocabulary: <https://www.bbc.co.uk/bitesize/guides/zc4sk7h/revision/1>Grammar: [Sentence types - Sentences - KS3 English Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zxqnfg8/revision/1)Grammar Revolution: [Sentence Types (Statements, Questions, Exclamations, & Commands) (english-grammar-revolution.com)](https://www.english-grammar-revolution.com/sentence-types.html) | 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 Workbook. |
| **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 22/02/21 to 26/03/21**

**Year 7 Maths**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Ratio & Proportion**1. Use direct proportion in simple contexts.
2. Solve simple problems involving direct proportion.
3. Use the unitary method to solve simple word problems involving direct proportion.
4. Use ratio notation.
5. Reduce a ratio to its simplest form.
6. Reduce a three-part ratio to its simplest form by cancelling.
7. Find equivalent ratios.
8. Divide a quantity into two parts in a given ratio.
9. Solve word problems involving ratio.
10. Use ratios and measures.
11. Use fractions to describe and compare proportions.
12. Understand and use the relationship between fractions, ratio and proportion.
13. Use percentages to describe proportions.
14. Use percentages to compare simple proportions.
15. Understand and use the relationship between percentages, ratio and proportion.

**Sequences and Graphs**1. Recognise, describe and continue number sequences.
2. Generate terms of a sequence using a one-step term-to-term rule.
3. Find missing terms in a sequence.
4. Generate and plot coordinates from a rule.
5. Find patterns and rules in sequences.
6. Find the midpoint of a line segment.
7. Describe and continue special sequences.
8. Use the term-to-term rule to work out more terms in a sequence.
9. Recognise an arithmetic sequence and a geometric sequence.
10. Recognise, name and plot graphs parallel to the axes.
11. Plot straight-line graphs using a table of values.
12. Generate terms of a sequence using a position-to-term rule.
13. Use linear expressions to describe the 𝑛th term of simple sequences.
 | **Hegarty Maths Clips:**339340341n/a328329330331332333n/a330n/a335n/an/an/a919920920n/a196200261197264n/an/aplot206n/a | **KS3 CGP Textbook 1 Pages:**Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 6 Page 89 - 101Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152Section 11 Page 144 – 152 | **KS3 Pearson Core Progress:**Unit 7 Page 176 - 179Unit 7 Page 176 - 179Unit 7 Page 176 - 179Unit 7 Page 180 - 182Unit 7 Page 180 - 182Unit 7 Page 180 - 182Unit 7 Page 180 - 182Unit 7 Page 183 - 185Unit 7 Page 183 - 185Unit 7 Page 183 - 185Unit 7 Page 186 - 188Unit 7 Page 186 - 188Unit 7 Page 186 - 188Unit 7 Page 186 - 188Unit 7 Page 187 - 190Unit 7 Page 187 - 190Unit 7 Page 187 - 190Unit 9 Page 232 - 235Unit 9 Page 232 – 235Unit 9 Page 232 – 235Unit 9 Page 232 – 235Unit 9 Page 236 - 237Unit 9 Page 236 - 237Unit 9 Page 238 - 240Unit 9 Page 238 - 240Unit 9 Page 241 - 243Unit 9 Page 241 - 243Unit 9 Page 244 - 246Unit 9 Page 244 - 246Unit 9 Page 244 - 246 |
| **Additional Resources**Pearson Purposeful Practice 1: Chapter 7. Pages 79–87.Pearson Purposeful Practice 1: Chapter 9. Pages 103–113. |



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**Year 7 Science**

**Science**

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| **You will learn** | **Online Resources** | **Teaching Resources / Links** |
| **Gravity** To be able to explain:* What gravity is.
* How the amount of gravity depends on mass and distance.
* How to calculate weight on different planets and how objects stay in orbit.

**Contact Forces**To be able to explain:* What friction and drag are and how they affect motion.
* How the reaction force of solids stops you falling through the floor or a chair.
* Hooke’s law.
* The law of moments- turning forces.

**Pressure*** How to calculate pressure.
* Atmospheric pressure.
* How to calculate upthrust to explain why things float on water.
* How to calculate the stress a solid object exerts.
 | Kerboodle Digital Book Activate 1. Page 22-25.Kerboodle Digital Book Activate 2. Page 18-25.Seneca Learning – KS3 Physics 3.2.3 Gravity and weight.Seneca Learning – KS3 Physics 3.2.1, 3.2.4, 3.2.6, 3.2.8.BBC Bitesize Gravity Section:[What is gravity? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zr3xh39) https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zr3xh39BBC Bitesize KS3 Forces:[What are forces? - Forces - KS3 Physics Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1)https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1.BBC Teach Videos:[Physics KS3/GCSE: A demonstration of friction - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/physics-ks3-gcse-demonstration-of-friction/z4qnrj6)https://www.bbc.co.uk/teach/class-clips-video/physics-ks3-gcse-demonstration-of-friction/z4qnrj6[Physics KS3/GCSE: Falling bodies - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/physics-ks3-gcse-falling-bodies/zhf92sg)https://www.bbc.co.uk/teach/class-clips-video/physics-ks3-gcse-falling-bodies/zhf92sg[Physics KS3 / GCSE: The Science of Space Dive - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/physics-ks3-gcse-the-science-of-space-dive/zhxp47h)https://www.bbc.co.uk/teach/class-clips-video/physics-ks3-gcse-the-science-of-space-dive/zhxp47h | CGP Key Stage 3 Science Revision Book – Forces Section:Page 123-126, 131, 133-135, 162. |
| **Chemical Reactions**To be able to explain:* What a chemical reaction is.
* What acids and alkalis are.
* What pH indicators are and what neutralisation means.
* How to make salts.
* How metals react with acids, oxygen and water.
* How to predict the products of a displacement reaction.
 | Kerboodle Digital Book Activate 1. Page 108-135.Seneca Learning – KS3 Science Chemistry 2.2 Chemical Reactions.BBC Bitesize KS3 Chemical Reactions and Tests.[Chemical reactions and tests - KS3 Chemistry - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zypsgk7)BBC Teach Videos:[KS3 Chemistry - BBC Teach](https://www.bbc.co.uk/teach/ks3-chemistry/z7pg7nb) | CGP Key Stage 3 Science Revision Book – Chemical Reactions Section:Page 75-90. |
| **Additional Resources**<https://www.bbc.co.uk/bitesize/><https://www.thenational.academy/> |



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**Year 7 Geography – Making Life Better and Slum Improvements.**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To know and understand where food comes from.
2. To understand how we source clean water.
3. To understand where our energy comes from.
4. To understand how government’s pay for the police.
5. To understand why there is conflict and how we resolve it.
6. To understand how countries provide healthcare for their people.
7. To understand how education is provided.
8. Understand what slums are and where they are found.
9. Understand what Dharavu is like and why people move there.
10. Understand why slums offer hope to those who live in them.
11. Understand why slums give despair to those who live in them.
12. Consider which is greater the hope or the despair.
 | 1. BBC Bitesize, KS3 Geography – Sustainability. This link provides a good overview of food production and the impact of food production on the world: <https://www.bbc.co.uk/bitesize/guides/zf6fr82/revision/1>
2. BBC Primary Geography site, it recaps the water cycle and water treatment in the UK: <https://www.bbc.co.uk/programmes/b0078tdh>
3. BBC Bitesize, KS3 Geography – Non-renewable & Renewable Energy. This link provides a good overview of how non-renewable & renewable energy is produced, together with the positives and negatives of each source of energy: <https://www.bbc.co.uk/bitesize/guides/zh7hvcw/revision/3>
4. Royal Geographical Society and a video which explains what conflict is and how it impacts on people/places: <https://www.rgs.org/schools/teaching-resources/conflict-and-peace/>
5. BBC PSHE Resources and the video explains how the government pays for public services through taxation and borrowing: <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3--ks4-who-pays-for-schools-and-hospitals/zrsjkmn>

8-12.In 2010, Kevin McCloud, the TV presenter, released a 2-part documentary called “Slumming it”. The documentary was broadcast in two episodes and is widely available on YouTube, however the links often change. The video is best found by tying the following into your internet browser “Kevin McCloud: Slumming it”.At the time of producing this overview the following link was working:<https://www.youtube.com/watch?time_continue=9&v=uvQABNDW804&feature=emb_title&safe=active>The documentary covers all the significant learning material covered in this topic and provides students with a fantastic insight into live in a Dharavu slum. | * 1. Kerboodle – Nelson Geography Connections. Page 98-99. Food – Too Little or Too Much.
	2. Kerboodle – Nelson Geography Connections. Page 96-97. What is the Water Problem?
	3. Kerboodle – Geog 123 (4th Edition, Book 3). Page 38-43. Energy.
1. Kerboodle – Nelson Key Geography – Connections. Page 82-83. What is it Like Living in Village in India.
2. Kerboodle – Nelson Key Geography – Connections. Page 80-81. What is it Like Living in Mumbai.
3. Kerboodle – geog.2 4th Edition. Page 45-46. Life in a Slum .
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**Year 7 History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The Tudor’s and Elizabeth I**To be able to:1. Describe who the Tudor’s were.
2. Describe Elizabeth I’s childhood.
3. Explain how Elizabeth used symbolism in her portraits to show she was successful.
4. Explain why Elizabeth didn’t marry.
5. Explain how Elizabeth helped the poor.
6. Explain how Mary Queen of Scots was a problem for Elizabeth.
7. Investigate why the Spanish Armada failed.
 | (1-7) 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 assignment. <https://app.senecalearning.com/dashboard/courses/add?Price=Free>(1-7) 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/zcn4jxs/revision/1>Consider everything you have studied and answer this question. You can then email the answer to you 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**“Elizabeth was a successful ruler” How far do you agree?**Paragraph 1 – Explain reasons why she was a success.Paragraph 2 – Explain reasons why she was not successful.Conclusion – Sum up your own opinion. | Textbook – Renaissance, Revolution and Reform: Britain 1485-1750 by Aaron Wilkes, page 48-61. |



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**Year 7 French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links**  |
| **Personal information**To say your age, birthday and where you were born. **Family**To recognise family members and descriptions of family. **Pets**To recognise pets and how to describe them with adjectives(colours).**Physical appearance**To recognise how to talk about what we look like. **Linguascope:** Log in detailsUsername: unityPassword: time4langs | Personal Information:<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>Family:<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>[Talking About Your Family - KS2 French - BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/zcqsxbk)Pets:[French Pets Flashcards | Quizlet](https://quizlet.com/9182346/french-pets-flash-cards/)<https://quizlet.com/230546311/french-animals-flash-cards/> [Linguascope | Beginners | French | Pets](https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=pets)<https://wordwall.net/resource/189540/french/les-animaux><https://wordwall.net/resource/311607/french/les-animaux>[(279) French Lesson 58 - ANIMALS in French Vocabulary LES ANIMAUX en français Animales en francés - YouTube](https://www.youtube.com/watch?v=y0JBUEiLYXI)[Animals and Pets - KS2 French - BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/z78wjhv)Physical Appearance:[Linguascope | Beginners | French | Personality](https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=personality)[Linguascope | Beginners | French | Physical](https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=physical)<https://wordwall.net/resource/6509839/frech/physical-description><https://wordwall.net/resource/276941/french/pyhsical-description>  | Master pack available on request from the MFL Office. |
| **Additional Resources:** KS3 French workbooks available to purchase from the MFL office. |



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**Year 7 German**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Family Members**To recognise a range of family members and say who is in your family. **Pets**To recognise a range of pets in German. To give your opinions on different animals. **Physical Appearance**To describe your hair and eyes in German. To discuss what you look like.**Linguascope** Login details: Username: unity Password: time4langs  | Family Members:<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>Pets:<https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=pets><https://quizlet.com/133361209/german-pets-flash-cards/>Physical Appearance:<https://quizlet.com/4808311/all-german-words-physical-appearance-flash-cards/><https://www.bbc.co.uk/bitesize/guides/zx3qxsg/revision/2> | Master pack available on request from the MFL Office.  |
| **Additional Resources:**Power Points on Family Members, Pets and Physical Appearance available on request from the MFL Office.KS3 German workbooks available to purchase from the MFL office. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 7 Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Personal information**To say your age, birthday and where you were born. **Family members**To recognise a range of family members and say who is in your family. **Pets**To recognise a range of animals in Spanish. To give your opinions on different animals. **Linguascope**Log in details: Username: unity Password: time4langs  | Personal Information:[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)Family Members:[Family Members in Spanish Flashcards | Quizlet](https://quizlet.com/186430278/family-members-in-spanish-flash-cards/)Linguascope | Beginners | Spanish | Family[La familia - Labelled diagram (wordwall.net)](https://wordwall.net/resource/661467/spanish/la-familia)Pets:[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)[Spanish pets - Hangman (wordwall.net)](https://wordwall.net/resource/4791381/spanish/spanish-pets) | Master pack available on request from the MFL Office.  |
| **Additional Resources:**KS3 Spanish workbooks available to purchase from the MFL office. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 7 Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Scratch Programming*** Lesson 6 – Hardware (Output devices) The main types of output devices and their different purposes.
* Lesson 7 – Software (Operating Systems) How operating systems support hardware, different types of systems and how user interfaces impact the use of software.
* Lesson 8 – Software (Application Software) Types of software used by operating systems, differences between them all and how to select the most appropriate one for a variety of needs.
* Lesson 9 – Storage, why is storage important and how it works, their advantages and disadvantages.
* Lesson 10 – Types of storage, distinguishing between the different types and purposes to meet the needs of a user.
 | Office 365<https://www.office.com/?auth=2>Year 7 > Content Library > Understanding ComputersDownload 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.[Hardware and software - KS3 Computing - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zmpsgk7) | KS3 Computer Science CGP. |



**Half Termly Overview** **22/02/21 to 26/03/21**

**Year 7 Art and Design: Portraits**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * You will be introduced to the grid system. (All students to draw a family member, someone famous or selfie.)
* You will be asked to take photographs of family members, friends etc.
* Digital development – use the editing software on your phone to change the colour, contrast and saturation.
* 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 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 22/02/21 to 26/03/21**

**Year 7 Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Performance skills, through scripted 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.
* Rehearsing a scripted 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 extract from “Blood Brothers”.
* A role on the Wall template.
* A Diary extract Template.
* Hot Seating Template.
* Costume Template.
* Set Design Template.
* A write your own scene Template.
 | PowerPoint and scanned work pack available on request from the Art Office. |

**Half Termly Overview 22/02/21 to 26/03/21**

**Year 7 Music**

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| **You will learn:** | **Online Resources** | **Teaching Resource/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 their own melody. You will also expand on this and begin to explore chords and how chords and melodies interact with one another. **Learning Objectives:** * To understand treble clef notation.
* To recognise note of the treble clef.
* To recognise the features of a good melody.
* To compose an effective melody.
* To understand how to construct a chord.
* To notate ideas accurately.
 | UC Music Department YouTube Channel:https://bit.ly/2FEtouhFocus on Sound:unity-college.musicfirst.co.ukSchool 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 |  |
| **Additional Resources**www.bbc.co.uk/bitesize |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 7 Food Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Food Safety & Food Hygiene*** To recognise 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). | Master pack available on request from the Technology Office. |
| **Additional Resources**Additional resources on Satchel One. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 7 Design and Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Board Game – Papers, board and card:****Week 1:** How to produce an analysis of the design context (Design a board game for a different culture), mind map and how to produce a mood board. **Week 2:** Research. Identifying a suitable client and producing a profile. Research and analysis of existing products. Both of these tasks will help you to produce a design that is focussed on a particular client. **Week 3:** Looking at different themes for your board game, research and finding images that could be included in your design, research and developing initial ideas. **Week 4:** Development of design ideas, aesthetics, rules, counters, packaging.**Week 5:** Drawing and making the final idea – modelling skills.**Week 6:** Testing and evaluation of your final idea. Client feedback and modifications.  | Week 1: Papers, cards and boards:<https://www.youtube.com/watch?v=XsqGq30uWXQ&safe=active>Week 1: Suggested websites to assist mind mapping skills:<https://app.mindmup.com/><https://bubbl.us/>[https://app.mindmapmaker.org/#m:new](https://app.mindmapmaker.org/)Week 2: Research – Board Games:<https://www.ahlens.se/Barn/leksaker/spel-pussel-15151/hasbro-games-cluedo-89058546/> Week 3: Help with investigating different cultures:<https://www.youtube.com/watch?v=hTxKv5n5M2Y><https://www.youtube.com/watch?v=RwSYrsjTiW4>Week 5: Drawing in isometric:<https://www.youtube.com/watch?v=biz81MlBFZo&safe=active> | Master pack for the Papers, cards and boards. Board Game project is available on request from the Technology Office.Please refer to the power point which will be available remotely by Teams and SMHW.  |
| **Additional Resources**Watch each link video before completing the task for that week.  |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 7 RE: The Island**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| * Explain and explore positive and negative feelings.
* Make connections between community and responsibility and Judge if being in a community brings responsibility.
* Explain the impact of religious ceremonies and analyse the impact of / need for religious ceremonies.
* Explain my choices giving links to the community and analyse the impact of my ideas on the community.
* Explain what happens at weddings and the meaning behind it and evaluate the importance of a marriage.
* Describe an idea for an appropriate celebration and explain an idea for an appropriate celebration.
 | <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.truetube.co.uk/film/christian-baptism>  <https://www.truetube.co.uk/film/christian-marriage><http://www.sikhs.org/wedding> <https://www.truetube.co.uk/film/eid-ul-fitr><https://www.truetube.co.uk/film/gospel-luke-nativity><https://www.truetube.co.uk/film/tis-season-spend> | Master pack available upon request from the Humanities Office. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 7 iD**

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| **You will learn**  | **Online Resources** | **Teaching Resources/Links** |
| * The safe and responsible use of information communication technology (including safe management your own and others’ personal information including images).
* Ways of keeping yourself physically and emotionally safe (including road safety, safety in the environment, safety online).
* To recognise that you need to share a responsibility for keeping yourself and others safe. When to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’.
* The laws relating to the carrying of offensive weapons (including what might motivate someone to carry one, and the range of consequences).
 | <https://www.youtube.com/watch?v=_G8b7yZapkI><https://www.youtube.com/watch?v=x6ZFndKG0gg><https://www.youtube.com/watch?v=oqXlObJsUVY&safe=active><https://www.youtube.com/watch?v=UxHBVgM9zfg&safe=active><https://www.youtube.com/watch?v=Ok_GOpP9-DA><https://www.youtube.com/watch?v=MU9OZgYNcNY><https://www.youtube.com/watch?v=7F5o3NSHMoM><https://www.youtube.com/watch?v=mxE3_v36Dfc><https://www.youtube.com/watch?v=DZgzEAZpDyg&safe=active><http://www.theguardian.com/media/video/2008/sep/01/advertising.knifecrime><https://www.youtube.com/watch?v=DWNRI6lC-bQ&safe=active><https://www.youtube.com/watch?v=ogLbguD4eeA&safe=active> |  |
| **Additional Resources:**[UK Safer Internet Centre - Online Safety Tips, Advice and Resources | Safer Internet Centre](https://www.saferinternet.org.uk/)[Thinkuknow - home](https://www.thinkuknow.co.uk/11_13/) |



**Half Termly Overview 22/02/21 to 26/03/21**

**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 plan and 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 too long and making the learning fun e.g. timetable squats. <https://burnleyleisure.co.uk/category/news/home-workouts/> | [Unity College PE- Home activities (padlet.com)](https://padlet.com/mwilliams393/j08dqdvaa3kmozht)Use this link to our PE Padlet with lots of activities that you can complete at home.There are lots of tasks and videos for you to watch and have a go at.<https://padlet.com/mwilliams393/j08dqdvaa3kmozht> |