

**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 English: Skellig**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Reading skills**1. To identify the features of fictional writing.
2. To identify and explain how writers use structure.
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. Writing from the perspective of the characters within the novel.
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 1,2,3,4,5,6: Kerboodle – Catapult Book 1 Characters and Setting 1: P6-37Identifying Themes:[Identifying themes and ideas - Themes - GCSE English Language Revision - Other - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z88vwxs/revision/1)Fictional Writing – How to use language for effect:[Fiction writing - KS3 English - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zn8tkmn)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>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 6-9CGP Key Stage Three English Workbook:Reading sections 1-3Writing sections 6-9Oxford AQA KS3 English Language Year 7: Preparing for Paper 1 & Paper 2CGP Key Stage Three Spelling, Punctuation & Grammar Guide: The Work BookPractice Language Paper 1 KS3 – Year 7 |
| **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 12/04/2021 to 28/05/2021**

**Year 7 Maths**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Transformations**1. Identify congruent shapes
2. Use the language of enlargement
3. Enlarge shapes using given scale factors
4. Work out the scale factor given an object and its image
5. Recognise reflection and rotational symmetry in 2D shapes
6. Solve problems using line symmetry
7. Identify all the symmetries of 2D shapes
8. Identify reflection symmetry in 3D shapes
9. Recognise and carry out reflections in a mirror line
10. Reflect a shape on a coordinate grid
11. Describe a reflection on a coordinate grid
12. Describe and carry out rotations on a coordinate grid
13. Transform 2D shapes by combinations of rotations, reflections and translations

**Analysing and Displaying Data**1. Find the mode, median and range for a set of data
2. Find information from tables and diagrams
3. Display data using tally charts, tables, bar charts and bar-line charts
4. Interpret simple charts for grouped data
5. Find the modal class for grouped data
6. Calculate the mean of a set of data
7. Compare sets of data using their ranges and averages
8. Understand and draw line graphs
9. Understand and draw dual and compound bar charts
 | **Hegarty Maths**680n/a642, 643651828827827n/a639640640649651404, 416, 405n/a401, 425425415406410, 419205n/a | **Progress in Maths Textbook**Chapter 10.1 Page 260 – 263Chapter 10.1 Page 260 – 263Chapter 10.1 Page 260 – 263Chapter 10.1 Page 260 – 263Chapter 10.2 Page 264 – 266Chapter 10.2 Page 264 – 266Chapter 10.3 Page 267 – 270Chapter 10.3 Page 267 – 270Chapter 10.3 Page 267 – 270Chapter 10.3 Page 267 – 270Chapter 10.4 Page 271 – 273Chapter 10.5 Page 274 – 278Chapter 1.1 Page 1 - 3Chapter 1.2 Page 4 – 6Chapter 1.2 Page 4 – 6Chapter 1.3 Page 7 – 9Chapter 1.3 Page 7 – 9Chapter 1.4 Page 10 – 12Chapter 1.4 Page 10 – 12Chapter 1.5 Page 13 – 16 | **CGP KS3 Textbook**Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 16 Page 200 – 212Section 18 Page 226 – 243Section 18 Page 226 – 243Section 18 Page 226 – 243Section 18 Page 226 – 243Section 18 Page 226 – 243Section 18 Page 226 – 243Section 18 Page 226 – 243Section 18 Page 226 - 243 |
| **Additional Resources**Pearson Purposeful Practice 1: Chapter 10 P115 - 123Pearson Purposeful Practice 1: Chapter 1 P1 - 9 |

 

|  |  |  |
| --- | --- | --- |
| **You will learn**  | **Online Resources** | **Teaching Resources/Links** |
| **Space** * To describe the structure of the solar system and universe.
* To describe orbits.
* To explain why night and day happen.
* To explain why seasons happen.
* To describe and explain the phases of the moon.
* Work Done/Energy.
* To describe what work is in terms of energy.
* To calculate work done.
* To compare work needed to move objects different distances.
* To demonstrate how a lever and pulley work using diagrams.
* Interdependence.
* To describe what food webs and chains show.
* To explain how different factors can impact populations in an ecosystem.
* Describe the relationship between predator and prey.
* To describe how plants reproduce.
* Describe how seeds are adapted to disperse.
 | Kerboodle Online Textbook Activate 1 P148-156 unit 7<https://www.youtube.com/watch?v=J4-YYkj7vDY&safe=active>and<https://www.youtube.com/watch?v=_DvPWQFP9vo&safe=active>Seneca Learning – Key Stage Three – Space physicsKerboodle Online Textbook Activate 2 P46-47 unit 3<https://www.youtube.com/watch?v=HP-_Ky_wRe4>Seneca Learning – Key Stage Three – Energy – Work and Machines Kerboodle Online Textbook Activate 1 P180-196 unit 9<https://www.youtube.com/watch?v=ujXrG7hazrg&safe=active>and<https://www.youtube.com/watch?v=hv1EaEIl0JI&safe=active>Seneca Learning – Key Stage Three – Interactions and Interdependencies Seneca Learning – Key Stage Three – Structure and Function of Living Things – Plant Reproduction | Kerboodle Textbook Activate 1 P148-156CGP Key Stage 3 Science Book (green)P162-166Kerboodle Textbook Activate 2 P46-47CGP Key Stage 3 Science book (green)P104Kerboodle textbook Activate 1 P180-196CGP Key Stage 3 Science book (green)P30-40 |
| **Additional Resources**<https://www.thenational.academy/>[www.Freesciencelessons.co.uk](http://www.Freesciencelessons.co.uk)<https://www.bbc.co.uk/bitesize><https://senecalearning.com/> |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 Geography – UK Amazing Landscapes.**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To understand and state the difference between weather and climate.
2. To understand that the UK’s climate has not always been the same and that it continues to change and is predicted to in the future.
3. To understand what a glacier is and know it forms.
4. To understand that glacier move and have a lasting effect on the landscape around us.
5. To understand that rivers have a lasting impact on shaping the landscape around us.
6. To draw and describe how the long profile of river changes as the river.
7. To understand that waterfalls form as a result of erosion.
 | This links to BBC Bitesize KS3 Geography, Weather & Climate section. It explains the difference between Weather and Climate, including how both are measure/calculated.<https://www.bbc.co.uk/bitesize/guides/zw9qtfr/revision/1>This links to BBC Bitesize KS3 Geography, Weather & Climate section. It provides an overview of typical British weather patterns overtime.<https://www.bbc.co.uk/bitesize/guides/zjk7hyc/revision/3>This links to BBC Bitesize KS3 Geography, Glacial Landscapes section. It provides an overview of glaciation, including where glaciers are found, how they form and the landforms they create.<https://www.bbc.co.uk/bitesize/guides/zftycdm/revision/1>This links to BBC Bitesize KS3 Geography, River & Water section. It provides an overview of river landforms, including waterfalls, and the forces that create them, together with how rivers change as the flow downstream.<https://www.bbc.co.uk/bitesize/guides/zkrdmp3/revision/3> | Master pack is available on request.Geog.2 4th edition P82-82Geog.1 4th edition P66-69Geog.1 4th edition P86-87 |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 History**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The British Empire**1. To explain what an empire is and describe countries within the British Empire.
2. To explain reasons for building an empire.
3. To explain the benefits of empire.
4. To describe the negative impact of empires.
5. To explain the development of the triangular slave trade.
6. To describe the conditions on the “Middle Passage”.
7. To describe life as a slave.
 | (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 on the British Empire and Slavery<https://app.senecalearning.com/dashboard/courses/add?Price=Free><https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1>(1-4) BBC Bitesize – read through the information in the revise section and then watch the videos. There is then a test section with questions.<https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1>(4-7) BBC Bitesize – read through the information in the revise section and then watch the videos. There is then a test section with questions.Consider everything you have studied and answer the question below. You can then email your 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 British Empire benefitted its people” How far do you agree?**Paragraph 1 – Explain how the empire was good for people / was a successParagraph 2 – Explain how the empire was bad for people Conclusion – Sum up your own opinion | Textbook – Industry, Reform and Empire Britain 1750 - 1900 by Aaron Wilkes: P66 - 82 |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 French**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Relationships**You will be able to explain whether you get on with your family and provide reasons to develop your answers.  **Sport**You will be able to develop descriptions on sports by using time phrases, opinions and reasons; a variety of adjectives and quantifiers. You will also be able to give extra information; to understand future plans and describe your own future plans about sports.**The Body & Illness**You will be able to recognize parts of the body and talk about a variety of illnesses. Linguascope: Log in detailsUsername: unityPassword: time4langs | **Relationships**<https://quizlet.com/_9dd12y?x=1jqt&i=3inehp> <https://quizlet.com/_9fs34j?x=1jqt&i=3inehp> <https://quizlet.com/_69l75f?x=1jqt&i=3inehp> [Family and pets – KS3 French – BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zmvpqp3)**Sport**Time phrases <https://quizlet.com/_9dta5k?x=1jqt&i=3inehp> Sports <https://quizlet.com/_4dkuw5?x=1jqt&i=3inehp> Jouer + / Faire + <https://quizlet.com/_9bzdao?x=1jqt&i=3inehp> [Are You good at sports ? - KS3 French - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zcv2tyc)**The Body & Illness**<https://quizlet.com/_9dju35?x=1jqt&i=3inehp> <https://quizlet.com/_3q4h3g?x=1jqt&i=3inehp> <https://quizlet.com/_9cmz99?x=1jqt&i=3inehp>[French Vocabulary – Body and Health | French Language Blog (transparent.com)](https://blogs.transparent.com/french/body-healthvocabulary/) | Master pack available upon request from the MFL Office. KS3 revision guide and workbook available from the MFL office and can be purchased from school.  |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 German**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Relationships**To describe your relationships with family members and friends.**Sports**To recognise a range of sports in German. To give your opinions on different sports. **The Body & Illness**To recognise vocabulary for different parts of the body. To describe injuries and illnesses in German. Linguascope login details: Username: unity Password: time4langs  | **Relationships**<https://www.bbc.co.uk/bitesize/guides/zx3qxsg/revision/7><https://www.bbc.co.uk/bitesize/guides/z96rk7h/revision/7><https://quizlet.com/gb/503552659/german-family-relationships-flash-cards/><https://www.blooket.com/set/6038d2902db13c00127fd471><https://quizlet.com/gb/503557171/german-adjectives-to-describe-family-flash-cards/>**Sports**<https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=sports2><https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=sports1><https://quizlet.com/gb/511475399/german-sports-flash-cards/><https://www.blooket.com/set/6038d3493099680010cc363d>**The Body & Illness**<https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=body><https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=face><https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=aches><https://quizlet.com/216620/body-parts-in-german-flash-cards/><https://quizlet.com/gb/566139525/german-injuries-flash-cards/>  | Master pack available upon request from the MFL Office.  KS3 workbook and revision guide available from the MFL office and can be purchased from college.  |
| **Additional Resources:**PowerPoints on Relationships, Sports and the Body and Illness available upon request. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 Spanish**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Relationships**To describe your relationships with family members and friends.**Sports**To recognise a range of sports in Spanish. To give your opinions on different sports.  **The Body & Illness**To recognise vocabulary for different parts of the body. To describe injuries and illnesses in Spanish.Linguascope Login details:  Username: unity  Password: time4langs   | **Relationships**[Year 7 Spanish Me llevo bien... Flashcards | Quizlet](https://quizlet.com/gb/561107599/year-7-spanish-me-llevo-bien-flash-cards/)[Me llevo bien con VOCAB Flashcards | Quizlet](https://quizlet.com/gb/560771950/me-llevo-bien-con-vocab-flash-cards/)[Linguascope | Beginners | Spanish | Personality](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=personality)**Sports** [Linguascope | Beginners | Spanish | Sports1](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=sports1)[Linguascope | Beginners | Spanish | Sports2](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=sports2)[Los deportes - Spanish - Match up (wordwall.net)](https://wordwall.net/resource/844494/spanish/los-deportes-spanish)[JUGAR Flashcards | Quizlet](https://quizlet.com/565964254/jugar-flash-cards/)**The Body & Illness** [Linguascope | Beginners | Spanish | Body](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=body)[Illnesses and Remedies - Match up (wordwall.net)](https://wordwall.net/resource/11773644/illnesses-remedies)[Linguascope | Beginners | Spanish | Aches](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=aches)[El cuerpo - Find the match (wordwall.net)](https://wordwall.net/resource/614768/spanish/el-cuerpo) | Master pack available upon request from the MFL Office.     |
| **Additional Resources**KS3 Spanish workbook and revision guide can be purchased from the MFL office. |

 

**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 Computer Science**

|  |  |  |
| --- | --- | --- |
| **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 CGPP112 – 116 |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 Drama**

|  |  |  |
| --- | --- | --- |
| **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 are available on Satchel One. This includes* A copy of the extract from “The Terrible Fate of Humpty Dumpty”.
* A role on the Wall template.
* A Diary extract Template.
* Hot Seating Template.
* Costume Template.
* Set Design Template.
* A write your own scene Template.
 | Master pack and power point is available on request from the Art office. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 Music**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: Video Game Music**You will begin by looking at character themes in video game music before moving on to explore ways that these themes can be developed and changed for different atmospheres and scenarios within video games. The characteristic musical features of much video game music; jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing tasks. Sound effects will then be explored and you will create and perform a range of sound effects to match common actions and cues within games. Finally, you will create a musical score/soundtrack for a video game, creating your own theme and sound effects.  | **BBC Bitesize**https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zdvt6v4**Chrome Music Lab – Piano**https://musiclab.chromeexperiments.com/Shared-Piano/**Chrome Music Lab – Song Maker**https://musiclab.chromeexperiments.com/Song-Maker/ | Master pack and student workbook available on request from the Arts office. |

**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 Food Technology**



|  |  |  |
| --- | --- | --- |
| **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 make sure 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 Macro and Micro Nutrients.
* To understand the function and sources of nutrients.

**Practical Work (optional)*** Encouragement of carrying out practical work at home under parental supervision – Fruit Fusion/ Coleslaw/ Scones/ Pizza.
 | [www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk/)Section on 11-14yrs – use dropdown 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**Satchel One for quizzes and resources. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 Design and Technology**

|  |  |  |
| --- | --- | --- |
| **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, a mind map and learn 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:** Develop design ideas, aesthetics, rules, counters, packaging.**Week 5**: Drawing and making the final idea – modelling skills.**Week 6**: Testing and evaluating your final idea. Client feedback and modifications.  | ***Week 1: Papers, cards and boards:***[*https://www.youtube.com/watch?v=XsqGq30uWXQ&safe=active*](https://www.youtube.com/watch?v=XsqGq30uWXQ&safe=active)***Week 1: Suggested websites to assist mind mapping skills:***[*https://app.mindmup.com/*](https://app.mindmup.com/)[*https://bubbl.us/*](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/*](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=hTxKv5n5M2Y)[*https://www.youtube.com/watch?v=RwSYrsjTiW4*](https://www.youtube.com/watch?v=RwSYrsjTiW4)***Week 5: Drawing in isometric:***[*https://www.youtube.com/watch?v=biz81MlBFZo&safe=active*](https://www.youtube.com/watch?v=biz81MlBFZo&safe=active) | Master pack and a resource pack for the Papers, cards and boards Board Game project are available from the Technology office.Power point is available remotely on Satchel One. This has a breakdown of each lesson. |
| **Additional Resources**Watch the link videos above and use this information and techniques in the development of your board game design. Watch each link video before completing the task for that week. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 Religious Studies**

|  |  |  |
| --- | --- | --- |
| 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 packs available upon request. |

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. Explain and explore positive and negative feelings.
2. Make connections between community and responsibility and judge if being in a community brings responsibility.
3. Explain the impact of religious ceremonies and analyse the impact of / need for religious ceremonies.
4. Explain my choices giving links to the community and analyse the impact of my ideas on the community.
5. Explain what happens at weddings and the meaning behind it and evaluate the importance of a marriage.
6. 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 packs available upon request from the Humanities office. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 iD**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. Discuss and reflect on the challenges and triumphs they have faced in Y7.
2. What makes you unique?
3. To understand and discuss that there are differences between young people with regards to:
* Academic Ability
* Ethnic Origin
* Faith
* Gender identity
* Sexual identity

and these should be recognised, accepted and celebrated.1. Discuss and identify the reason why we judge others on appearance – what makes us assume things?
2. To understand the term radicalisation and how young people may be groomed online. To identify the signs and know what to do if they feel this is happening to them.

Begin to plan your long-term goals with regards to school achievement and life goals. | [Similarities and differences - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zxxtyrd/resources/1)[Diversity in the UK - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z8dj6sg/resources/1)Wrong Trainers <https://www.youtube.com/watch?v=Kzp4LMtWlUw><https://www.youtube.com/watch?v=er1pmwJnMs4><https://www.youtube.com/watch?v=aBn581sSIhk><https://www.youtube.com/watch?v=tKZD4j77Feo><https://www.youtube.com/watch?v=zc0BC87_3Ts><http://www.teachers-direct.co.uk/resources/quiz-busters/quiz-maker.aspx>[Careers - BBC Bitesize](https://www.bbc.co.uk/bitesize/careers) |  |
| **Additional Resources**[P4S Background (preventforschools.org)](http://www.preventforschools.org/index.php?category_id=38)[Gender identity | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/gender-identity/)[Young Stonewall](https://www.youngstonewall.org.uk/) |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 7 Core PE**

|  |  |  |
| --- | --- | --- |
| **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.
 | <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 videos for you to watch and activities that you can complete at home.<https://padlet.com/mwilliams393/j08dqdvaa3kmozht> |