

**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 English: Poems from other Cultures**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Reading skills:**   * To identify the features of different poetry. * To identify and explain how writers use structure in poetry. * To understand and analyse how a writer’s use of language looking at the style and content of their writing. * To identify and analyse the methods and techniques used by a writer through annotation of a poem. * To answer questions using inference. * Revise, identify a range of word classes and comment on their specific effect.   **Writing skills**   * To be able to write creatively using poetic structures. Using different cultures as a stimulus. * Experiment with a wider range of ambitious vocabulary. | **Understanding Poetry:** [Understanding poetry - KS3 English - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zmbj382)  **Understanding Rhythm:** [How to understand rhythm in poetry - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zmbj382/articles/zmpxbdm)  **Understanding Form:** [How to understand open and closed form in poetry - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zmbj382/articles/zhyp47h)  **Structure of A Poem:** [Poems - Structure - KS3 English Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/ztxbr82/revision/8)  **National Poetry Library:** [Online poetry | National Poetry Library](https://www.nationalpoetrylibrary.org.uk/online-poetry)  **Semantic Field:** [50 Examples of Semantic Field - encyclopedia - 2021 (wvpt4learning.org)](https://en.wvpt4learning.org/campo-semantico-2a6c2a4)  **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) | Year 7 Home Workbook – Poems from other Cultures  CGP Key Stage Three English Study Guide:  Reading sections 1-4  Writing sections 6-9  CGP Key Stage Three English Workbook:  Reading sections 1-3  Writing sections 6-9  Oxford AQA KS3 English Language Year 7: Preparing for Paper 1 & Paper 2  CGP Key Stage Three Spelling, Punctuation & Grammar Guide: The Work Book |
| **Additional Resources** | | |
| Seneca Learning online learning platform; BBC Bitesize website, Young Writers online website; Jumpmag website (etymology for children); Kerboodle online learning platform – English Ignite 1 and Catapult 1 | | |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 Mathematics**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** | |
| **Number**   1. Use written methods to add and subtract more than two numbers 2. Estimate answers to calculations Know and use divisibility rules 3. Use a written method to divide decimal numbers by integers 4. Add, subtract, multiply and divide positive and negative numbers, including larger numbers and decimals 5. Calculate using squares, square roots, cubes and cube roots 6. Say which integers a square root lies between 7. Calculate combinations of squares, square roots, cubes, cube roots and brackets 8. Use index form 9. Write a number as the product of prime factors 10. Use prime factor decomposition   **Area and Volume** Derive and use the formula for the area of a triangle   1. Calculate the area of compound shapes made from rectangles and triangles 2. Derive and use the formula for the area of a parallelogram 3. Use the formula for the area of a trapezium 4. Calculate the volume of cubes and cuboids 5. Calculate the volume of 3D solids made from cuboids 6. Solve volume problems 7. Sketch nets of 3D solids 8. Draw 3D solids on isometric paper 9. Draw plans and elevations of 3D solids 10. Calculate the surface area of cubes and cuboids 11. Solve problems in everyday contexts involving measures 12. Convert between different measures for area, volume and capacity 13. Use tonnes and hectares 14. Know rough metric equivalents of imperial measures | **Hegarty Maths**  47  26  50  48.- 49  99, 101  101  101  102  29 – 30  29 – 30  N/A  557  555  556  559  568  568  n/a  833  832  584  N/A  700  695  705, 706 | **Progress in Maths Textbook**  Unit 1 Page 1 - 4  Unit 1 Page 4– 6  Unit 1 Page 4 – 6  Unit 1 Page 7 – 9  Unit 1 Page 7 – 9  Unit 1 Page 10 – 12  Unit 1 Page 13 – 15  Unit 1 Page 13 – 15  Unit 1 Page 16 – 21  Unit 1 Page 16 – 21  Unit 1 Page 16 – 21  Chapter 2.1 Page 31 - 33  Chapter 2.1 Page 31 - 33  Chapter 2.2 Page 34 - 35  Chapter 2.2 Page 34 - 35  Chapter 2.3 Page 36 - 39  Chapter 2.3 Page 36 - 39  Chapter 2.3 Page 36 - 39  Chapter 2.4 Page 40 - 43  Chapter 2.4 Page 40 - 43  Chapter 2.4 Page 40 - 43  Chapter 2.5 Page 44 - 46  Chapter 2.5 Page 44 - 46  Chapter 2.6 Page 47 - 49 | **CGP KS3 Textbook**  Section 1 Page 1 - 31 Section 1 Page 1 - 31  Section 1 Page 1 – 31  Section 1 Page 1 – 31  Section 1 Page 1 – 31  Section 1 Page 1 – 31  Section 1 Page 1 – 31  Section 1 Page 1 – 31  Section 1 Page 1 – 31  Section 1 Page 1 – 31  Section 1 Page 1 – 31  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177  Section 13 Page 163 – 177 |
| **Additional Resources** | | | |
| Pearson Purposeful Practice 2: Chapter 1 Pages 1 - 12  Pearson Purposeful Practice 2: Chapter 10 Pages 13 - 23 | | | |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 Science**

**Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Earth unit 7.1**   * To name the layers of the Earth. * To state what a mineral and an Ore is. * To describe properties of the different layers of the Earth’s structure. * To explain that most rocks are mixtures of minerals * To compare the different layers of the Earth in terms of their properties. * To describe how sedimentary rocks are made. * To state the processes shown by different models of the stages in sedimentary rock formation. * To identify the causes of weathering and erosion and describe how they occur. * To describe how igneous and metamorphic rocks are formed. * To explain why igneous and metamorphic rocks have particular properties based on how they were formed. * Give simple facts about how a rock can be changed from one type to another. * Use the rock cycle to explain how the material in rocks is recycled. * List the properties and uses of some ceramics. * Explain why properties of ceramics make them suitable for their uses.   **Forces units 1.2,1.3 and 1.4**   * To know the value of g on Earth and the Moon * To describe the difference between mass and weight * To calculate weight using w=mg * To describe and explain the effect of drag forces and friction * To describe how forces, deform objects * To use Hooke’s Law * To describe what is meant by a moment * To calculate the moment of a force * To describe the factors that affect gas pressure * To describe how atmospheric pressure changes with height. * To calculate pressure | Kerboodle Online Textbook Activate 1 P138-147  7.1.1  7.1.2  7.1.3  7.1.4  7.1.5  BBC Science in Action - Rocks  <https://www.youtube.com/watch?v=jSYuR7gQrAs&safe=active>  ITV Schools Scientific Eye -Rocks and Weathering  <https://www.youtube.com/watch?v=ETv1tzrVoss&safe=active>  Seneca Learning – Science: KS3  Chemistry 2.8  2.8.1 Earth  2.8.2 Weathering  2.8.3 Cycles  2.8.4 Types of Rock  Kerboodle Online Textbook Activate 1 P22-23  1.2.1 Gravity  Kerboodle Online Textbook Activate 2 P18-32  <https://www.youtube.com/watch?v=8qOGXzg94cY&safe=active>  and  <https://www.youtube.com/watch?v=HP-_Ky_wRe4&safe=active>  Oak National Academy – forces (year 7)  <https://classroom.thenational.academy/lessons/forces> | 7.1  Kerboodle Online Textbook Activate 1: P138-147  CGP KS3 Science Book, Complete Revision and Practice P86-96  1.2, 1.3, 1.4  Kerboodle Online Textbook Activate 1: P22-23  1.2.1 Gravity  Kerboodle Online Textbook Activate 2: P18-32  CGP KS3 Science Book, Complete Revision and Practice: P158, 116 - 130 |
| **Additional Resources** | | |
| <https://www.bbc.co.uk/bitesize/> <https://www.thenational.academy/> | | |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 Geography: Money, Money, Money**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To understand what money is and where it comes from. 2. To understand the reasons behind Burnley’s growth as a town. 3. To understand the difference between primary and secondary jobs in the economy. 4. To begin to understand why the coal industry in Burnley declined. 5. To understand the reasons for the decline of the cotton industry in Burnley 6. To understand what makes Nike a TNC. | 1. <https://youtu.be/mrFc4cE2N9c>  Watch the video and make notes on how money has changed over time  2. <https://www.nmrs.org.uk/mines-map/coal-mining-in-the-british-isles/> and <https://www.nmrs.org.uk/mines-map/coal-mining-in-the-british-isles/lancashire-coalfield/the-burnley-coalfield/>  Use the maps to describe where the coalfields are and the distribution of coalfields in Burnley  6..<https://www.arcgis.com/apps/MapJournal/index.html?appid=4042fea79ec1407abc9ff171a823ba18> | Work pack available on request from the Humanities office.  3. Geog.3 4th Edition: P48-51  4. Geog.3 4th Edition: P52-55  See article about Nike |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Industrial Burnley   1. Explain why the population in cities increased. 2. Explain why living conditions were bad in the cities in the 1800s? 3. To understand people were dying in the 1800s. 4. To decide how much the government helped improve living conditions in the 1800s. 5. To explain how conditions allowed Jack the Ripper to commit his crimes. 6. To explain why Jack the Ripper was able to get away with his crimes. | **Seneca – Urbanisation (1-6)**  <https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1/section/c0511a24-f4d6-4512-95e0-e00378cb032b/session>  A BBC clip on the problems in housing / slums:  <https://www.bbc.com/bitesize/clips/zr4pb9q>  A BBC clip on poor housing and how people tried to change things: <https://www.bbc.com/bitesize/clips/zj7gd2p>  An interesting short video that explains the conditions in a Victorian workhouse:  <https://www.youtube.com/watch?v=blyYxpNbgeU>  A super video explaining the problems of Cholera and how John Snow had the answer (but nobody believed him!):  <https://www.youtube.com/watch?v=Pq32LB8j2K8&safe=active>  A clip from Andrew Marr on social reformers:  <https://www.youtube.com/watch?v=-rN3WG1SMss&safe=active>  A BBC clip on Dr Barnardo set up his charity:  <http://www.bbc.co.uk/education/clips/z43msbk>  **“How did government attitudes to Public Health change in the 1800s?”**  **(Two PEE paragraphs explaining what the government did eg Laws, Sewers etc)**  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.uk](mailto:g.hargraves@unity.lancs.sch.uk)  [l.wroe@unity.lancs.sch.uk](mailto:l.wroe@unity.lancs.sch.uk)  [t.shaun@unity.lancs.sch.uk](mailto:t.shaun@unity.lancs.sch.uk) | “KS3 History All-in-One Complete Revision and Practice” Textbook/Revision Book Published by Collins: P56-59 |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The Body & Illness**  You will be able to recognize parts of the body and talk about a variety of illnesses.  **Healthy and Unhealthy Living**  To discuss healthy and unhealthy living habits.  **Hobbies and Free Time**  Toexpress opinions about free time activities.  Linguascope: Login details:  Username: unity  Password: time4langs | The Body & Illness  [https://quizlet.com/\_9dju35?x=1jqt&i=3inehp](about:blank)  [https://quizlet.com/\_3q4h3g?x=1jqt&i=3inehp](about:blank)  [https://quizlet.com/\_9cmz99?x=1jqt&i=3inehp](about:blank)  [French Vocabulary – Body and Health | French Language Blog (transparent.com)](about:blank)  Healthy and Unhealthy Living  <https://quizlet.com/gb/573968333/healthy-living-french-flash-cards/>  Hobbies and Free Time  [https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/zm3n7nb](about:blank)  [https://quizlet.com/ca/438465931/les-loisirs-flash-cards/](about:blank)  [https://www.bbc.co.uk/bitesize/guides/zrw2bdm/revision/1](about:blank)  [https://www.linguascope.com/secure/students/beginner/french.php](about:blank) | Work pack available on request from the MFL Office.    KS3 workbook and revision guide can be purchased from the MFL office. |
| **Additional Resources** | | |
| Power Points on these topics available on request. | | |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 German**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The Body & Illness**  To recognise vocabulary for different parts of the body.  To describe injuries and illnesses in German.  **Healthy and unhealthy living**  To discuss healthy and unhealthy living habits.  **Hobbies and free time**  To express opinions about free time activities.  Linguascope: Login details:  Username: unity  Password: time4langs | The Body & Illness  [https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=body](about:blank)  [https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=face](about:blank)  [https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=aches](about:blank)  [https://quizlet.com/122245298/german-body-parts-and-illnesses-flash-cards/](about:blank)  Healthy and unhealthy living  [https://quizlet.com/135680042/german-ii-unit-3-healthy-living-flash-cards/](about:blank)  Hobbies and free time  [https://quizlet.com/226757541/german-hobbies-flash-cards/](about:blank)  [https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=hobbies](about:blank) | Work pack available on request from the MFL Office.    KS3 workbook and revision guide can be purchased from the MFL office. |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The Body & Illness**  To recognise vocabulary for different parts of the body.  To describe injuries and illnesses in Spanish.  **Healthy and unhealthy living**  To discuss healthy and unhealthy living habits.  **Hobbies and free time**  To express opinions about hobbies and free time.  Linguascope: Login details:  Username: unity  Password: time4langs | The Body & Illness  [Linguascope | Beginners | Spanish | BodyIllnesses and Remedies - Match up (wordwall.net)](about:blank)  [Linguascope | Beginners | Spanish | Aches](about:blank)  [El cuerpo - Find the match (wordwall.net)](about:blank)  Healthy and unhealthy living  <https://quizlet.com/_9l1lf8?x=1jqt&i=2r9bm5>  Hobbies and free time  [https://quizlet.com/gb/482991343/spanish-free-time-and-opinions-flash-cards/](about:blank)  [https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=hobbies](about:blank) | Work pack available on request from the MFL Office.    KS3 workbook and revision guide can be purchased from the MFL office. |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Scratch Programming**  **Lesson 8** – Using the ‘Sensing’ and ‘Motion’ blocks: begin to develop your main program by adding more complex blocks.  **Lesson 9** – Using the ‘Repeat’ block: add iteration to your program.  **Lesson 10** – Using the ‘Variables’ block: increase the complexity of your program by including score and time variables.  **Lesson 11** – Develop the program further to increase the challenge for the user.  **Lesson 12** – Test & Evaluate: Complete the test plan and carry out the tests on your program. Write an evaluation for the final program you have created.  **Lesson 13** – End of unit assessment. | Office 365  <https://www.office.com/?auth=2>  Year 7 > Content Library > Scratch  Download and save the workbook in the ‘Lesson Tasks’ section to view and complete the activities.  Make use of the ‘Lesson Notes’ section to help support your learning.  <https://www.bbc.co.uk/bitesize/guides/zts8d2p/revision/1> | KS3 Computer Science CGP:  P112 – 116 |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Exploration skills through looking at the story of Bonnie and Clyde:**   * Explore key events in the characters’ lives through different Drama strategies. * Explore their relationships. * Explore the idea of law and order and consequences of criminal behaviour. * Use Drama techniques to develop empathy and understanding. * Use evaluative skills to develop own work and the work of others. * Develop group working skills. | Online Resources on Satchel One. This will include:   * A copy of the extract from “Sparkleshark” * A role on the Wall template. * A Diary extract Template. * Hot Seating Template. * Costume Template. * Set Design Template. * A write your own scene Template. | Work pack available on request from the Art Office. |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 Music**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: The Four Chord Song**  In this unit of work, you will explore performing on keyboards through The Four Chord song.  You will start by watching The Four Chord song and discussing how all these songs use the same 4 chords. You will go on to perform some of the melodies from The Four Chord Song.  Finally, you will start to explore how chords are created. You will look at the structure used in The Four Chord Song before going on to build and perform triads before creating your own chord structure. You will also work in pairs to produce a short performance of The Four Chord Song. | **Music Theory – Creating Chords**  https://www.musictheory.net/lessons/40  **BBC Bitesize – How to Write a Song**  https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zrx3vk7 | Work pack and student workbook available on request from the Arts office. |



**Half Term Overview 07/06/2021 to 20/07/2021**

**Year 7 Food Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Foods Around the World**  **Food Safety & Food Hygiene**   * To recap on the principles of hygiene and safety.   **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 to the following practical activities – Pineapple Upside Cake/ Quiche/ Pasties/ Bread | [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) | KS3 textbook on Explore Food  Digital Textbook [*www.illuminate.digital/eduqasfood*](http://www.illuminate.digital/eduqasfood)  Use P4 onwards    P44 - 48  Use of worksheets from booklet  Work pack available on request from the Technology office. |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 Design Technology: Cam and Follower – Curious Contraptions.**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **7th June – Investigate the Design context and understand how to research and produce a mood board:**   * Research and analyse the theme of ‘Steampunk’ and find a collection of curious contraptions that will inspire your design ideas. Tea stain paper and allow to dry for next lesson.   **14th June – How to draw design ideas, using client feedback to choose the best one for development into a final idea:**   * Use plain paper or Corel to sketch or draw several design ideas in the ‘Steampunk’ / curious contraption style. Collaborate with a partner and discuss the best ideas. The transfer your best idea onto tea stained paper using pencil and fine liner. Alternatively use Corel to create a layered drawing on the same theme.   **21st June – Practical – making a cam and follower mechanism:**   * Learn about the 4 different kinds of motion and what a cam and follower mechanism is. * Understand how the cam and follower mechanism works by assembling your own mechanism from pre-cut parts. * Smoothing and assembling to a high-quality finish.   **28th June – Cam and follower design idea:**   * Develop four different design ideas for a pop-up curious contraption using the cam and follower mechanism as a starting point. * Choose your favorite idea and develop it in preparation for making.   **5th July – Manufacture:**   * Use Corel to prepare and size images to print and use on your cam and follower design. Print these out and transfer onto card. Use modelling equipment to cut out and assemble the design.   **12th July – Assembly and final evaluation:**   * Final assembly to complete the Cam and follower mechanism design. Testing and final evaluation. | **7th June – Investigate the Design context:**  [Hugo - Automaton Scribbling - YouTube](https://www.youtube.com/watch?v=LAfQO1kfANg)  **14th June – How to tea stain paper:**  [How to age paper using teabags - YouTube](https://www.youtube.com/watch?v=KH2iyQj5sB8)  **21st June – making a cam and follower mechanism:**  [Motion - Linear Motion - Rotary Motion - Reciprocating Motion - Oscillating Motion - YouTube](https://www.youtube.com/watch?v=OfOQKv1mjks)  [CAM TOY PROJECT – YouTube](https://www.youtube.com/watch?v=-lpx772-M8I) | Work pack for the Curious Contraption project is available on request from the Technology office.  PowerPoints will be available remotely via Teams and Satchel. This has a breakdown of each lesson. |
| **Additional Resources** | | |
| [Gunfight at the Grassy Knoll by Paul Spooner (Jan. 2021) - YouTube](https://www.youtube.com/watch?v=CGGXdk4qffI)  [Answering Machine (2012) by Paul Spooner - YouTube](https://www.youtube.com/watch?v=H7zsqo1MxmI)  [Cabaret Mechanical Theatre Automata - YouTube](https://www.youtube.com/watch?v=igRd5kmyebE) | | |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 RE**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To recognise different types of Islamic art. * Understand what Islamic art is. * Explain why calligraphy and geometric designs are used in Islam. * To list the prophets. * To describe who Muhammed is. * To explain the Role of Muhammed. * Judge the importance of Muhammed. * To describe what the Qur’an is. * To explain the importance of the Qur’an. | [Facts about Islam – KS3 Religious Studies – BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjcqt)  <https://www.truetube.co.uk/film/how-islam-began-ten-minutes>  <https://www.youtube.com/watch?v=ABkhC-QHG34> | Work pack is available on request from the Humanities office. |



**Half Termly Overview 07/06/2021 to 20/07/2021**

**Year 7 iD**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * Discuss and reflect on the challenges and triumphs you have faced in Y7. * What makes you unique? * To understand and discuss that there are differences between young people in regards to: * Academic Ability * Ethnic Origin * Faith * Gender identity * Sexual identity * and that these should be recognised, accepted and celebrated. * Discuss and identify the reason we judge others on appearance – what makes us assume things? * To understand the term radicalisation and how young people may be groomed online. To identify the signs and what to do if you feel this is happening to you. * Begin to plan your long-term goals in 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) | Work pack available on request from the Humanities office. |
| **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 07/06/2021 to 20/07/2021**

**KS3 Core PE**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To know how to factor in exercise at home. * To know how to carry out your own exercise session at home using minimal equipment. | <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 the above PE Padlet link to plan and carry out your own exercise sessions at home. A hard copy is also available on request from the Technology Office.  There are lots of videos for you to watch and activities for you to have a go at.    <https://padlet.com/mwilliams393/j08dqdvaa3kmozht> |