

**Half Termly Overview 21/02/2022 to 01/04/2022**

**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.
 | 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 Work Book** |
| **Additional Resources** |
| Seneca Learning online learning platform; BBC Bitesize website, Young Writers online website; Jumpmag website (etymology for children) |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**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.

**Probability**1. Use the language of probability.
2. Use a probability scale with words.
3. Understand the probability scale from 0 to 1.
4. Identify outcomes and equally likely outcomes.
5. Calculate probabilities.
6. Use a probability scale from 0 to 1.
7. Calculate more complex probabilities.
8. Calculate the probability of an event not happening.
9. Record data from a simple experiment.
10. Estimate probability based on experimental data.
11. Make conclusions based on the results of an experiment.
12. Use probability to estimate the expected number of times an outcome will occur.
13. Apply probabilities from experimental data in simple situations.
 | **Hegarty Maths Clips:**339340341n/a328329330331332333n/a330n/a335n/a349349349351-353351-353351-353353-354353-354356356356355355 | **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 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220Section 17 Page 215 – 220 | **KS3 Pearson Core Progress:**Unit 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 6.1 Page 151Unit 6.1 Page 152Unit 6.2 Page 152-153Unit 6.2 Page 154Unit 6.3 Page 154-156Unit 6.3 Page 151-153Unit 6.3 Page 157-158Unit 6.4 Page 157-158Unit 6.4 Page 159-162Unit 6.4 Page 159-162Unit 6.5 Page 159-261Unit 6.5 Page 163-165Unit 6.5 Page 163-165 |
| **Additional Resources** |
| CGP – Mathematics for Key Stage Three Book One (Product code: M1NN31)KS3 Revision - <https://www.bbc.co.uk/bitesize/subjects/zqhs34j> <https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/> |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**Year 7 Science**

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| **You will learn** | **Online Resources** | **Teaching Resources / Links** |
| **B1c3 - Reproduction*** To describe the difference between adolescence and puberty and the changes that take place
* To describe the main structures and function in the male and female reproductive system.
* To describe the processes of fertilisation.
* To describe the structure and function of gametes
* To describe what happens during gestation and birth
* To state what the menstrual cycle is and describe the stages.
* To describe reproduction in plants.
* To describe fertilisation in plants and seed dispersal.
 | Kerboodle Digital Book Activate 1: P40 - 57[Teen dreams - Youtube](https://www.youtube.com/watch?app=desktop&v=DGVPQF03tfI&list=PL2D816042F5B7DA99&index=4&t=39s)Seneca section Science: KS3 1.2<https://app.senecalearning.com/>  | CGP Key Stage 3 Science Complete Revision and Practice Booklet – Relevant P22-25[Oak National Academy - Reproduction Unit](https://teachers.thenational.academy/units/reproduction-and-variation-f60f) |
| **C1c2 – Particles*** To State what an element is and recall the chemical symbols of six elements
* To state what atoms are and compare the properties of different elements
* To state what a compound is and explain that compounds have different properties to elements
* To be able to write chemical names and interpret formulae
 | Kerboodle Digital Book Activate 1: P76 - 85[Elements, Compounds and Mixtures](https://www.youtube.com/watch?v=nxRGahK7B48) [Elements and Compounds – Science in Action](https://www.youtube.com/watch?v=HQTrLZmV3sI&t=479s)Seneca sectionScience: KS3 2.3<https://app.senecalearning.com/> | CGP Key Stage 3 Science Complete Revision and Practice Pages Booklet – Relevant P55-58[Oak National Academy – Elements and Compounds Unit](https://teachers.thenational.academy/units/atoms-and-the-periodic-table-68d3) |
| **Additional Resources** |
| <https://www.thenational.academy/> <https://www.bbc.co.uk/bitesize/>  |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**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. This links to 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. This links to the BBC Primary Geography site, it recaps the water cycle and water treatment in the UK. <https://www.bbc.co.uk/programmes/b0078tdh>
3. This links to 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>1. This links to the 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/>1. The links to the 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. Food – too little or too much: P98-99
	2. Kerboodle – Nelson Geography Connections. What is the water problem: P96-97
	3. Kerboodle – Geog 123 (4th Edition, Book 3. Energy: P38-43
1. Kerboodle – Nelson Key Geography – Connections. What is it like living in Village in India: P82 -83
2. Kerboodle – Nelson Key Geography – Connections. What is it like living in Mumbai: P80-81
3. Kerboodle – Geog.2 4th Edition. Life in a Slum: P45-46
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**Half Termly Overview 21/02/2022 to 01/04/2022**

**Year 7 History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The Tudor’s and Elizabeth I**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: P48-61. |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**Year 7 French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links**  |
| 1. **Countries** – to recognise a range of countries in German. To say where you live and where you come from.
2. **Nationalities** – to recognise a range of nationalities in the masculine and feminine form; to say what your nationality is in French.
3. **Personal information** – to say your age, birthday and where you were born. To understand ordinal numbers in German.

**Linguascope:** Log in detailsUsername: unityPassword: lordjo | 1. https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=countries https://quizlet.com/4598005/countries-in-french-flash-cards/
2. <https://quizlet.com/149981181/nationalities-in-french-flash-cards/>

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

<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=personality><https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=facedescriptions><https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/z7ftwty><https://mywordsearch.com/192185/Je-me-presente> | Master pack available on request from the MFL Office. |
| **Additional Resources** |
| Powerpoints on countries, nationalities and personal information are available from the MFL office.KS3 French workbooks available to purchase from the MFL office. |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**Year 7 German**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. **Countries** – to recognise a range of countries in German. To say where you live and where you come from.
2. **Nationalities** – to recognise a range of nationalities in the masculine and feminine form; to say what your nationality is in German.
3. **Personal information** – to say your age, birthday and where you were born. To understand ordinal numbers in German.
4. **Family Members**

To recognise a range of family members and say who is in your family. 1. **Pets**

To recognise a range of pets in German. To give your opinions on different animals. **Linguascope** Login details: Username: unity Password: lordjo | Countries:<https://quizlet.com/gb/200561800/german-countries-flash-cards/><https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=countries>Nationalities:<https://quizlet.com/gb/214250910/german-nationalities-flash-cards/> Personal Information:<https://www.bbc.co.uk/bitesize/guides/z96rk7h/revision/1> <https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zh6jrj6> 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/><https://quizlet.com/133361209/german-pets-flash-cards/> | Master pack available on request from the MFL Office.  |
| **Additional Resources** |
| Power Points on Countries, Nationalities, Personal Information, Family Members and Pets available on request from the MFL Office.KS3 German workbooks available to purchase from the MFL office. |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**Year 7 Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Countries and Nationalities**To say where you live, where you come from and your nationality.**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. **Linguascope**Log in details: Username: unity Password: lordjo | **Countries and Nationalities**<https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=countries>[Linguascope | Beginners | Spanish | Nationalities](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=nationalities)<https://www.blooket.com/set/6055de38201ddf001be9a012><https://quizlet.com/gb/185424752/countries-in-spanish-flash-cards/> **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) | Master pack available on request from the MFL Office.  |
| **Additional Resources** |
| KS3 Spanish workbooks available to purchase from the MFL office. |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**Year 7 Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Scratch**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 > Digital LiteracyDownload 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 – 126 |



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**Year 7 Art and Design: Landscapes**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * You will continue your understanding of the work of artist Hundertwasser.
* You will create an original landscape in the style of Hundertwasser.
* You will extend your knowledge of watercolours and their application
* You will design your own school building based on Hundertwasser architecture
* You will research Hundertwasser and present key features with images of their work.
 | <https://hundertwasser.com/en><https://www.youtube.com/watch?v=qFfN2zU-TtQ><https://www.youtube.com/watch?v=quGrGGTMoSA><https://www.youtube.com/watch?v=ib4hpFjHhss>https://www.youtube.com/watch?v=ot3LbQbqazg | Work pack of resources are available upon request from Art Office.  |
|  **Additional Resources** |
| [www.tate.org.uk](http://www.tate.org.uk)[www.craftscouncil.org.uk](https://www.craftscouncil.org.uk/)[www.textileartist.org](https://www.textileartist.org/)[www.vam.ac.uk](https://www.vam.ac.uk/collections)[www.theartstory.org](https://www.theartstory.org/artists/)[www.thestudentartguide.co.uk](http://www.thestudentartguide.co.uk)[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**Year 7 Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Performance skills, through devised and scripted work*** Developing leadership, teamwork and cooperation skills.
* Developing Audience awareness.
* Continue to use scripts in performance.
* Explore different approaches to performances and higher-level techniques.
 | Online Resources will be found on Satchel One.  | PowerPoint Script extracts from Bang Out of OrderMissing Dan Nolan |



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**Year 7 Music**

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| **You will learn:** | **Online Resources** | **Teaching Resource/Links** |
| **Unit of Work: Scales and Chords**In this unit of work, you will begin to explore scales and how they can be used to create music. You will take the scales and create chord structures before developing the chord structures to make them more interesting to an audience. You will then go on to add melodies that work on top of the chord structures. **Learning Objectives:** * To understand the different types of scale.
* To create triad chords from a given scale.
* To compose a chord structure.
* To compose a melody to go along with a chord structure.
* To develop a chord structure.
 | **UC Music Department YouTube Channel**<https://bit.ly/2FEtouh> **Sheet Music Direct Website**Email: music@unity.lancs.sch.ukPassword: Music123**Songsterr**Email: music@unity.lancs.sch.ukPassword: Music123 | Work pack of resources are available upon request from the Art Office. |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**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.org.uk](http://www.foodafactoflife.org.uk/)  Section on 11-14yrs – use drop menu for healthy eating and nutrition  <https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4>  Design & Technology – Food Technology – Food Preparation & Nutrition – class clips on energy balance, nutrition and healthy eating.  | Master pack available on request from the Technology Office. |
| **Additional Resources** |
| Additional resources on Satchel One. |



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**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. |



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# **Year 7 RE**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Sikhism*** Explain and consider how important Guru Nanak is.
* To understand the concept of equality in Sikhi.
* Judge the importance of respect and equality in the Gurdwara.
* To evaluate the challenges of wearing the kirpan and the impact of the Khalsa on life.
* Evaluate different ways in which Sewa can be practiced, understanding the meaning of a Sikh langar, which is a free and equal kitchen, for ourselves and make links between Sikh ideas about sharing and our own ideas. Describe how Sikh values to do with sharing make a difference in the Gurdwara.
 | <https://www.youtube.com/watch?v=zzc44OxMkPQ&list=PLrVsIKEiuQ3C3LhMGzDtJpz5NZl-Q2ePa&index=3> [The Life of Guru Nanak Animation Divx - Bing video](https://www.bing.com/videos/search?q=the+lfe+of+guru+nanak&adlt=strict&view=detail&mid=2991B78329C7B264A6562991B78329C7B264A656&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dthe%2Blfe%2Bof%2Bguru%2Bnanak%26FORM%3DHDRSC4%26adlt%3Dstrict) <https://www.bbc.co.uk/bitesize/clips/zcn34wx> <https://www.truetube.co.uk/film/holy-cribs-gurdwara>  | Work pack of resources are available upon request from the Humanities Office. |



**Half Termly Overview 21/02/2022 to 01/04/2022**

**Year 7 iD**

|  |  |
| --- | --- |
| **You will learn**  | **Online Resources** |
| * Safe and responsible use of information communication technology (including safe management of 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 the 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 21/02/2022 to 01/04/2022**

**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> |