

Half Termly Overview 08/01/2024 to 09/02/2024

Year 7 – Creative Writing: Science Fiction Genre

What should I already know? <ul style="list-style-type: none">• Recognition of some of the typical genres in narrative writing.• Understanding of how to plan a basic story structure.• Understanding of structures for a story (story mountain)• Understanding some of the themes linked to typical genres.• Understanding of who a narrator is and conventional characters.	Facts I will learn <ul style="list-style-type: none">• I will learn what Science Fiction is.• I will learn what makes a Science Fiction narrative.• I will learn what structures can be used to create a Science Fiction narrative• I will learn what techniques other writers use in a piece of Science Fiction writing.• I will learn some key vocabulary linked to the Science Fiction genre.• I will learn about different narrative perspectives.• I will learn about the possibility of future scientific and technological innovations.	Key Questions <ul style="list-style-type: none">• What is Science Fiction?• What kind of settings can I use in a Science Fiction narrative?• What are the typical features of the Science Fiction genre?• What type of audiences does the Science Fiction genre have?• What narrative structures can I use to create a Science Fiction narrative?• What vocabulary can I use to suit the Science Fiction genre?• What different writing techniques can I use for effect in Science Fiction writing?• How can I write imaginatively within the Science Fiction genre?	
Key Skills <ul style="list-style-type: none">• To write creatively within a structured approach.• To write with clear purpose meeting the needs of the audience in line with the science fiction genre.• Practise locating and understanding different writing techniques through reading, annotating and analysing.	Experiences that school will provide <ul style="list-style-type: none">• Reading of a range of texts and extracts from the Science Fiction genre.• To develop a habit of reading widely and often for both pleasure and information.• Writing of their own Science Fiction pieces to build their creativity, imagination and "sense of wonder".	Key Vocab	Definition
		Hostile	Hostile conditions and situations make it difficult for you to achieve something; or someone who is unfriendly and aggressive.
		Dilemma	A difficult situation in which you have to choose between two or more alternatives.
		Utopia	A society which is perfect and everyone is happy, often felt to be impossible.
		Dystopia	An imaginary place in which society is at its worst and quality of life is dreadful.
		Imagery	Pictures that are created in a reader's mind through words.
		Red Herring	To take your attention away from the main subject or problem.
		Adverbial Phrases	A group of words that acts like an adverb (describing of an action) to add further information or detail to a verb, adjective, another adverb, or even whole clauses.
		Dual Narrative	Telling a story from two different perspectives.
		Narrative Voice	The perspective from which a story is told.
		Onomatopoeia	The use of words that sound like the noise they refer to.
Web Links: How to write a science fiction story - BBC Bitesize How to use language for effect for KS3 English students - BBC Bitesize How to use structure for effect - BBC Bitesize Year 7 books - a recommended reading list for 11 year olds (schoolreadinglist.co.uk) Best science fiction books for children TheSchoolRun	Experiences that could be provided at home Visit the Sci-Fi Literacy Shed for a range of activities and ideas to write a Science Fiction story together. It includes 12 different planets to base a Science Fiction Story on. The Sci - Fi Shed - THE LITERACY SHED Read a Science Fiction story together and discuss what you liked about it. Recommendations include: <ul style="list-style-type: none">• <i>A Wrinkle In Time</i> by Madeleine L'Engle;• <i>A Rag a Bone and a Hank of Hair</i> by Nicolas Fisk;• <i>Slick</i> by M.M Vaughan		

You will learn	Teaching Resources/Links
Solving problems with multiplication & division <ol style="list-style-type: none"> Properties of addition and subtraction Mental strategies for addition and subtraction Use formal methods for addition of integers Use formal methods for addition of decimals Use formal methods for subtraction of integers Use formal methods for subtraction of decimals Choose the most appropriate method: mental strategies, formal written or calculator Solve problems in the context of perimeter Solve financial maths problems Solve problems involving tables and timetables Solve problems with frequency trees Solve problems with bar charts and line charts Add and subtract numbers given in standard form (H) 	Core 1 Pearson Books: Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 26 – 46 Page 218 – 220 Page 218 – 220 Page 218 – 220 Page 218 – 220
Solving problems with addition & subtraction <ol style="list-style-type: none"> Properties of multiplication & division Understand and use factors Understand and use multiples Multiply and divide integers and decimals by powers of 10 Multiply by 0.1 and 0.01 (H) Convert metric units 7, Use formal methods to multiply integers Use formal methods to multiply decimals Use formal methods to divide integers Use formal methods to divide decimals Understand and use order of operations Solve problems using the area of rectangles and parallelograms Solve problems using the area of triangles Solve problems using the area of trapezia (H) Solve problems using the mean Explore multiplication and division in algebraic expressions (H) 	
Additional Resources	
CGP – Mathematics for Key Stage Three Book One (Product code: M1NN31) KS3 Revision - https://www.bbc.co.uk/bitesize/subjects/zqhs34j	



You will learn	Online Resources	Teaching Resources/Links
Biology - Structure and function of body systems <ul style="list-style-type: none"> • Hierarchy: Students should understand that the human body is organised into a hierarchy of systems, which work together. • Skeleton: Students should know that the skeleton provides support and protection for the body, and is made up of bones, cartilage, and ligaments. • Muscles: Students should understand that muscles are responsible for movement and are made up of bundles of muscle fibres that contract and relax in response to nerve impulses. • Joints: Students should understand that joints are the points where bones meet, and that they allow for movement and flexibility. • Gas exchange: Students should understand that gas exchange occurs in the lungs, where oxygen is taken in and carbon dioxide is released. • Breathing: Students should know that breathing is a process that involves the inhalation of oxygen-rich air and the exhalation of carbon dioxide-rich air. • Respiratory system: Students should understand that the respiratory system includes the lungs, airways, and muscles of breathing, and that it works closely with the cardiovascular system to supply oxygen to the body's tissues and remove carbon dioxide. 	<p>Kerboodle Digital Book - Activate 1: P26-39 Seneca Learning KS3: Science Sections 1.1.2, 1.1.11 and 1.6.14</p> <p>BBC Bitesize – The skeletal system - Skeleton - Living organisms - KS3 Biology - BBC Bitesize - BBC Bitesize What are skeletal muscles? - Living organisms - KS3 Biology - BBC Bitesize - BBC Bitesize Diffusion in cells - Living organisms - KS3 Biology - BBC Bitesize - BBC Bitesize Structure and function of the gas exchange system - Respiration and gas exchange - KS3 Biology - BBC Bitesize - BBC Bitesize</p> <p>https://continuityoak.org.uk/Lessons?r=1897</p>	<p>BBC Teach – How do our muscles and bones work - https://youtu.be/3haTJC0kyxA</p> <p>CGP Key Stage 3 - Science Complete Revision and Practice: P14, 15, 18, 19</p>
Physics - Light <ul style="list-style-type: none"> • Light waves: Students should know that light is a form of energy that travels in waves and can travel through a vacuum (such as space) as well as through a medium (such as air or water). • Reflection: Students should know that light waves can bounce off surfaces and reflect, and that this can be used in applications such as mirrors and reflective coatings. • Refraction: Students should understand that light waves can bend and change direction when they pass through different mediums, and that this can be used in applications such as lenses and prisms. • The eye: students should know the basic anatomy of the eye • Colour: Students should know that colours can be reflected and absorbed, changing what we see. 	<p>Waves - KS3 Physics - BBC Bitesize Seneca learning section 3.3 waves https://continuityoak.org.uk/Lessons?r=1307</p>	<p>CGP Key Stage 3 - Science Complete Revision and Practice: pages 136-143</p>
Additional Resources		
https://www.bbc.co.uk/bitesize/		

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Year 7 Geography People on the move and making life better

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> • Understand how the population of people has changed over-time. • Understand the reasons why populations grow. • Understand that population growth is not equal. • Understand why people move from one place to another. • Understand why people move from rural locations. • Understand why people chose to live in a slum. • To know and understand where food comes from. • To understand how we source clean water. 	<p>This links to the BBC bitesize website on population and migration. It covers population distribution, density, growth, and structure, together with causes and effects of migration. There is a revision section and test section. https://www.bbc.co.uk/bitesize/guides/zkg82hv/revision/2 Watch the video and make notes under the following headings:</p> <ol style="list-style-type: none"> 1) Population distribution 2) population density 3) Population growth 4) Population structure 5) Causes of migration 6) Effects of migration <p>Life in the favela of Rochina - KS3 Geography - BBC Bitesize Watch the video and complete the following tasks: Make notes under the headings of Geraldo, Leandro and Clothilda. What do these characters think about living in Rochina? List the positives and negatives of living in Rochina.</p> <p>Next, sketch a typical slum dwelling seen in the video (pause a scene to help in this task), label the key features.</p> <p>Where does our food come from? BBC Teach - YouTube watch the video and make notes about where our food comes from.</p> <p>DiscoverWater (en-GB) read through the website and make an information poster about where water in the UK comes from.</p>	<p>Work pack of resources are available upon request from Humanities Office. Geog.1 Textbook: P86-91 and P100-101.</p>

You will learn	Online Resources	Teaching Resources/Links
<p>The Black Death</p> <ul style="list-style-type: none"> To describe how the Black Death arrived in Britain. To describe the symptoms of the Black Death. To explain what people thought caused the Black Death. To explain the real causes of the Black Death. To explain the long term causes of the Black Death. 	<p>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 nddog0awz this will then set you a series of assignments. www.senecalearning.com</p> <p>BBC Bitesize – read through the information in the revise section and then watch the video. There is then a test section with questions. https://www.bbc.co.uk/bitesize/guides/z7r7hyc/revision/1</p> <p>On this website there are a variety of fun games to play that are associated with the Black Death. http://ks3historygames.co.uk/the-black-death-ks3-history/</p> <p>Consider everything you have studied and answer this question. You can then email the answer to your teacher, using your school email. g.hargraves@unity.lancs.sch.uk l.wroe@unity.lancs.sch.uk t.shawn@unity.lancs.sch.uk a.rasul@unity.lancs.sch.uk</p> <p>"The Black Death was a complete disaster" How far do you agree? Paragraph 1 – Explain reasons why it was a disaster. Paragraph 2 – Explain some of the long-term improvements. Conclusion – Sum up your own opinion.</p>	<p>KS3 History All-in-One Complete Revision and Practice Textbook/Revision Book published by Collins: P16 – 19</p> <p>Work pack of resources are available upon request from the Humanities Office.</p>



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Year 7 French

You will learn	Online Resources	Teaching Resources/Links
Distinguishing between having and being. Talking about a thing or person. Talking about doing and making things. Saying what people do. Extended reading.	https://quizlet.com/gb/436201249/year-7-french-term-11-week-5-flash-cards/ https://quizlet.com/gb/436201966/year-7-french-term-11-week-6-flash-cards/ https://quizlet.com/gb/436202552/year-7-french-term-11-week-7-flash-cards/ https://quizlet.com/gb/437726955/year-7-french-term-12-week-1-flash-cards/ https://quizlet.com/gb/441148776/year-7-french-term-12-week-2-flash-cards/	Hubs – NCELP
Additional Resources		
Languagenut Digital Language Resources for Schools		

**Half Termly Overview 08/01/2024 to 09/02/2024****Year 7 German**

You will learn	Online Resources	Teaching Resources/Links
<p>To look at gender and using different definite articles.</p> <p>To use the verb 'sein' (to be) with indirect articles to say what something is like.</p> <p>To use what something is not like using negation.</p> <p>To say the alphabet in German.</p> <p>To use the verb 'haben' (to have) to say what you have.</p> <p>To say what you are like at the moment and in general.</p> <p>To say what you do and someone else does at home.</p>	<p>https://quizlet.com/gb/427138563/year-7-german-term-11-week-5-flash-cards/</p> <p>https://quizlet.com/gb/429605750/year-7-german-term-11-week-6-flash-cards/</p> <p>https://quizlet.com/gb/433581619/year-7-german-term-11-week-7-flash-cards/</p> <p>https://quizlet.com/gb/439294875/year-7-german-term-12-week-1-flash-cards/</p> <p>https://quizlet.com/gb/440064874/year-7-german-term-12-week-2-flash-cards/</p>	<p>Hubs – NCELP</p>
Additional Resources		
Languagenut Digital Language Resources for Schools		

**Half Termly Overview 08/01/2024 to 09/02/2024****Year 7 Spanish**

You will learn	Online Resources	Teaching Resources/Links
<p>Saying what people do.</p> <p>What people do and don't do.</p> <p>Numbers and talking about more than one thing.</p> <p>Saying what there is around you.</p> <p>Saying what there is around you and describing it.</p>	<p>https://quizlet.com/gb/429101846/year-7-spanish-term-11-week-6-flash-cards/</p> <p>https://quizlet.com/gb/437727004/year-7-spanish-term-11-week-7-flash-cards/</p> <p>https://quizlet.com/gb/440769438/year-7-spanish-term-12-week-1-flash-cards/</p> <p>https://quizlet.com/gb/440772272/year-7-spanish-term-12-week-2-flash-cards/</p> <p>https://quizlet.com/gb/440772671/year-7-spanish-term-12-week-3-flash-cards/</p>	<p>Hubs – NCELP</p>
Additional Resources		
Languagenut Digital Language Resources for Schools		

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Year 7 Art and Design: Cusit Still Life

You will learn	Online Resources	Teaching Resources/Links
<u>Cubism Still life drawing</u> Artists and the movement. Drawing with tone. Recognising shape.	https://youtu.be/UhB0U6OUPIM?si=3lgoGrEzo1ZQWFr- https://youtu.be/V6ZT1705Slw?si=bFrCPsTlcpGKbMJc https://youtu.be/V6ZT1705Slw?si=bFrCPsTlcpGKbMJc	Cubism Knowledge Organiser
Additional Resources www.tate.org.uk www.craftscouncil.org.uk www.textileartist.org www.vam.ac.uk www.theartstory.org www.thestudentartguide.co.uk www.bbc.co.uk/bitesize		

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Year 7 Computer Science

You will learn	Online Resources	Teaching Resources/Links
<p>Scratch</p> <p>Lesson 1 – What is Scratch? Research the use of Scratch and how you can use it to build your own programs.</p> <p>Lesson 2 – Scratch challenges: practice your basic skills and familiarise yourself with the main tools and features.</p> <p>Lesson 3 – Maze plan: sketch and plan the maze background for your game.</p> <p>Lesson 4 – Creating a stage: develop your stage in Scratch using your maze plan.</p> <p>Lesson 5 – Creating sprites: create and add the main sprites required for your game.</p> <p>Lesson 6 – Using the 'Control' block: begin to add the main control blocks to your game.</p>	<p>Office 365 https://www.office.com/?auth=2 Year 7 > Content Library > Digital Literacy Download and save the workbook in the 'Lesson Tasks' section to view and complete the activities.</p> <p>Make use of the 'Lesson Notes' section to help support your learning.</p> <p>https://www.bbc.co.uk/bitesize/guides/zksk7ty/revision/1</p>	<p>KS3 Computer Science CGP: P112 – 126.</p> <p>Work pack of resources are available upon request from Computer Science Office.</p>

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Year 7 Design and Technology

You will learn	Online Resources	Teaching Resources/Links
<p>Pen Pot - Polymers:</p> <ol style="list-style-type: none"> 1. About the iterative design process: Design, feedback evaluate, refine – cycle. 2. To develop a design idea using card modelling. 3. To understand about polymers, their source, categories, properties and types. 4. How to plan, measure and mark out – ready for manufacture. 5. How to communicate your design ideas using isometric drawing. 6. Specific tools and equipment used in manufacture and how to use it skilfully. 	<p>Using a try square: https://www.youtube.com/watch?v=6MgDn4f7O4g&safe=active</p> <p>Using a coping saw: https://www.youtube.com/watch?v=aH1C98YypFM&safe=active</p> <p>Using a file: https://www.youtube.com/watch?v=32FUysj-Lu4&safe=active</p> <p>How to use a strip heater: https://www.youtube.com/watch?v=u6JRELLcoXo&safe=active</p> <p>Thermosets and thermoplastics: https://www.youtube.com/watch?v=4Is5SOL8-9A&safe=active</p> <p>Papers, cards and boards: https://www.youtube.com/watch?v=XsqGq30uWXQ&safe=active</p> <p>Drawing in isometric: https://www.youtube.com/watch?v=biz81MIBFZo&safe=active</p>	<p>Work pack of resources are available upon request for the Pen Pot project from the Technology Office.</p>
Additional Resources		
Watch the link videos above and using words and pictures complete step by step instructions on how to carry out the specific processes described.		

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Year 7 Drama

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> Developing leadership, teamwork and cooperation skills. Developing an awareness of opportunities of working within the theatre. Use theatre design to create meaning. Explore how lighting can create meaning. Use sound effects to enhance a script. Design appropriate costumes for characters. Explore how set can create meaning for an audience. Watch and analyse live theatre. Explore the play Treasure Island by the National Theatre. 	<p>The National Theatre.</p> <p>https://classroom.thenational.academy/lessons/introduction-to-live-theatre-lighting-and-sound-design-cctkar</p> <p>https://classroom.thenational.academy/lessons/developing-analytical-comments-for-live-theatre-c9h34c</p> <p>https://classroom.thenational.academy/lessons/forming-an-evaluative-response-for-live-theatre-c9gp8c</p> <p>https://classroom.thenational.academy/lessons/introduction-to-analysing-acting-skills-cct64r</p> <p>https://classroom.thenational.academy/lessons/developing-responses-writing-about-acting-cmw6ar</p> <p>https://classroom.thenational.academy/lessons/writing-a-review-6xj62e</p> <p>https://classroom.thenational.academy/lessons/the-role-of-the-director-c4v6cc</p> <p>https://classroom.thenational.academy/lessons/the-role-of-the-set-designer-c8tk0c</p> <p>https://classroom.thenational.academy/lessons/the-role-of-the-lighting-designer-6xhkjc</p> <p>https://classroom.thenational.academy/lessons/the-role-of-the-costume-designer-71h6at</p> <p>https://classroom.thenational.academy/lessons/the-role-of-the-sound-designer-c9j3at</p>	<p>The National Theatre – Treasure Island</p> <p>What is a designer packs.</p>

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Year 7 Food Technology

You will learn:	Online Teaching Resources:	Teaching Resource Links
<p>Food Safety and 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.</p> <p>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.</p> <p>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.</p> <p>Practical Work (optional) Encouragement of carrying out practical work at home linking homework to the practical activities – Fruit Fusion/ Scones/ Pizza/ Frittatas/Chicken Goujons/ Fruit Crumble/ Enchiladas/Pasta Dish/Muffins. Recipes for these can be found on the school website under Curriculum Food Technology.</p>	<p>Use the links below to access the different learning experiences for the module of Food Technology:-</p> <p>Week One Eat Well Guide Read the Eat Well Guide presentation and then complete the worksheet and the quiz on the resources.</p> <p>Week Two Energy requirements Read the Energy Requirements presentation and complete the worksheet and the quiz on the resources.</p> <p>Week Three Diet and Health Read the presentation on the Diet and Health and complete the worksheet and quiz in the resources.</p> <p>Week Four Read the presentation on Nutrition labelling and complete the worksheet. Nutrition Labels</p> <p>Week Five Read the presentation on Digestion and complete the worksheet. Digestion</p> <p>Week Six Have a go at the quizzes to reinforce what you have learnt. Interactive resources</p>	<p>Secondary Teaching Resources - BBC Teach Design and Technology – Food Preparation and Nutrition section – class clips www.foodafactoflife.org.uk 11-14 yrs section Use the drop down menu for additional resources www.bbcfood.co.uk To use the website to access recipes to practise dishes</p>
<p>Additional Resources On satchel Recipes for the products to be made Quizzes to reinforce learning</p>		

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Year 7 iD

You will learn	Online Resources
<ul style="list-style-type: none"> • How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. • About a broad range of careers and the abilities and qualities required for different careers. • About equality of opportunity. • How to challenge stereotypes, broaden their horizons and how to identify future career aspirations. • About the link between values and career choices. 	<p>Confidence & Communication skills LifeSkills (barclayslifeskills.com)</p> <p>Money Learning Resources: Worksheets and Games MoneySense (mymoneysense.com)</p> <p>National Careers Service: https://nationalcareers.service.gov.uk/</p> <p>Prospects: www.prospects.ac.uk</p> <p>Not Going to Uni: www.notgoingtouni.co.uk</p>



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Year 7 Music

You will learn	Online Resources	Teaching Resources/Links
<p>Unit of Work: African Music</p> <p>In this unit of work, you will consolidate the knowledge from Units 1 and 2 and allow you to secure the what you have learnt, combining both rhythmic and melodic ideas.</p> <p>The unit introduces the concept of scales by teaching the pentatonic scale. You will then combine the previously taught knowledge of rhythm and melodic ideas to compose a piece that uses polyrhythms and the pentatonic scale.</p> <p>The concept of using scales in music will be vital for introducing major and minor scales in future units of work.</p>	<p>UC Music Department YouTube Channel – our YouTube channel with lots of revision and example videos.</p> <p>Sheet Music Direct Website Email: music@unity.lancs.sch.uk Password: Music123</p>	<p>Work pack of resources are available upon request from the Arts Office.</p>

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Year 7 Core PE

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> To know how to factor in exercise at home. To know how to carry out your own exercise session at home using minimal equipment. Plan and carry out your own exercise sessions at home. 	<p>https://www.youtube.com/user/thebodycoach1 Joe Wicks 30-minute PE lesson for everyone to have a go at – Fitness and fun.</p> <p>https://www.youtube.com/channel/UCu-rJFVlr7ZA70en3RRALPw Max Whitlock gymnastics sessions at home. Every Tuesday & Friday at 3:30pm.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>https://burnleyleisure.co.uk/category/news/home-workouts/</p>	<p>Unity College PE- Home activities (padlet.com)</p> <p>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.</p> <p>https://padlet.com/mwilliams393/j08dqdvaa3kmozht</p> <p>Work pack of resources are available upon request from PE Office.</p>

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7 RE: Jesus: Man or God?

You will learn	Online Resources
<ul style="list-style-type: none"> • Can 1 thing also be 3? Christians believe in 1 God known as the Trinity, which has 3 persons: The Father, Son and the Holy spirit. The Apostle and Nicene Creeds describe the 3 persons of God. Christians express their belief in the Trinity in many ways including making the sign of the cross. • Was the birth of Jesus special? Jesus' was a Jew and his birth was predicted in the Old Testament. The story of his birth is called The Nativity is told in the books of Matthew and Luke. It is full of symbolism. An angel said he would be the Son of God. Jesus was born in Bethlehem and he was visited by shepherds, and wise men and given gifts. They had to flee to Egypt for Jesus to survive. • Can anyone perform miracles? All of the Gospel writers describe miracles performed by Jesus – 37 miracles in total. Miracles are events that defy nature e.g the feeding of the 5000. Jesus performed 3 types of miracles: - nature, healing and life over death. He performed them for a variety of reasons including to help people, to praise God and to Encourage people to believe. • Why was Jesus death so important? Jesus' last week included the last supper, his death by crucifixion, burial, resurrection and ascension. Each event showed things that suggest he was human and things that suggest he was a God. His death was necessary as an atonement (to make up) for the sins of people. Sins that had created a barrier between humans and God. 	<p>BBC - Religions - Christianity: Jesus</p> <p>The Trinity (thenational.academy) The Incarnation (thenational.academy)</p> <p>The life of Jesus (thenational.academy)</p> <p>The Crucifixion (thenational.academy) The Resurrection (thenational.academy) The Ascension (thenational.academy)</p> <p>BBC - Religions - Christianity: Jesus</p>