

Half Termly Overview 19/02/2024 - 28/03/2024

Year 7 English - Medieval Poetry: Heroes and Monsters

What should I already know? <ul style="list-style-type: none">• Basic knowledge the middle ages.• To be able to name some poems.• To be able to name some heroes• To be able to name some monsters	Facts I will learn Core Knowledge: Introduction to Anglo Saxon culture + Old English Conventions of Anglo-Saxon poetry Beowulf – story and characters Presentation of monsters and heroes in Beowulf How Beowulf fits Anglo-Saxon poetic conventions Sir Gawain and the Green Knight – plot and characters Comparison of the characters of Beowulf and Sir Gawain – similarities and differences	Key Questions <ul style="list-style-type: none">• What was life like in the middle ages?• What is Beowulf?• What is Old English?• What is an Epic Poem?• What are the five stages of a hero's journey?• What are the conventions of Anglo-Saxon Poetry?• Why is this still important today?																											
Key Skills <ul style="list-style-type: none">• To demonstrate an understanding of verse.• To understand the conventions of epic poems.• To practice reading and understanding epic poems.• To demonstrate an understanding of Old English and Middle English.	Experiences that school will provide <ul style="list-style-type: none">• Reading extracts from a selection of medieval poems.• Cross-curricular links with history learning about the Anglo-Saxons.• Discussions about the themes key to early literature.• Understanding the origin of Early English literature.	<table><tr><th>Key Vocab</th><th>Definition</th></tr><tr><td>Protagonist</td><td>The leading character in a play, story, film, novel etc</td></tr><tr><td>Antagonist</td><td>A person who actively opposes or is hostile to someone or something</td></tr><tr><td>Old English</td><td>the language of the Anglo-Saxons</td></tr><tr><td>Epic Poem</td><td>a narrative poem that often focuses on a hero's interaction with supernatural beings or gods.</td></tr><tr><td>Middle English</td><td>a form of the English language that was spoken after the Norman Conquest of 1066, until the late 15th century.</td></tr><tr><td>Ballad</td><td>A songlike poem that tells a story</td></tr><tr><td>Bard</td><td>A poet</td></tr><tr><td>Heroic</td><td>having the characteristics of a hero</td></tr><tr><td>Arthurian</td><td>relating to or characteristic of the legendary King Arthur of Britain, or any of the stories of his life</td></tr><tr><td>Quest</td><td>a long search for something.</td></tr><tr><td>Prevail</td><td>To prove more powerful than something</td></tr><tr><td>Convention</td><td>A way in which something is usually done</td></tr></table>		Key Vocab	Definition	Protagonist	The leading character in a play, story, film, novel etc	Antagonist	A person who actively opposes or is hostile to someone or something	Old English	the language of the Anglo-Saxons	Epic Poem	a narrative poem that often focuses on a hero's interaction with supernatural beings or gods.	Middle English	a form of the English language that was spoken after the Norman Conquest of 1066, until the late 15th century.	Ballad	A songlike poem that tells a story	Bard	A poet	Heroic	having the characteristics of a hero	Arthurian	relating to or characteristic of the legendary King Arthur of Britain, or any of the stories of his life	Quest	a long search for something.	Prevail	To prove more powerful than something	Convention	A way in which something is usually done
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Web Links: https://www.bbc.co.uk/teach/school-radio/english-ks2-ks3-beowulf-index/zfbhpg8 https://www.bbc.co.uk/teach/class-clips-video/english-ks2-sir-gawain-and-the-green-knight/z6gncqt https://cowesec.org/admin/wp-content/uploads/sites/7/2023/07/Year-7-English-Knowledge-Organiser-Links-to-Legends.pdf https://www.youtube.com/watch?v=QKjcoFZmKuA	Experiences that could be provided at home <ul style="list-style-type: none">• Listen to an audio version of Beowulf or Sir Gwain and The Green Knight• Read together another epic poem such as The Odessey• Watch a documentary together about epics																												



You will learn	Teaching Resources/Links
<p>Fractions & Percentage of Amounts</p> <ol style="list-style-type: none"> Find a fraction of a given amount Use a given fraction to find the whole and/or other fractions Find a percentage of a given amount using mental methods Find a percentage of a given amount using a calculator Solve problems with fractions greater than 1 and percentages greater than 100% <p>Operations & Equations with Directed Numbers</p> <ol style="list-style-type: none"> Subtract directed numbers Multiplication of directed numbers Multiplication and division of directed numbers Use a calculator for directed number calculations Evaluate algebraic expressions with directed number Introduction to two-step equations Solve two-step equations Use order of operations with directed numbers <p>Addition & Subtraction of Fractions</p> <ol style="list-style-type: none"> Understand representations of fractions Convert between mixed numbers and fractions Add and subtract unit fractions with the same denominator Add and subtract fractions with the same denominator Add and subtract fractions from integers expressing the answer as a single fraction Understand and use equivalent fractions Add and subtract fractions where denominators share a simple common multiple Add and subtract fractions with any denominator Add and subtract improper fractions and mixed numbers Use fractions in algebraic contexts Use equivalence to add and subtract decimals and fractions Add and subtract simple algebraic fractions (H) 	<p>KS3 Pearson Core Progress:</p> <p>Unit 5 Page 131 - 140</p> <p>Unit 5 Page 131 - 140</p> <p>Unit 5 Page 131 - 140</p> <p>Unit 5 Page 131 - 140</p> <p>Unit 5 Page 131 - 140</p> <p>Unit 2 Page 26 - 48</p> <p>Unit 2 Page 26 - 48</p> <p>Unit 2 Page 26 - 48</p> <p>Unit 2 Page 26 - 48</p> <p>Unit 2 Page 26 - 48</p> <p>Unit 2 Page 26 - 48</p> <p>Unit 2 Page 26 - 48</p> <p>Unit 2 Page 26 - 48</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p> <p>Unit 5 Page 122 - 130</p>
Additional Resources	
<p>CGP – Mathematics for Key Stage Three Book One (Product code: M1NN31)</p> <p>KS3 Revision - https://www.bbc.co.uk/bitesize/subjects/zqhs34j</p> <p>https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/</p>	



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Year 7 Science

You will learn	Online Resources	Teaching Resources / Links
B1c3 - Reproduction <ul style="list-style-type: none"> 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. 	<p>Kerboodle Digital Book Activate 1: P40 - 57</p> <p>Teen dreams - Youtube</p> <p>Seneca section Science: KS3 1.2</p> <p>https://app.senecalearning.com/</p>	<p>CGP Key Stage 3 Science Complete Revision and Practice Booklet – relevant P22-25</p> <p>Curriculum - Curriculum (continuityoak.org.uk)</p>
C1c2 – Particles <ul style="list-style-type: none"> 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. 	<p>Kerboodle Digital Book Activate 1: P76 - 85</p> <p>Elements, Compounds and Mixtures Elements and Compounds – Science in Action</p> <p>Seneca section Science: KS3 2.3</p> <p>https://app.senecalearning.com/</p>	<p>CGP Key Stage 3 Science Complete Revision and Practice Pages Booklet – relevant P55-58</p> <p>Curriculum - Curriculum (continuityoak.org.uk)</p>
Additional Resources https://www.thenational.academy/ https://www.bbc.co.uk/bitesize/		

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Year 7 Geography – Making Life Better and Slum Improvements

You will learn	Online Resources	Teaching Resources/Links
<ol style="list-style-type: none"> To know and understand where food comes from. To understand how we source clean water. To understand where our energy comes from. To understand how government's pay for the police. To understand why there is conflict and how we resolve it. To understand how countries provide healthcare for their people. To understand how education is provided. Understand what slums are and where they are found. Understand what Dharavu is like and why people move there. Understand why slums offer hope to those who live in them. Understand why slums give despair to those who live in them. Consider which is greater the hope or the despair. 	<ol style="list-style-type: none"> 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 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 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 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/ 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 <p>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 typing the following into your internet browser "Kevin McCloud: Slumming it".</p> <p>At the time of producing this overview the following link was working: https://www.youtube.com/watch?time_continue=9&v=uvQA_BNDW804&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.</p>	<ol style="list-style-type: none"> Kerboodle – Nelson Geography Connections. Food – too little or too much: P98-99 Kerboodle – Nelson Geography Connections. What is the water problem: P96-97 Kerboodle – Geog 123 (4th Edition, Book 3. Energy: P38-43 Kerboodle – Nelson Key Geography – Connections. What is it like living in Village in India: P82 -83 Kerboodle – Nelson Key Geography – Connections. What is it like living in Mumbai: P80-81 Kerboodle – Geog.2 4th Edition. Life in a Slum: P45-46

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Year 7 History

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.	<p>(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</p> <p>(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</p> <p>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 l.wroe@unity.lancs.sch.uk t.shawn@unity.lancs.sch.uk a.rasul@unity.lancs.sch.uk</p> <p>"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.</p>	Textbook – Renaissance, Revolution and Reform: Britain 1485-1750 by Aaron Wilkes: P48-61.

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Year 7 French

You will learn	Online Resources	Physical Resources
<p>NCELP resources:</p> <ol style="list-style-type: none"> 1. Extended Reading "Sept Couleurs Magiques" 2. Saying what people do 3. Saying what people like to do 4. Saying what people do to others 5. Saying what you do with others 	<p>Use the links below to access the class resources:</p> <p>https://resources.ncelp.org/concern/parent/9p2909442/file_sets/ww72bd881</p> <p>https://resources.ncelp.org/concern/parent/hm50tr87t/file_sets/g732db22q</p> <p>https://resources.ncelp.org/concern/parent/6d56zw69h/file_sets/g445cg689</p> <p>https://resources.ncelp.org/concern/parent/t148fh25m/file_sets/qb98mg79m</p> <p>https://resources.ncelp.org/concern/parent/ks65hc94m/file_sets/q237ht25j</p>	<p>Use the link below to access 'Languagenut'.</p> <p>https://www.languagenut.com/</p> <p>Click on NCELP tab. Click on French tab. Click on NCELP year 7 French. Click on term 1.2 and access the appropriate week of work.</p> <p>Log in to 'Languagenut' using your own username and password. If you cannot remember these, email your Modern Foreign Languages teacher for help.</p>
<p>Additional resources</p> <p>www.linguascope.com Use the Unity College login details to access the Linguascope activities. If you cannot remember these, email your Modern Foreign Languages teacher for help.</p>		

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Year 7 German

You will learn	Online Resources	Physical Resources
<p>NCELP resources:</p> <ol style="list-style-type: none"> 1. Who does what? 2. What you do and what someone else does in school and at home. 3. Asking and answering questions about activities at home. 4. Who does what (Manipulating infinitive verbs). 5. German definite articles: the words for 'the'. 	<p>Use the links below to access the class resources:</p> <p>https://resources.ncelp.org/concern/parent/dj52w4777/file_sets/1r66j277s</p> <p>https://resources.ncelp.org/concern/parent/cn69m4196/file_sets/5999n501j</p> <p>https://resources.ncelp.org/concern/parent/2514nk61k/file_sets/ms35tb283</p> <p>https://resources.ncelp.org/concern/parent/1831ck08n/file_sets/b5644t243</p> <p>https://resources.ncelp.org/concern/parent/mp48sc78n/file_sets/1831cj97b</p>	<p>Use the link below to access 'Languagenut'.</p> <p>https://www.languagenut.com/</p> <p>Click on NCELP tab. Click on German tab. Click on NCELP year 7 German. Click on term 1.2 and access the appropriate week of work.</p> <p>Log in to 'Languagenut' using your own username and password. If you cannot remember these, email your Modern Foreign Languages teacher for help.</p>
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Year 7 Spanish

You will learn	Online Resources	Physical Resources
NCELP resources: Saying what people do and don't do. Talking about more than one thing. Saying what there is around you. Saying what there is around you and describing it. Talking about the location of things.	Use the links below to access the class resources: https://resources.ncelp.org/concern/parent/r781wgl4x/file_sets/gh93h174f https://resources.ncelp.org/concern/parent/f1881m04f/file_sets/b2773w14d https://resources.ncelp.org/concern/parent/t148fh26w/file_sets/ft848s62m https://resources.ncelp.org/concern/parent/th83kz46f/file_sets/5712m7776 https://resources.ncelp.org/concern/parent/j098zb22h/file_sets/8k71nk666	Use the link below to access 'Languagenut'. https://www.languagenut.com/ Click on NCELP tab. Click on Spanish tab. Click on NCELP year 7 Spanish. Click on term 1.2 and access the appropriate week of work. Log in to 'Languagenut' using your own username and password. If you cannot remember these, email your Modern Foreign Languages teacher for help.
Additional resources www.linguascope.com Use the Unity College login details to access the Linguascope activities. If you cannot remember these, email your Modern Foreign Languages teacher for help.		

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Year 7 Art and Design: Cubism

You will learn	Online Resources	Teaching Resources/Links
<u>Cubism Still life drawing</u> Collage & distortion drawing. Creating a layered still life – personal response. Adding tone to layered still life – personal response.	https://youtu.be/lvxa_gEXy9Y?si=XY23a49xeYQHbGDd https://youtu.be/Njj1pYUPrU8?si=ts90B0OAUUE_iNaG https://youtu.be/rV69wYr6uqY?si=rlaLjT1Dy9Dypoyy	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 8 – Using the 'Sensing' and 'Motion' blocks: begin to develop your main program by adding more complex blocks.</p> <p>Lesson 9 – Using the 'Repeat' block: add iteration to your program.</p> <p>Lesson 10 – Using the 'Variables' block: increase the complexity of your program by including score and time variables.</p> <p>Lesson 11 – Develop the program further to increase the challenge for the user.</p> <p>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.</p> <p>Lesson 13 – End of unit assessment.</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/zts8d2p/revision/1</p>	<p>KS3 Computer Science CGP: P112 – 126</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=4ls5SOL8-9A&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
<ul style="list-style-type: none"> • How to use Historical characters as a stimulus for performance. • How to explore a variety of different events through different techniques. • How se the techniques Marking the Moment, Thought Tracks, Conscience Alley, Tableau and Role Play. • How to evaluate the work of others. • How to work as part of a team. • Practically use lights to communicate meaning. 	<p>https://classroom.thenational.academy/lessons/introduction-to-verbatim-theatre-ctgkqd</p> <p>https://classroom.thenational.academy/lessons/in-their-own-words-using-interviews-to-devise-monologue-6ru68t</p> <p>https://classroom.thenational.academy/lessons/my-story-making-autobiographical-drama-c9hpcr</p> <p>https://classroom.thenational.academy/lessons/a-person-and-a-tree-part-1-6cu36r</p> <p>https://classroom.thenational.academy/lessons/a-person-and-a-tree-part-2-75gkar</p> <p>https://classroom.thenational.academy/lessons/a-person-and-a-place-part-1-crwk0r</p> <p>https://classroom.thenational.academy/lessons/a-person-and-a-place-part-2-6cwk0t</p> <p>https://classroom.thenational.academy/lessons/a-person-and-a-choice-part-1-c9k3jc</p> <p>https://classroom.thenational.academy/lessons/a-person-and-a-choice-part-2-6rtp6r</p> <p>https://www.britannica.com/biography/Bonnie-and-Clyde-American-criminals</p>

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Year 7 Food Technology

You will learn:	Online Teaching Resources:	Teaching Resource Links
<p>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</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 & Technology – Food Preparation & 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>
Additional Resources:		
<p>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"> • 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). 	<p>https://www.youtube.com/watch?v=G8b7yZapkl https://www.youtube.com/watch?v=x6ZFndKG0gg</p> <p>https://www.youtube.com/watch?v=oqXIObJsUVY&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</p> <p>https://www.youtube.com/watch?v=7F5o3NSHMoM https://www.youtube.com/watch?v=mxE3_v36Dfc https://www.youtube.com/watch?v=DZgzEAZpDyg&safe=active</p> <p>http://www.theguardian.com/media/video/2008/sep/01/advertising.knifecrime</p> <p>https://www.youtube.com/watch?v=DWNRI6IC-bQ&safe=active https://www.youtube.com/watch?v=ogLbguD4eeA&safe=active</p>
Additional Resources	
<p>UK Safer Internet Centre - Online Safety Tips, Advice and Resources Safer Internet Centre Thinkuknow - home</p>	



Unity College

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Year 7 Music

You will learn:	Online Resources	Teaching Resource/Links
<p>Unit of Work: Video Game Music</p> <p>This unit of work will deepen what has already been learnt by allowing you to explore music that is created for a specific purpose. You will be able to practice the concepts of rhythm and melody and apply them to video game music. You will explore sound effects, and this will allow you to practice using the elements of music when creating your own music.</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 Art 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 plan and carry out your own exercise session at home using minimal equipment. 	<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-rJFVlr7ZAZ0en3RRALPw 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) Use this link to our PE Padlet with lots of activities that you can complete at home.</p> <p>There are lots of tasks and videos for you to watch and have a go at.</p> <p>https://padlet.com/mwilliams393/j08dqdvaa3kmozht</p>

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<ul style="list-style-type: none"> What made Muhammad the person he was? Muhammed's early life was difficult, losing both parents as a child. Luckily family took him in and welcomed him into their businesses where he was an honest man. Muhammed was not happy with the Makkan society so he went to Cave Hira to meditate. Here Angel Jibril visited him and his life as a prophet began. Why was the Night Journey and ascension so important? Many years after the first revelation Muhammed's life was still in danger and Muslims were still being persecuted. Buraq took him to Jerusalem and to the 7 Heavens to meet the prophets and God, where he learnt the importance of prayer. The Night Journey was the encouragement he needed and helped him to lead with wisdom and strength. What made Muhammad a good leader? Allah told Muhammad he was the last of the prophets and there would be no more holy books. He set up the Ka'aba as the centre of worship and Makkah became Muslim. Muslims believe the Qur'an has the best advice on how to live and Muhammad was the perfect example, so he is a role model. It is now the 2nd biggest religion with 1.8 billion followers. Do all Muslims believe the same thing? Sunni/Shia? When Muhammad died there were no clear instructions about who should lead after him. Some tribes left the Muslim community and some began to attack Islam. Muslims split into 2 groups, Sunni (85-90%) and Shi'a (1—15%) each with a different leader. They share many beliefs (e.g belief in 1 God) and practices but also have some different beliefs and practices. What are the holy books of Islam? Muslims believe that in heaven, Allah has a holy book which is the complete guidance for everything. God gave 5 prophets his teachings. They were recorded but, were lost or changed by humans until the Qur'an. Dictated to Muhammad over 23 years. Written in Arabic, it remains unaltered since the time it was written – it is the exact word of God. 	<p> Al-Isra and Al-Miraj - The Night Journey and Ascension (In One Minute) - YouTube https://youtu.be/x_7K9da5Yqg?t=797 https://www.truetube.co.uk/resource/holy-books-the-quran/ BBC - Religion: Islam </p>