

Half Termly Overview 15/04/2024 to 24/05/2024

Year 7 – Novel Study: The Hobbit

What should I already know?

- Basic facts about fantasy fiction characters.
- The conventions of the hero's journey.
- A basic understanding of some of the conventions and writing styles of the fantasy fiction genre.
- Some contextual information about Norse Mythology.

Facts I will learn

- I will learn about Norse mythology and how this influenced key authors in the fantasy fiction genre.
- I will learn about the different types of characters used in fantasy fiction and what influenced authors to use them.
- I will learn about the conventions of the fantasy fiction.
- I will learn about the use of vocabulary within the fantasy fiction genre.
- I will learn how to link modern texts such as The Hobbit to historical texts such as Beowulf.

Key Questions

- Who are the key authors of fantasy fiction?
- What is fantasy fiction genres and its conventions?
- What influences a fantasy fiction writer?
- Which themes can I see in development through a fantasy fiction novel?
- What content and language choices are most predominant in fantasy fiction writing?
- Why is fantasy fiction a popular genre?
- Which characters are used and how are these characters created and developed?
- How have historical texts influenced the fantasy fiction genre?

Key Skills

- To demonstrate an understanding of the fantasy fiction genre.
- To begin understand and explore how a full novel can be constructed and developed.
- To comparatively think about links between texts.
- To begin to apply historical background information and understanding (context) to a fantasy fiction text.
- To begin to understand how to evaluate the effectiveness of characters and themes through language and structure.

Experiences that school will provide

- Reading a full novel with structured discussions about universal themes of heroism and bravery.
- Cross-curricular links with Geography (map plotting of the journey in the novel)
- Opportunities to practise writing and applying their knowledge of the fantasy fiction genre.

Key Vocab	Definition
Anastrophe	A reversal of the usual order of the parts of sentence. This is a well known technique associated with the character of Yoda from Star Wars.
Sibilance	The repetition of the 's' sound for effect.
Characterisation	The way an author describes or shows what a character is like.
Foreshadowing	When an author hints at future events in a novel.
Theme	An idea that an author can develop through a novel.
Motif	A theme which is repeated through a piece of Literature.
Foreboding	A strong feeling that something terrible is going to happen.
Vengeful	To feel a great desire for revenge.
Wrathful	Intensely angry.
Venerable	Someone or something deserving of respect because they are old and wise or historically important.
Haste	The quality of doing something quickly.
Adversary	Someone you compete, fight or argue against.

Web Links:

[Investigating themes in fiction guide for KS3 English students - BBC Bitesize](#)

[KS3 English Literature: Philip Pullman on his novels - BBC Teach](#)

[Understanding how writers use setting guide for KS3 English students - BBC Bitesize](#)

[10 Writing Tips from J.R.R. Tolkien | Writers In The Storm \(writersinthestormblog.com\)](#)

[Writing Fantasy: Telling Spellbinding Stories \(Complete Guide\) - NN \(nownovel.com\)](#)

Experiences that could be provided at home

Watch The Hobbit: An unexpected Journey
Listen to [the soundtrack from The Hobbit: An Unexpected Journey](#). Could you compose a theme tune for the book or a song linked to one of the scenes in the story?
Design a new character / creature that might appear in an additional chapter of the book. How might they fit into the story?

Design your own treasure map. What dangers might you encounter?

Can you design a board game based on the book in which the characters have to complete a similar quest?

There are [a number of Lego sets](#) based on scenes from The Hobbit. Can you create your own scenes using different construction toys / materials?

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Year 7 Science

You will learn	Online Resources	Teaching Resources/Links
<p>Chemical reactions</p> <ul style="list-style-type: none"> Explain the difference between chemical and physical reactions Convert word equations into formula equations Explain conservation of mass in chemical reactions <p>Acids and alkalis</p> <ul style="list-style-type: none"> describe differences between concentrated and dilute solutions of an acid use the pH scale to measure acidity and alkalinity predict the salts that form when acids react with metals or bases <p>Space</p> <ul style="list-style-type: none"> Describe the structure of the Universe Explain why seasonal changes happen Describe the phases of the moon and how a total eclipse works 	<p>Kerboodle online textbook pages 86-98 Seneca section 2.2 https://www.youtube.com/watch?v=6td9NZ-YRjE</p> <p>Kerboodle online textbook pages 100-108 Seneca section 2.2 https://www.youtube.com/watch?v=63IG_6JmCes</p> <p>Kerboodle online pages 148-156 Seneca section 3.6 https://www.youtube.com/watch?v=DvPWQFP9vo</p>	<p>Chemical reactions - KS3 Chemistry - BBC Bitesize</p> <p>Acids and alkalis - KS3 Chemistry - BBC Bitesize</p> <p>Space - KS3 Physics - BBC Bitesize</p>
<p>Additional Resources</p> <p>https://www.bbc.co.uk/bitesize https://senecalearning.com/</p>		

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Year 7 Geography – UK-Amazing Landscapes

You will learn	Online Resources	Teaching Resources/Links
<ol style="list-style-type: none"> 1. To understand and state the difference between weather and climate. 2. To understand that the UK's climate has not always been the same and that it continues to change and is predicted to in the future. 3. To understand what a glacier is and know it forms. 4. To understand that glacier move and have a lasting effect on the landscape around us. 5. To understand that rivers have a lasting impact on shaping the landscape around us. 6. To draw and describe how the long profile of river changes as the river. 7. To understand that waterfalls form as a result of erosion. 	<p>This links to BBC Bitesize KS3 Geography, Weather & Climate section. It explains the difference between Weather and Climate, including how both are measure/calculated. https://www.bbc.co.uk/bitesize/guides/zw9qtfr/revision/1</p> <p>This links to BBC Bitesize KS3 Geography, Weather & Climate section. It provides an overview of typical British weather patterns overtime. https://www.bbc.co.uk/bitesize/guides/zjk7hyc/revision/3</p> <p>This links to BBC Bitesize KS3 Geography, Glacial Landscapes section. It provides an overview of glaciation, including where glaciers are found, how they form and the landforms they create. https://www.bbc.co.uk/bitesize/guides/zftyndm/revision/1</p> <p>This links to BBC Bitesize KS3 Geography, River & Water section. It provides an overview of river landforms, including waterfalls, and the forces that create them, together with how rivers change as the flow downstream. https://www.bbc.co.uk/bitesize/guides/zkrdmp3/revision/3</p>	<p>Work pack is available on request.</p> <p>Geog.2 4th edition P82-82</p> <p>Geog.1 4th edition P66-69</p> <p>Geog.1 4th edition P86-87</p>

You will learn	Online Resources	Teaching Resources Links
<p>The British Empire</p> <ol style="list-style-type: none"> 1. To explain what an empire is and describe countries within the British Empire. 2. To explain reasons for building an empire. 3. To explain the benefits of empire. 4. To describe the negative impact of empires. 5. To explain the development of the triangular slave trade. 6. To describe the conditions on the "Middle Passage". 7. To describe life as a slave. 	<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 on the British Empire and Slavery https://app.senecalearning.com/dashboard/courses/add?Price=Free</p> <p>https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1 (1-4) BBC Bitesize – read through the information in the revise section and then watch the videos. There is then a test section with questions.</p> <p>https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1 (4-7) BBC Bitesize – read through the information in the revise section and then watch the videos. There is then a test section with questions.</p> <p>"The British Empire benefitted its people" How far do you agree? Paragraph 1 – Explain how the empire was good for people / was a success Paragraph 2 – Explain how the empire was bad for people Conclusion – Sum up your own opinion.</p>	<p>Textbook – Industry, Reform and Empire Britain 1750 - 1900 by Aaron Wilkes: P66 - 82</p>

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Year 7 French

You will learn	Online Resources	Physical Resources
NCELP resources: 1. Saying how many there are 2. Describing your family 3. Saying what you have 4. Saying what people do 5. Talking about belongings	<p>Use the links below to access the class resources:</p> <p>https://resources.ncelp.org/concern/resources/hx11xf40x.html</p> <p>https://resources.ncelp.org/concern/resources/pz50gw237.html</p> <p>https://resources.ncelp.org/concern/resources/b8515n612.html</p> <p>https://resources.ncelp.org/concern/resources/tb09j5821.html</p> <p>https://resources.ncelp.org/concern/resources/b2773w16z.html</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 2.1 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>		

You will learn	Online Resources	Physical Resources
<p>LDP 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: rachelhawkes.com - LDP Yr 7 German</p> <p>Y7, Term 1ii week 3 Y7, Term 1ii week 4 Y7, Term 1ii week 5 Y7, Term 1ii week 6 Y7, Term 1ii week 7</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
<p>LDP resources:</p> <ol style="list-style-type: none"> 1. Saying what there is around you. 2. Saying what there is around you and describing it. 3. Talking about the location of things. 4. Describing a place. 5. Talking about festive seasons. 	<p>Use the links below to access the class resources: rachelhawkes.com - LDP Yr 7 Spanish</p> <p>Y7, Term 1ii week 3 Y7, Term 1ii week 4 Y7, Term 1ii week 5 Y7, Term 1ii week 6 Y7, Term 1ii week 7</p>	<p>Use the link below to access 'Languagenut'.</p> <p>https://www.languagenut.com/</p> <p>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.</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 Art and Design: Pop Art

You will learn	Online Resources	Teaching Resources/Links
<p><u>Pop Art</u> <u>3d objects</u></p> <p>Artists & the movement Graphics, branding & commercialism Drawing from observation – pencil crayon</p>	<p>https://www.youtube.com/watch?v=KnQzL8Cy_G4&t=134s&pp=ygUHcG9wIGFydA%3D%3D</p> <p>https://www.youtube.com/watch?v=JoLEWFQ7F2E&pp=ygUcG9wIGFydCBsb2dvlGRlc2lnbiBmb3lga2lkcw%3D%3D</p> <p>https://www.youtube.com/watch?v=7tTY58CB3Xk&pp=ygULM2QgZm9vZCBhcnQ%3D</p>	<p>Pop Art Knowledge Organiser</p>
<p>Additional Resources</p>		
<p>www.tate.org.uk</p> <p>www.craftscouncil.org.uk</p> <p>www.textileartist.org</p> <p>www.vam.ac.uk</p> <p>www.theartstory.org</p> <p>www.thestudentartguide.co.uk</p> <p>www.bbc.co.uk/bitesize</p>		

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Year 7 Computer Science

You will learn	Online Resources	Teaching Resources/Links
<p>Understanding Computers</p> <p>Lesson 1 – Computer systems, understand the input, process and output model.</p> <p>Lesson 2 – Components, be able to name the main components inside a computer.</p> <p>Lesson 3 – Reliable & Robust systems, understand the importance of creating reliable systems through testing and debugging.</p> <p>Lesson 4 – Fetch Decode Execute System, understand the fetch, decode and execute cycle and be able to explain each stage.</p> <p>Lesson 5 – Input Devices, know the main types of input devices and their different purposes.</p> <p>Lesson 6 – Output Devices, know the main types of output devices and their different purposes.</p>	<p>Office 365 https://www.office.com/?auth=2 Year 7 > Content Library > Understanding Computers 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/zxb72hv/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zcxgr82/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zws8d2p/revision/1</p>	<p>KS3 Computer Science CGP: P1 - 17</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. 	<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 videos for you to watch and activities that you can complete at home.</p> <p>https://padlet.com/mwilliams393/j08daqdvaa3kmozht</p>

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Year 7 Design and Technology

You will Learn	Online Resources	Teaching Resources/Links
<p>Board Game – Papers, board and card:</p> <p>Week 1: How to produce an analysis of the design context. Design a board game for a different culture, a mind map and learn how to produce a mood board.</p> <p>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.</p> <p>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.</p> <p>Week 4: Develop design ideas, aesthetics, rules, counters, packaging.</p> <p>Week 5: Drawing and making the final idea – modelling skills.</p> <p>Week 6: Testing and evaluating your final idea. Client feedback and modifications.</p>	<p><u>Week 1: Papers, cards and boards:</u> https://www.youtube.com/watch?v=XsqGq30uWXQ&safe=active</p> <p><u>Week 1: Suggested websites to assist mind mapping skills:</u> https://app.mindmup.com/ https://bubbl.us/ https://app.mindmapmaker.org/#m:new</p> <p><u>Week 2: Research – board Games:</u> https://www.ah lens.se/Barn/leksaker/spel-pussel-15151/hasbro-games-cluedo-89058546/</p> <p><u>Week 3: Help with investigating different cultures:</u> https://www.youtube.com/watch?v=hTxKv5n5M2Y https://www.youtube.com/watch?v=RwSYrsjTiW4</p> <p><u>Week 5: Drawing in isometric:</u> https://www.youtube.com/watch?v=biz81MIBFZo&safe=active</p>	<p>Work pack and a resource pack for the Papers, cards and boards Board Game project are available from the Technology office.</p> <p>Power point is available remotely on Satchel One. This has a breakdown of each lesson.</p>
<p>Additional Resources</p>		
<p>Watch the link videos above and use this information and techniques in the development of your board game design. Watch each link video before completing the task for that week.</p>		

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Year 7 Drama

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> • Explore the script "The Terrible fate of Humpty Dumpty". • Explore how meaning is created for an audience through the written word. • Explore how to bring a character to life. • To understand character motivation. • To learn how to perform and learn lines. • Explore gang culture and why it is important to be honest and open. 	<p>https://www.thenational.academy/pupils/l/approaching-text-bringing-it-to-life-c00e/lessons/characterisation-6fj38e</p> <p>https://www.thenational.academy/pupils/l/approaching-text-bringing-it-to-life-c00e/lessons/pace-pause-and-tone-6dhk0d</p> <p>https://www.thenational.academy/pupils/l/approaching-text-bringing-it-to-life-c00e/lessons/eye-contact-proxemics-and-movement-cnk36d</p> <p>https://www.thenational.academy/pupils/l/using-drama-conventions-for-devising-2ca5/lessons/naturalism-chh3jc</p> <p>https://www.thenational.academy/pupils/l/using-drama-conventions-for-devising-2ca5/lessons/epic-theatre-68v3jt</p> <p>https://www.thenational.academy/pupils/l/using-drama-conventions-for-devising-2ca5/lessons/abstract-theatre-74vkcd</p>	<p>Work pack and power point available on request</p>

You will learn	Online Resources	Teaching Resources/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/ Dippy Divers/ Scones/ Pizza/ Frittatas/ Rock Buns/Chicken Goujons/ Oaty Squares/ 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</p> <p>www.foodafactoflife.org.uk 11-14 yrs section Use the drop down menu for additional resources</p> <p>www.bbcfood.co.uk To use the website to access recipes to practise dishes</p>
<p>Additional Resources</p>		
<p>On satchel Week by week recipes for the products to be made Quizzes to reinforce learning</p>		

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Year 7 iD

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • About the Prevent Duty 	<p>Every Mind Matters – Bullying and cyberbullying</p> <p>Home Office - Something's Not Right (abuse disclosure)</p>	<p>changingfaces.org.uk</p> <p>childline.org.uk</p> <p>The Sophie Lancaster Foundation</p>
<p>Additional Resources</p>		
<p>Changing Faces - A World of Difference</p> <p>Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk)</p> <p>Helping Children Deal with Bullying & Cyberbullying NSPCC</p>		

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Year 7 Music

You will learn	Online Resources	Teaching Resources/Links
<p>Unit of Work: African Music</p> <p>Get ready to embark on a rhythmic journey through the heart of Africa! In this unit, we'll dive into the vibrant world of African music, where rhythms pulse with energy and melodies sing with passion. Through exciting activities like drumming, singing, and composing, you'll unlock the secrets of traditional African beats and melodies. From the hypnotic rhythms of West African drumming to the soulful melodies of East African vocals, you'll explore the rich diversity of African musical traditions. Get ready to groove, create, and listen as we discover the magic of African music together! Get ready to be inspired!</p>	<p>UC Music Department YouTube Channel https://www.youtube.com/@musicatunity</p> <p>Sheet Music Direct Website Email: music@unity.lancs.sch.uk Password: Music123</p> <p>Chrome Music Lab – Piano https://musiclab.chromeexperiments.com/Shared-Piano/</p> <p>Chrome Music Lab – Song Maker https://musiclab.chromeexperiments.com/Song-Maker/</p>	<p>Work pack and student workbook available on request from the Arts office.</p>

You will learn	Online Resources
<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</p> <p>https://youtu.be/x_7K9da5Ygg?t=797</p> <p>https://www.truetube.co.uk/resource/holy-books-the-quran/</p> <p>BBC - Religion: Islam</p>