

<p>What should I already know?</p> <ul style="list-style-type: none"> How to identify atmosphere within fictional texts. How to apply understanding of context to interpretation of fictional texts. An understanding of what genre conventions are and how they influence plot and characterisation. How to identify themes within a text. Understand what a prologue is and its impact on plot. General understanding of literary devices and their impact on fictional texts. 	<p>Facts I will learn</p> <ul style="list-style-type: none"> I will learn about the impact of frame narratives and how to incorporate this structure into my own narrative writing. I will learn about the conventions of the Gothic tradition in literature in both past and present texts. I will learn how to identify mood and tone in fiction, as well as how to apply this in my own creative writing. I will learn about the Romantic context and the overarching themes which derive from it. I will learn about the ways in which setting, character and perspective can influence themes, interpretations and adaptations in literature. 	<p>Key Questions</p> <ul style="list-style-type: none"> What was the Romantic era interested in? What are frame narratives and how can I create a story which includes one? How are <i>Frankenstein's</i> themes still reflected in films and literature today? What were Mary Shelley's influences when writing <i>Frankenstein</i>, and how do I identify my own creative influences? How can setting impact mood, plot and character behaviour? What are the conventions of the Gothic and how are they still present in films and literature today? 																						
<p>Key Skills</p> <ul style="list-style-type: none"> To understand the purpose and impact of structural devices and apply to creative writing. To explore themes and genre conventions in the larger literary context. To identify mood and its impact on plot and characterisation, applying to creative writing. To make informed predictions of plot, character arcs and the development of themes over the course of the novel. To compare the difference between page and stage, applying understanding of form conventions to analysis. To analyse and respond to novel excerpts. 	<p>Experiences that school will provide</p> <ul style="list-style-type: none"> Reading and analysing extracts from Mary Shelley's original novel. Cross-curricular links with Drama as we read Philip Pullman's play adaptation. Role playing of characters with opportunities to perform sections from <i>Frankenstein</i>. Discussions about pervasive Romantic and Gothic themes over time. Deconstruction of narrative elements A range of creative writing exercises. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Key Vocab</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Pathetic fallacy</td> <td>The attribution of human feelings and responses to inanimate things or animals, especially in art and literature.</td> </tr> <tr> <td>Atmosphere</td> <td>The way an author uses setting, objects, or internal thoughts of characters to create emotion, mood, or experiences for the reader.</td> </tr> <tr> <td>Frame narrative</td> <td>A literary technique, whereby a story is situated within another story.</td> </tr> <tr> <td>Foreshadowing</td> <td>A narrative device in which suggestions or warnings about events to come are dropped or planted.</td> </tr> <tr> <td>Foil</td> <td>A character who serves as a contrast to the main character, or the protagonist.</td> </tr> <tr> <td>Foreboding</td> <td>A feeling that something bad will happen.</td> </tr> <tr> <td>Tone</td> <td>A literary device through which the author conveys their feelings or opinions about the subject matter they're writing about.</td> </tr> <tr> <td>Mood</td> <td>The emotional response that a writer wants to give the reader in a creative, persuasive or personal piece of writing.</td> </tr> <tr> <td>Theme</td> <td>A central topic, subject, or message within a narrative.</td> </tr> <tr> <td>Characterisation</td> <td>The act of creating and describing characters in literature.</td> </tr> </tbody> </table>	Key Vocab	Definition	Pathetic fallacy	The attribution of human feelings and responses to inanimate things or animals, especially in art and literature.	Atmosphere	The way an author uses setting, objects, or internal thoughts of characters to create emotion, mood, or experiences for the reader.	Frame narrative	A literary technique, whereby a story is situated within another story.	Foreshadowing	A narrative device in which suggestions or warnings about events to come are dropped or planted.	Foil	A character who serves as a contrast to the main character, or the protagonist.	Foreboding	A feeling that something bad will happen.	Tone	A literary device through which the author conveys their feelings or opinions about the subject matter they're writing about.	Mood	The emotional response that a writer wants to give the reader in a creative, persuasive or personal piece of writing.	Theme	A central topic, subject, or message within a narrative.	Characterisation	The act of creating and describing characters in literature.
Key Vocab	Definition																							
Pathetic fallacy	The attribution of human feelings and responses to inanimate things or animals, especially in art and literature.																							
Atmosphere	The way an author uses setting, objects, or internal thoughts of characters to create emotion, mood, or experiences for the reader.																							
Frame narrative	A literary technique, whereby a story is situated within another story.																							
Foreshadowing	A narrative device in which suggestions or warnings about events to come are dropped or planted.																							
Foil	A character who serves as a contrast to the main character, or the protagonist.																							
Foreboding	A feeling that something bad will happen.																							
Tone	A literary device through which the author conveys their feelings or opinions about the subject matter they're writing about.																							
Mood	The emotional response that a writer wants to give the reader in a creative, persuasive or personal piece of writing.																							
Theme	A central topic, subject, or message within a narrative.																							
Characterisation	The act of creating and describing characters in literature.																							

You will learn	Teaching Resources/Links
<p>Expressions and Formulae</p> <ol style="list-style-type: none"> Solving equations Substituting into expressions Writing and using formulae Using and rearranging formula Index laws and brackets Expanding double brackets <p>Indices with Standard Form</p> <ol style="list-style-type: none"> Calculate combinations of indices and brackets, including nested brackets Use index laws to simplify expressions Calculate combinations of powers, roots, fractions and brackets Estimate answers to calculations Understand numbers written in index form that are raised to a power Understand negative and zero indices Use powers of 10 and their prefixes Write large and small numbers using standard form Enter and read standard form numbers on a calculator Order numbers written in standard form 	<p>KS3 Pearson Core Progress:</p> <p>Unit 2 Page 26 - 53 Unit 2 Page 26 - 53 Unit 2 Page 26 - 53 Unit 2 Page 26 - 53 Unit 2 Page 26 - 53 Unit 2 Page 26 - 53 Unit 2 Page 26 - 53</p> <p>Unit 1 Page 1 – 24 Unit 1 Page 1 – 24 Unit 1 Page 1 – 24 Unit 1 Page 1 – 24 Unit 1 Page 1 – 24 Unit 1 Page 1 – 24 Unit 1 Page 1 – 24 Unit 1 Page 1 – 24 Unit 1 Page 1 – 24</p>
<p>Additional Resources</p> <p>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/</p>	

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

Year 8 Science

You will learn	Online Resources	Teaching Resources/Links
<p>Chemistry – new technology Explain how the properties of nanoparticles suitable for their uses Explain combustion reactions Describe the advantages and disadvantages of new vehicle fuels</p> <p>Biology – new technology To be able to predict inheritance of characteristics To be able to explain what a genetic disorder is To be able to explain what selective breeding is To be able to explain what genetic engineering is To be able to explain the role of bacteria in fermentation</p>	<p>Kerboodle online textbook activate 3 pages 54-71 Nanoparticles - Nanoscience - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize https://www.youtube.com/watch?v=70dOzvhn-8M</p> <p>Kerboodle online textbook activate 3 pages 4-20 Inheritance and genetics - KS3 Biology - BBC Bitesize https://www.youtube.com/watch?v=UC-YwiB_FFg https://www.youtube.com/watch?v=eksagPy5tmQ</p>	<p>Crude oil and fuels - KS3 Chemistry - BBC Bitesize</p> <p>Anaerobic and aerobic respiration - BBC Bitesize</p>
<p>Additional Resources</p>		
<p>www.bbc.co.uk/bitesize Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)</p>		

Half Termly Overview 15/04/2024 to 24/05/2024
Year 8 Geography: We're An Island (Economic Structure)

You will learn	Online Resources	Teaching Resources/Links
<ol style="list-style-type: none"> 1. To discuss whether London is an important city. 2. To understand how the economy has changed in Burnley over time. 3. To understand how the UK employment structure has changed over time. 4. To understand what trade is and how there are trade flows around the world. 5. To understand how the UK's energy mix is made up. 6. To understand the importance of tourism to the UK economy. 	<ol style="list-style-type: none"> 1. Discuss what makes London important on a national and international scale. www.bbc.co.uk/bitesize/guides/z3h7sg8/revision/1 3. To understand how the employment sectors have changed. Give reasons for the location of business parks. 4. www.bbc.co.uk/bitesize/guides/zx3vtyc/revision/1 5. To analyse the trade flows of the UK and to know the difference between imports and exports. www.bbc.co.uk/bitesize/guides/z2knb9q/revision/1 6. To explain the changes in the UK energy mix. To explore how the UK is ideally placed to develop renewable sources. www.bbc.co.uk/bitesize/guides/z3tjcwv/video 7. You will identify a range of tourist attractions in the UK and explain the benefits of tourism to the UK. 8. www.bbc.co.uk/bitesize/topics/zcmfb9q 	<ol style="list-style-type: none"> 1. Geog 1 textbook, P58-59. 2. Nelson Key Geography Connections, Kerboodle P28-29. 3. Nelson Key Geography Connections, Kerboodle P42-43. 4. Nelson Key Geography Interactions, Kerboodle P96-97. 6. Nelson Key Geography Interactions, Kerboodle P60-61. AQA Geog revision guide, P93.

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

Year 8 History: Impact of World War One

You will learn	Online Resources	Teaching Resources/Links
<p>Impact of World War One</p> <ol style="list-style-type: none"> 1. Why did Germany lose the war? 2. Why did Russia have a Revolution? 3. What is Communism? 4. What was Britain's relationship with Ireland like? 5. What was the Easter Rising? 6. How was Ireland split? And what effects has this had? 	<p>(1-3) BBC Bitesize – Watch the videos and make spider diagrams on them. https://www.bbc.co.uk/bitesize/topics/z94cwmn</p> <p>(4-6) https://www.bbc.co.uk/bitesize/guides/zt7msrd/revision/1 Read through the revision pages, watch videos and complete the online test</p> <p><u>Sample Questions</u> Describe two problems faced by Russian people during the WW1. (4) Write an account of why Irish nationalists rebelled between 1916 and 1922. (8)</p>	<p>"KS3 History Technology, war and identities" Textbook/Revision Book published by Oxford: P38-39 and P54-59</p> <p>"KS3 History Industry, Reform and Empire" Textbook/Revision Book published by Oxford: P70-71</p>

You will learn	Online Resources	Physical Resources
<p>NCELP resources:</p> <ol style="list-style-type: none"> 1. Saying where people go 2. Where people go on holiday 3. Practice of the 'er', 'ez' and 'é' sound 4. Where people go 5. Talking about people's lives 	<p>Use the links below to access the class resources:</p> <p>Lesson 1:</p> <ol style="list-style-type: none"> 1. https://resources.ncelp.org/concern/resources/wh246s38d.html <p>Lesson 2:</p> <ol style="list-style-type: none"> 2. https://resources.ncelp.org/concern/resources/kh04dp91t.html <p>Lesson 3:</p> <ol style="list-style-type: none"> 3. https://resources.ncelp.org/concern/resources/p5547r65p.html <p>Lesson 4:</p> <ol style="list-style-type: none"> 4. https://resources.ncelp.org/concern/resources/s1784k95f.html <p>Lesson 5:</p> <ol style="list-style-type: none"> 5. https://resources.ncelp.org/concern/resources/hx11xf530.html 	<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 2.2 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>		

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

Year 8 German

You will learn	Online Resources	Physical Resources
<p>NCELP resources:</p> <ol style="list-style-type: none"> 1. Comparing lifestyles 2. Asking and answering questions about school activities 3. Narrating other people's actions 4. What people do and when 	<p>Use the links below to access the class resources:</p> <p>Y7, Term 2.2, Week 3 Y7, Term 2.2, Week 4 Y7, Term 2.2, Week 5 Y7, Term 3.1, Week 1</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>

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

Year 8 Spanish

You will learn	Online Resources	Physical Resources
<p>LDP resources:</p> <ol style="list-style-type: none"> 1. Talking about what you do with other people 2. Describing what people can and are able to do 3. Describing what people must (v can or want) to do 4. Places and location 5. Saying what people are like today v in general 	<p>Use the links below to access the class resources:</p> <ol style="list-style-type: none"> 1. Y7, Term 2.2, Week 1 2. Y7, Term 2.2, Week 2 3. Y7, Term 2.2, Week 3 4. Y7, Term 2.2, Week 4 5. Y7, Term 2.2, Week 5 	<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 2.2 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>

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

Year 8 Art and Design: Architecture

You will learn	Online Resources	Teaching Resources/Links
<p><u>Architecture pop-up cityscape</u></p> <p>Industrial & Landmark architecture around the world Gothic Architecture characteristics & features Dry point etching – image layering</p>	<p>https://www.youtube.com/watch?v=vrdkL7Y8Who&pp=ygUcZ290aGjlGFyY2hpdGVjdHVyZSBmb3lga2lkcw%3D%3D</p> <p>https://www.youtube.com/watch?v=XZochYPClaQ&pp=ygUSUG9wIHVwIGNpdHkge2NhcGVz</p> <p>https://www.youtube.com/watch?v=qBpaalqxloE&pp=ygUSUG9wIHVwIGNpdHkge2NhcGVz</p>	<p>Architecture 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>		

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

Year 8 Computer Science

You will learn	Online Resources	Teaching Resources Links
<p>Networks</p> <p>Lesson 1 – know the two main types of network LAN and WAN.</p> <p>Lesson 2 – know the hardware used to create networks and its purpose.</p> <p>Lesson 3 – understand a variety of network topologies and be able to draw the topologies.</p> <p>Lesson 4 – be able to describe the advantages and disadvantages of networks.</p> <p>Lesson 5 – be able to explain how wireless networks work and explain their advantages and disadvantages.</p> <p>Lesson 6 - be able to explain how to keep networks secure and understand the threats to a network.</p>	<p>Office 365 https://www.office.com/?auth=2 Year 8 > Content Library > Networks 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>Networks - Wired and wireless networks - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</p>	<p>KS3 Computer Science CGP: P21 - 26</p>

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

Year 8 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/i08dadvaa3kmozht</p>

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

Year 8 Design and Technology

You will Learn:	Online Resources	Teaching Resources/Links
<p>How to design a munch box. Week 1: Lesson 1 and 2, Analysis of existing products. Investigating and writing a design specification. How lunch boxes are products, case study.</p> <p>Week 2: Lesson 3 and 4, Identify a target market and draw initial design ideas for your 'munch box'.</p> <p>Week 3: Lesson 5 and 6, Brand psychology: Learn how colour theory and typography can be used to create an identity for your product. Design a logo for your 'munch box'.</p> <p>Week 4: Lesson 7 and 8, Producing your final designs and learning how to draw developments/nets. Drawing in 2 and 3 dimensions, adding logos and researching packaging legislation.</p> <p>Week 5: Lesson 9 and 10, Developing and modelling your final design.</p> <p>Week 6: Lesson 11 and 12, Presenting your final design, recording and uploading your work.</p>	<p>Modelling and prototyping as part of the design process: https://www.bbc.co.uk/bitesize/guides/zvkck2p/revision/3</p> <p>Injection Moulding process: https://www.youtube.com/watch?v=dBiDUzzo5Fs&feature=youtu.be</p> <p>Vacuum forming process: https://www.youtube.com/watch?v=YJ2khPSVYoo&feature=youtu.be</p> <p>Logo creator: https://www.designevo.com/</p> <p>Card modelling: https://www.youtube.com/watch?v=k_9Q-KDSb9o</p>	<p>The power point for each lesson is available online in Teams or on Satchel One.</p> <p>Most lessons are paper based but in week 5 and 6 you will need:</p> <ul style="list-style-type: none"> • Cardboard (an old cereal package will do). • Sticky tape (preferably masking tape). • Scissors. • Glue (glue stick ideally). <p>At the end of each lesson take a photograph of the work you have completed and send it via email to your teacher.</p>
<p>Additional Resources</p>		
<p>You can watch the link videos above and follow the power points for each lesson on 'Munch Time'. If you cannot access it on Teams e-mail your teacher and they will send you a copy. s.brown@unity.lancs.sch.uk c.jones@unity.lancs.sch.uk</p>		

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

Year 8 Drama

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> • Developing leadership, teamwork and cooperation skills. • Developing Audience awareness. • How to use voice to create meaning. • How to use physicality to communicate meaning through Physical Theatre and mime. • Developing oracy and communication skills. • Developing and devising a performance. • Planning and time management skills. • Learning how to be an effective audience member offering. constructive and evaluative feedback. • Build performances from a stimulus. • Explore character motivation. • Explore using mask to create interesting performances. 	<p> https://classroom.thenational.academy/lessons/vocal-skills-part-1-c8ukcc https://classroom.thenational.academy/lessons/vocal-skills-part-1-c8ukcc?step=1&activity=intro_quiz https://classroom.thenational.academy/lessons/vocal-skills-part-1-c8ukcc?step=2&activity=video https://classroom.thenational.academy/lessons/vocal-skills-part-1-c8ukcc?step=3&activity=exit_quiz https://classroom.thenational.academy/lessons/looking-out-of-the-window-using-still-images-and-transitions-c4r6cd https://classroom.thenational.academy/lessons/looking-out-of-the-window-using-still-images-and-transitions-c4r6cd?step=1&activity=intro_quiz https://classroom.thenational.academy/lessons/looking-out-of-the-window-using-still-images-and-transitions-c4r6cd?step=2&activity=video https://classroom.thenational.academy/lessons/looking-out-of-the-window-using-still-images-and-transitions-c4r6cd?step=3&activity=exit_quiz Boy on the Roof Show Trailer: Vamos Theatre (youtube.com) Finding Joy Trailer (youtube.com) Performers' Perspectives Vamos Theatre </p>	<p>Work pack and power point available on request</p>

Year 8 Food Technology

You will learn	Online Resources	Teaching Resources/Links
<p>The main aim of the unit is to develop the key practical skills in preparation for GCSE as well as gaining essential life skills. This is by using 'Foods Around the World' as a theme for the whole of year 8 projects. You will:</p> <ul style="list-style-type: none"> • Redevelop existing food products • Extend their knowledge about hygiene, health and safety within the environment • Work more independently during practical work by using individual recipe cards • Gain an understanding about different French, British, Australasian cultures and their cuisines • Understand lifestyles/ special diets • Develop their practical skills further <p>There will also be opportunities for you to:</p> <ul style="list-style-type: none"> • Understand industrial practice in the given areas • Develop presentation and research skills <p>Practical Work (optional) Encouragement of carrying out practical work at home linking to the practical activities: Recipes made are: Pear Marble Tray Bake, Quiche, Anzac Biscuits, Bread and Pasties, Cheesecake, Chilli Cobbler, Black Forest Gateau, Lasagne and Fruit Pie. There is a link on the school website for these under the Curriculum.</p>	<p>Use the links below to access the different learning experiences for the module of Food Technology:-</p> <p>Week One Using the link below, read the fact file and complete the worksheet on Food Origins. Food Origins</p> <p>Week Two Using the link below, read the presentation on Food Processing methods and complete the worksheet. Food processing</p> <p>Week Three Using the link below, read the presentation on How Food is Sold and complete the worksheet. How food is sold</p> <p>Week Four Using the link below, read the presentation on the Eat Well Guide and complete the worksheet. Eat Well Guide</p> <p>Week Five Using the link below, read the presentation on Energy Requirements and complete the worksheet. Energy requirements</p> <p>Week Six Using the link below, read the presentation on Diet and Health and complete the worksheet. Diet and Health</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 Interactive 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 One Week by week recipes for the products to be made Quizzes to reinforce learning</p>		

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> • About online communication • How to use social networking sites safely • How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalization • How to respond and seek support in cases of online grooming • How to recognise biased or misleading information online • How to critically assess different media sources • How to distinguish between content which is publicly and privately shared • About age restrictions when accessing different forms of media and how to make responsible decisions • How to protect financial security online • How to assess and manage risks in relation to gambling and chance-based transaction. 	<p>Cifas - Anti-Fraud Education</p> <p>Every Mind Matters – Online stress and FOMO; Body image in a digital world</p> <p>BBFC - Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>Media Smart - Piracy: what's the big deal?</p>	<p>National Crime Agency - Exploring Cybercrime</p> <p>Cifas - Anti-Fraud Education</p> <p>CEOP Safety Centre</p>
Additional Resources		
<p>Dove – Self-esteem project</p> <p>NSPCC Talk Relationships</p>		

You will learn	Online Resources	Teaching Resources/Links
<p>Unit of Work: The Wellerman</p> <p>Set sail on a musical adventure with "The Wellerman"! Dive into the viral sensation sweeping TikTok as we explore this iconic sea shanty. In this unit, we'll unravel the magic of "The Wellerman" melody and discover how accompaniments can enhance its rhythm and charm. From rhythmic claps to harmonious ukulele strums, we'll experiment with various accompaniment techniques to breathe new life into this beloved tune. Get ready to blend tradition with creativity as we harmonise, clap, and strum our way through this musical journey. Let's make waves with "The Wellerman" and create our own musical masterpiece!</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 are the key beliefs? Islam began when the Qur'an was revealed to Prophet Muhammad, 'the Seal of the prophets'. Muhammad recorded and taught the Qur'an to others and it became the unchanged word of God. Surah Al-Fatihah, the opening verse, shows faith in one God (Tawheed) and strengthens faith in Allah's power and authority. It also shows Muslims seek Allah's guidance in all aspects of life. • What does a Muslim have a duty to do? Jihad is the inner struggle to be a good Muslim. The five Pillars of Islam are the key practices that all Muslims have a duty to do in their lives. They are referred to as pillars because they are the foundation of Muslim life. The Pillars are Shahadah (Declaration of faith), Salah (Prayer), Sawm (Fasting), Zakat (Charity), Hajj (Pilgrimage). • Why do Muslims observe Ramadan? Ramadan, the 9th Month of the Islamic calendar. As it is the month when the Qur'an was first revealed to Prophet Muhammad is a very holy month. It is a month of fasting and abstaining from things considered to be impure for the mind and body. It is a way to worship and for Muslims to feel a closer to Allah. • How does Ramadan impact on daily life? Ramadan is often recognised as the month of food fasting however, there is much more to it than that. Muslims use Ramadan as a time to be closer to Allah therefore they will spend more time in prayer, reading the Qur'an and with family. Muslims will also avoid distractions and negative behavior for example, television, swearing and gossip. • What is the aim of Zakat? Zakat is one of the 5 pillars of Islam. It is a duty that has to be completed once a year and involves Muslims giving 2.5% of their disposable income to charity. It is often given during the month of Ramadan as this is a very holy month and brings greater rewards. • Why celebrate Eid? There are 2 Eid celebrations in Islam: Eid Ul-Fitr and Eid Ul-Adha. Eid means feast or festival and Eid Ul-Fitr, taking place at the end of Ramadan is "the festival of the breaking of the fast". It is a festival of prayer, family, food and gifts. 	<p>https://www.youtube.com/watch?v=JE4MT-4wwU4</p> <p>https://www.truetube.co.uk/resource/the-five-pillars-of-islam/</p> <p>https://www.youtube.com/watch?v=NiHYmSwPLks</p> <p>https://www.bbc.co.uk/news/explainers-56695447</p>